

# Teaching Countermeasures of piano course for preschool education major in Higher Vocational Colleges under the background of vocational education reform

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**Abstract:** China's vocational education reform has brought new opportunities and challenges to the development of Higher Vocational Colleges' education. In this regard, pre-school education major in higher vocational colleges should grasp the development opportunities of the times, pay attention to the teaching reform of piano course, further optimize the teaching mode, and promote the comprehensive quality development of students. In order to adapt to the high standard requirements of Preschool Teacher Education under the new situation, higher vocational colleges should pay attention to the adjustment of teaching mode, break through the difficulties and problems existing in the current teaching, effectively improve students' piano playing ability and teaching ability, and lay a good foundation for students' future employment. Based on this, this paper analyzes the teaching strategies of piano course of preschool education major in Higher Vocational Colleges under the background of vocational education reform, in order to provide reference for educators.

**Key words:** vocational education reform; Higher vocational colleges; Preschool education major; Piano lessons; Teaching strategies

Introduction: preschool education is an important channel to cultivate kindergarten teachers. The abilities of preschool teachers affect the teaching quality of kindergartens and the healthy growth of every child to a large extent, which requires preschool students to have solid piano playing and singing skills, and be able to teach all kinds of skills to children, so as to carry out music teaching activities smoothly. Under the background of in-service education reform, higher vocational colleges should rely on national education policies and regulations, deeply analyze the current situation of piano teaching in pre-school education, actively explore teaching practice methods suitable for pre-school education students to improve the comprehensive level of piano, and improve students' abilities of reading music, playing and singing nursery rhymes through diversified teaching, so as to effectively lay the foundation for students' future employment.

## 1 Problems in Piano Teaching of preschool education major in Higher Vocational Colleges under the background of vocational education reform

### 1. Teachers' teaching forms need to be enriched

With the continuous reform of education, teaching forms in higher vocational colleges are gradually diversified, and online and offline hybrid teaching, project tasks, teaching and other methods are gradually integrated into practical teaching. However, at present, some preschool education teachers' practical application in this area is not ideal, and the application of advanced teaching methods is lack, which makes the teaching effect poor. In the teaching of piano course, teachers often adopt the traditional one size fits all and theory indoctrination teaching, but the students' piano level is different, which makes it difficult for some students to keep up with the progress of teachers in time, and then show problems such as lack of enthusiasm and initiative, resulting in a "one speech classroom" teaching situation, which is not conducive to the development of students' comprehensive ability. As for teachers' teaching, they need to complete the specified teaching tasks within the limited classroom time, which makes it difficult for some teachers to take care of every student to promote the teaching progress in order to implement the teaching plan, which makes some students' learning attitude incorrect in class, neglect practice after class, and form bad learning habits, It is difficult to effectively train students' Piano practical ability.

### 2. Students' piano foundation is relatively weak

Most of the students who participate in the piano course of preschool education major lack a systematic and solid piano foundation. Only a small number of students have undergone relatively systematic professional training before, and even some students begin to accept piano learning from the childhood stage, which makes the students' piano level uneven, and the basic situation they show is quite different. First, in terms of finger flexibility. After long-term training, most of the students' fingers are flexible and can skillfully complete the piano training activities, but most of the students basically have no piano training foundation, and enter this age stage, their joints have been basically shaped, and their fingers are less flexible when learning to play the piano, which makes some students reluctant to participate in piano practice. Secondly, in terms of music perception. Piano practice teaching has high requirements for students' music perception ability. Most of the pre-school education majors have not been systematically studied in music, and their music perception ability is insufficient, which makes the piano practice effect poor. Finally, in the aspect of piano learning attitude. The piano course requires students to develop good piano practice habits, so as to accurately grasp the rhythm of piano performance and have sufficient musical performance ability. However, most students' enthusiasm for piano learning is insufficient. On the one hand, students have not developed good piano practice habits. They are in a hurry in piano training, unable to effectively practice the correct guidance of teachers and difficult to achieve a good playing state; On the other hand, the students' piano practice plan is not effectively implemented. Many students have set up a detailed piano practice plan at the initial stage, but due to various factors, the piano practice plan can not be carried out continuously, which makes the students' piano skills can not be effectively practiced.

### 3. There are relatively few piano lessons in school

The piano course is practical and requires students to carry out a lot of practical exercises. However, the pre-school education major has more subject contents and students need to master more talents, leaving relatively less time for piano course learning, so it is difficult for students to master a large number of piano skills in a short time. Piano performance itself is a complex skill. From entry to mastery, it takes a lot of time to practice, and the shorter class hour has a great challenge to train students' piano performance ability. At present, the piano course teaching in most higher vocational colleges is two hours a week, which is far from enough for many students who lack piano learning experience, requiring students to spend a lot of spare time practicing. However, due to the influence of capital construction factors, most schools provide limited hardware conditions, which can only meet the practice needs of some students in a short time, and can not provide enough practice time for each pre-school education major student. In short, influenced by factors such as piano teaching time and practice time, it is difficult for students to improve their piano skills in limited class hours, and students' improvisational accompaniment ability and nursery rhyme playing and singing teaching ability are insufficient, which can not meet the needs of future jobs.

## 2 Teaching Countermeasures of piano course for preschool education major in Higher Vocational Colleges under the background of vocational education reform

### 1. Reasonably set up teaching content and optimize classroom teaching methods

In the teaching of piano course for preschool education majors, teachers should pay attention to adhering to the principle of step-by-step, reasonably setting the course teaching content, optimizing the classroom teaching methods, and consolidating the foundation of students' piano training. First of all, teachers should pay attention to the basic piano practice. Teachers should pay attention to selecting appropriate etudes from classic traditional piano teaching materials in combination with students' basic situation and learning situation, so as to exercise students' basic piano skills and improve students' music aesthetics. In this process, teachers can appropriately choose music with vivid and interesting content, so as to mobilize students' enthusiasm for contact, enhance students' understanding of music, and avoid boredom caused by boring training. Music from different countries has different performance characteristics. Teachers can lead students to appreciate music works together in the training process, find out the performance characteristics of music, promote students to master the rules of piano performance, and lay the foundation for subsequent improvisation. Secondly, teachers should reasonably set teaching objectives. Pre school education is a major to cultivate future preschool teachers. The piano course is not to cultivate future pianists, but to cultivate preschool teachers who can carry out piano playing teaching. Preschool teachers can not only teach children the corresponding piano skills, but also play the piano in combination with nursery rhymes to meet the teaching needs of children. In this regard, teachers should pay attention to the teaching of children's songs and impromptu accompaniment in the course teaching, focus on the cultivation of teachers' piano teaching ability, encourage students to strengthen training, and gradually consolidate their own piano foundation. In this process, teachers should not only give full consideration to the students' piano foundation, teach according to the order from simple to difficult, set different teaching methods for different stages, and promote the continuous improvement of students' piano level, but also pay attention to cultivating students' interest in piano learning, helping students perceive the charm of piano, so as to promote students' active participation in course practice, effectively enhance their comprehensive ability. Finally, teachers should enrich the teaching methods. In order to effectively improve the students' ability to play and sing nursery rhymes and enhance the students' piano performance level, teachers should pay attention to selecting appropriate teaching methods to enable students to apply what they have learned. In teaching, teachers should implement the student-centered teaching concept, carry out targeted teaching according to the characteristics of students, create a relaxed and good teaching atmosphere for students, and promote the healthy growth of students. For example, a combination of group and targeted teaching is set up. In group teaching, teachers arrange theoretical knowledge and demonstration performance related to piano playing skills according to the course content, assign homework to all students, and clarify the course training content. In this process, teachers can introduce the internet teaching platform, carry out online and offline hybrid teaching with the help of Internet technology, and effectively enhance the teaching effect of the course. In the aspect of targeted teaching, teachers set up corresponding teaching activities according to students' personal music skills, so as to improve students' playing skills, effectively solve each student's playing problems, and promote the improvement of each student's ability. In this process, teachers can organize group training activities, and students at the same level form practice groups to encourage students to carry out group training, so as to achieve common growth.

### 2. Strengthening students' practical teaching and enhancing students' piano playing skills

The piano course of preschool education major is practical. Teachers should pay attention to the development of practical teaching activities and enhance students' piano playing skills through diversified teaching. First, strengthen students' practical training. The comprehensive piano training needs continuous practical training, so as to enhance their performance feel, music perception ability and skill level. In this regard, teachers should organize and encourage students to practice more, master solid piano playing methods, and develop corresponding playing skills imperceptibly. Secondly, regularly organize students to participate in art practice activities. Art practice activities can not only provide students with opportunities to show themselves and exchange piano skills, enable students to be natural and calm in public places, avoid playing stage fright, tension and other problems in public places, and enhance students' playing self-confidence, but also enable students to recognize their own weaknesses, so as to improve their skills. For example, teachers can regularly organize students to participate in school concerts, children's songs playing and singing competitions, so that students can experience the experience of live performance, so as to improve students' piano playing ability and exercise students' courage to perform in public places; Another example is that teachers can organize students to participate in community art activities and art performances organized by

public welfare institutions, so as to exercise their actual performance ability through participation; Lead the students to participate in the large-scale literature and art performance activities, and play the music with the students, so as to exercise the students' teamwork ability and cultivate the students' comprehensive quality. In addition, teachers can also encourage students with good piano foundation to take the corresponding grade examination and obtain relevant qualification certificates. Practical teaching is an important channel to cultivate students' comprehensive quality. It can not only enrich students' learning methods and enhance their performance experience, but also exercise students' basic skills, eliminate students' playing tension, and effectively enhance students' piano playing skills.

### 3. Organize and carry out school enterprise cooperation training to consolidate the foundation of students' future employment

School enterprise cooperation is an important channel to exercise students' practical skills, which can not only test students' learning achievements, but also help students understand the current situation of industry development and the actual situation of their posts. In this regard, the school can regularly organize students to visit and study kindergarten teaching, guide students to practice piano, and deeply understand the current situation of kindergarten teaching. Kindergartens are important places for pre-school education majors to find jobs in the future. Through on-the-spot investigation, students can learn the current pre-school teaching methods, gain more teaching experience, understand how to use piano performance to assist teaching, recognize their own shortcomings in practice, and further adjust their own learning methods, Make learning plans and programs according to the needs of internship, make up for the weak part of their own ability, and make their own ability level more in line with the needs of employers. In this process, teachers can also understand the working methods of kindergartens, adjust teaching content and teaching methods based on this, promote students' ability development, and help students smoothly transition to workplace identity. The cooperation between schools and kindergartens can promote the effective connection between the talent chain and the industrial chain, make the talent training more in line with the market demand, effectively improve the employment competitiveness of students, and promote the rigid quality employment of students. At the same time, it can also provide more high-quality talents for employers and promote the high-quality development of employers, so as to achieve a win-win situation between schools and enterprises.

## Concluding remarks

To sum up, under the background of in-service education reform, higher vocational colleges should comply with the development opportunities of the times and reasonably carry out piano performance teaching according to the actual situation of students, which should not only highlight the practical characteristics of piano courses, but also meet the future employment development needs of students. In the course teaching, teachers should optimize the course content setting through diversified teaching, clarify the course teaching objectives, enrich students' theoretical knowledge base, enhance students' comprehensive practical ability, effectively improve students' improvisation level, and help students better adapt to future professional positions.

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# Research on Strengthening Patriotic Education and Alleviating the Impact of Pan-Entertainment when Fostering Campus Culture at Colleges in the Omni-media Era

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**Abstract:** all media is a new media mode that integrates technology, manpower, methods, content and other aspects to realize mutual integration of publicity, resource exchange and benefit sharing on the basis of innovating traditional media and making full use of the advantages of new media. Campus culture in Colleges and universities is an important part of the construction of social and cultural system. As a high-level product of the development and evolution of media in the new era, integrated media has brought many new opportunities and challenges to the construction of cultural ecology, especially the construction of campus culture in Colleges and universities. At present, how to seize the dividend of the all media era in the construction of campus culture in Colleges and universities, inject the blood of “red culture” deeply and qualitatively, and abandon the negative impact of “Pan entertainment” is a problem that can not be ignored. On the basis of sorting out the value implication of the construction of campus culture in Colleges and universities, this paper analyzes the key and difficult points of the current construction of campus culture in Colleges and universities, and summarizes the strategies for sorting out the negative impact of “Pan entertainment”. In order to provide reference for the construction of Chinese style modern university campus culture and the optimization of the advantages of the development of integrated media.

**Key words:** Omnimedia era; College campus culture; Value implication; Pan entertainment; Red Culture

## 1 The value implication of the construction of campus culture in Colleges and Universities

### 1. The significance of campus culture construction in Colleges and Universities

First of all, the real university can be traced back to the Bologna School of law in Italy in 1088. Although the University in the modern sense was founded relatively late in China (the earliest university is Beijing University, which was founded in 1898), China's higher education has a long history, from the Imperial College System in the Qin and Han Dynasties to the academy system in the song and Ming Dynasties, The successive reforms of the past dynasties have jointly formed the current set of higher education system with Chinese characteristics, and thus formed the university campus culture with Chinese characteristics. The current Chinese University campus culture not only draws lessons from the development of Chinese traditional higher education, but also integrates Marxist cultural theoryShain's theory of four levels of organizational culture (surface layer: material culture; shallow layer: behavior culture; middle layer: system culture; deep layer: spiritual culture;)And Maslow's hierarchy of needs theory. At present, China's high school campus culture includes not only the most basic spiritual culture and material culture, but also system culture, behavior culture, team culture (brand culture) and network culture, especially network culture. In the era of integrated media, with the rapid development of Internet technology, the connotation and extension of network culture are the most obvious, and the popularity is the highest. Therefore, the research on the construction of university campus culture in the era of media integration has important theoretical value for the research and development of Marxist cultural theory,

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