

The Application of Research-Based Learning in Preschool Education for Children

Jiayun Xie

Preschool Education of school, Yunnan technology and business university, Kunming Yunnan China,
650000

54807114@qq.com

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Abstract: With the development of society and the improvement of living standards, people's pursuit of life has also reached a new level. In recent years, the development of preschool education is in full swing. Many colleges and universities have opened preschool education majors, and children's music teaching models have become Research hotspots. Research-based teaching mode is a teaching mode that takes students' future development as the fundamental goal in the teaching process. In teaching activities, teachers need to follow the principle of student-oriented and cultivate talents with innovative awareness and spirit. Applying the research-based teaching model to all aspects of music teaching for preschool education majors can help cultivate artistic talents adapted to the development of the new era. Therefore, this article proposes the role of research-based learning in music teaching for preschool science majors. Applied research. In this paper, a questionnaire survey and a control group experiment are used to study the teaching model of research learning. The research results in this article show that after an experimental cycle, the excellent rate of students in the experimental group increased by 20% and the good rate increased by 44%. The overall progress was obvious, while the students in the control group did not make significant progress. This research result shows that The application of research-based learning and music education for undergraduates majoring in pre-science education has a significant role in promoting children's improvement in music level, and provides a good paradigm effect for subsequent teaching development.

1. Introduction

Preschool music is an indispensable part of children's music education, and it is also an important part of children's future learning and development. With the rapid development of higher vocational education today, the development of preschool education has also received much attention. Among them, music education for preschool children is a hot spot of public focus. Music has three basic characteristics of image, emotion, and pleasure. It mainly makes people perceive and enjoy beauty in the movement and structure of music. School music education should pay attention to grasping the basic characteristics of music, so that students can fully enjoy all the beautiful music, so that they can enjoy music, make them appreciate, feel, create the beauty of music, use the beauty of music to cultivate temperament, and establish a healthy aesthetic taste. Children's music aesthetic ability is constantly developing, which has an important relationship with the environment and education of music.

Music is an art that is good at expressing and inspiring emotions. Music appreciation can also arouse and inspire people's thoughts and feelings and life experience, enrich people's emotions, glow the enthusiasm of study, work and life, and enrich people's spiritual life. Cultivating children's ability to appreciate music through music teaching plays an important role in the cultivation of art teaching and children's aesthetic psychology. Through music teaching, children's ability to discern and feel music sound can be cultivated [1]. Children's music teaching can help children approach music and understand music in the process of enhancing children's aesthetics and sense of music, in order to cultivate the sentiment, develop intelligence and improve the ability of appreciation. The

content of children's music lessons is rich and colorful, and its biggest feature is to mobilize children's interest through artistic activities, move children's emotions, and let children be happily educated [2-3]. However, in the actual children's music teaching, there are also children who are not interested in it. This phenomenon is formed mainly because the teaching methods are monotonous and boring, which makes children lose their learning pleasure and confidence. Therefore, it is of great significance to explore a suitable music teaching model for preschool children.

Traditional preschool children's music education has the disadvantages of boringness and low children's acceptance. Based on this, this paper proposes a teaching model of research-based learning, and explores the application of research-based learning in music teaching for preschool majors. This article first expounds research-based learning and explores it through a questionnaire survey combined with control group experiments.

2. Proposed Method

2.1 Research-Based Learning

(1) Definition of research learning

In China's current educational theory research, there are different interpretations of the concept of "research-based learning", which are roughly the following three: research-based learning as a special course [4]; research-oriented as a learning method Learning [5]; Research-based learning as a teaching strategy [6]. Research-based learning as a "course" specifically refers to a special course in which a school sets a certain number of class hours, teachers instruct students to establish topics, and students collect, sort, and analyze data independently and draw conclusions. Research-based learning as a "learning method" refers to the creation of a research-like situation and approach in the teaching process, allowing students to learn to collect, analyze, and judge a large amount of information through active exploration, discovery, and experience, thereby improving A new way of learning for thinking and creativity [7-8].

In the pre-science major's music teaching, the traditional teaching model and research-based learning are complementary and go hand in hand. Although the traditional teaching model has certain defects, we cannot deny that the traditional teaching model has the advantage of systematic learning.

(2) Basic characteristics of research-based learning

1) Comprehensive

The comprehensive nature of research-based learning refers to the interrelationships, openness, and interactions between various disciplines, and the use of related knowledge to solve problems [9]. Research-based learning is different from comprehensive courses. Although the knowledge involved in it is comprehensive in many cases, it is not a simple synthesis of several disciplines.

2) Practicality

In the process of research learning, students need to learn by actively exploring, discovering, and experiencing, that is, hands-on practice, and they need to learn to collect, analyze, and judge a large amount of information, so as to avoid the phenomenon of "dead reading". The practicality of research learning Make students pay more attention to the methods and processes of learning, and then develop a good habit of lifelong learning.

3) Openness

The openness of research-based learning includes the opening of research content, research resources, organizational forms, and research results. The research content is open, students can choose their own interests to conduct research according to the content, so as to improve the students' enthusiasm for learning. With open research resources, students can use various channels such as the Internet, library information, questionnaires, etc. Access to research resources in the form, meanwhile, students can adapt to the rapid development of information through multiple learning channels. There are three main forms of research-based learning: group collaborative research, individual independent research, personal research, and group discussions. Among them, the group form can better enhance the student group awareness and the spirit of mutual respect and

cooperation. Open, as a display of research results, students can display it through pictorials, performances, etc., avoiding the shortcomings of boring and difficult to perceive text reports, and also provides a basis for teachers to evaluate student learning.

4) Student-oriented

Research-based learning is a teacher-student relationship based on "student-oriented and teacher-assisted". Teachers guide students based on their research content and student characteristics, and pay more attention to students' innovative spirit and social emotions. Research-based learning pays more attention to students' Ability to solve problems by yourself. When a student encounters a problem in the course of learning, ask the teacher. The teacher does not have to rush to tell the student the answer. He should point out the direction of the research problem for the student according to his ability, and encourage the students to explore autonomous problem solving with their peers.

(3) Teaching model of research learning

1) The meaning of research-based teaching model

The so-called research teaching mode is to ignore the traditional indoctrination teaching process and cultivate creative talents with innovative spirit and innovative potential [10-11]. In the process of research-based teaching, teachers play the role of organizer and guide more to help students actively study and research, find out the most suitable learning method, and build their own knowledge system.

2) The characteristics of research-based teaching model

During the implementation of research-based teaching model, the more obvious feature is its high research and openness. The purpose of the research-based teaching model is to allow students to participate in the classroom to the greatest extent, and to eliminate the past cramming education. Instead, it is hoped that students can analyze problems and learn knowledge independently, and participate in the process of raising and solving problems. It makes students have great interest in studying and exploring in this course, and makes students have the spirit of active research. And openness lies in omitting the impact of standard answers, not restricting students' thinking, and creating a relaxed and pleasant learning environment, enabling students to combine knowledge, ability and personality development in a relaxed environment to create more value New thinking and new knowledge.

2.2 Development of Children's Music Acceptance

(1) Development of music listening

Music listening is the foundation of children's musical acceptance ability. In the development of musical talents, listening is the most important [12]. Some children are not allowed to sing. Many people think that the reason for singing is the incomplete tone. In fact, this is a hearing problem. Physiological research proves that children's music hearing can be cultivated before the age of 12, and it is difficult after the age of 12. Therefore, childhood is an important period to cultivate music listening. The development of children's musical ability is based on musical listening. The stronger the musical listening, the stronger the musical ability. Children's music hearing ability has gradually developed, and it includes three aspects: the ability to listen to various musical elements, the ability to listen to the overall music image, and the inner hearing ability of music [13].

(2) Listening ability of music elements

Music is composed of many musical elements, such as melody, rhythm, harmony, tone, etc. Cultivating children's ability to listen to these musical elements is the basis of learning music. The easiest thing for children to hear and distinguish is the length, speed, and strength of the tone, and gradually transition to the pitch and tone. Children's music listening ability needs to be cultivated slowly, and it must not be rushed. It must be achieved through a lot of music practice.

(3) Listening ability of overall music image

The sharp discernment of the overall music image is first manifested in the emotional grasp of music and the comprehension of music connotation, which also permeates the development of music aesthetics. This ability is formed on the basis of listening and discerning the musical

elements. The stronger the listening and discerning ability of the musical elements, the stronger the discerning ability of the overall music image. The pupil is an important factor for music. With the discernment of the musical structure, it is like finding the key to open the door to the music, making it sound like a chaotic sound, and it has suddenly become layered, organized, and chaptered. Music too. Followed by the hearing of musical genre. There are many types of music genres, such as marches, lullabies, serenades, dance songs, boat songs, symphonic poems, symphonic paintings, symphonies, and so on. Each genre has its own characteristics, and listening to the genre accurately helps to understand the overall musical image.

(4) Hearing ability of inner music

Inner music hearing can also be called inner auditory imagination, which means that after the sound is finished, the sound of the music can still be retained through the auditory imagination, or before the sound, the music notes on the paper are converted into the actual sound. This is an important musical hearing ability. Maybe everyone has this kind of listening experience. After enjoying a piece of music, the beautiful and beautiful melody lingers in the ear for a long time, and it can still hum gently. But it won't be long before I can't remember, this is the role of inner music hearing. Music is an art of time, which is fleeting. Only by the ability of inner hearing can we retain music and gain a musical experience. In the development of children's music listening, we must follow the psychological characteristics of children's music acceptance. We cannot use purely conceptual methods. We must develop children's music listening through music activities based on the sound of music.

3. Experiments

(1) Control group experiment

The research object of this article is preschool children. A total of 50 middle-class students in a kindergarten in a certain place were selected. A total of 25 students in each class were set up as a control group and an experimental group. The processes of research-based learning and traditional methods were used for comparison. Method learning, the experimental group used research-based learning methods for learning.

Before teaching, the experimental group asked students to collect the background of the composers, performers, and musical works, as well as the intrinsic meaning of the musical works, and organize them. In the control group, teachers only introduced relevant music information.

In music teaching, the experimental group adopts the group cooperative learning mode. Students encounter problems before they can ask the students in the group to solve some simple problems on their own. While cultivating students' habit of helping each other, they also improve their problem solving ability. The control group adopts one-to-one teaching method. Teachers often follow the predetermined teaching plan to teach step by step. The entire teaching process is under the teacher's control.

(2) Questionnaire survey

Parents of students were invited to participate in the questionnaire survey, and asked the parents of the experimental group about their satisfaction and suggestions for adopting research-based learning methods. A total of 25 questionnaires were distributed in this questionnaire, and 25 valid questionnaires were recovered. The recovery rate and effective rate reached 100%.

4. Discussion

4.1 Analysis of Experimental Results in the Control Group

After an experimental period, the music levels of the two classes were evaluated. The evaluation results were divided into three levels, which were "excellent", "good" and "fair". The results are shown in Figure 1.

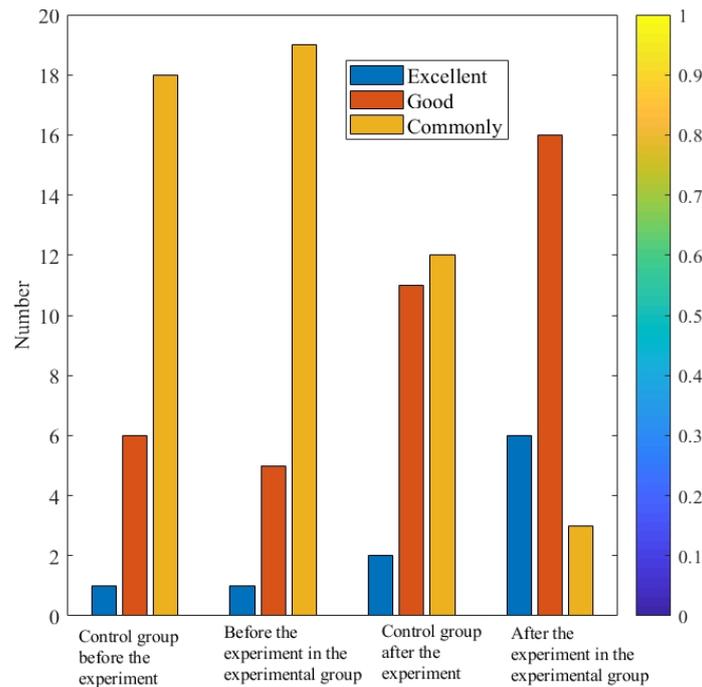


Figure 1. Analysis of experimental results

It can be seen from Figure 1 that the progress of the experimental group is relatively greater than that of the control group. As can be seen from the Figure 1, the number of excellent people in the control group before the experiment was 1, the number of good people was 6, the average number of people was 18, and after the experiment, the number of excellent people was 2, the number of good people was 11, and the number of people was 12, the excellent rate increased by 4%, and the good rate increased by 20%. The overall progress was not obvious. Before the experiment, the number of excellent people is 1, the number of good people is 5, the number of people is 19, and the number of people is 6 after evaluation, the number of people is 16, and the number of people is 3 20%, the good rate increased by 44%, and the overall improvement was obvious.

4.2 Analysis of Survey Results

The results of the questionnaire survey are sorted and analyzed, and the results are shown in Table 1.

Table 1. Analysis of questionnaire results

Satisfaction survey	Deficiencies	proposal
Very satisfied 92%	There are many unpredictable problems in the teaching process	Improve the overall level of teachers to deal with emergencies
Satisfied 4%	It's not one-on-one teaching. Teachers don't pay enough attention to students	The number of groups should not be too large, so as to improve the attention of teachers to students
Dissatisfied 4%	Lack of evaluation method	Make a reasonable evaluation method to evaluate students' learning

As can be seen from Table 1, the vast majority of parents are satisfied with the teaching method of research learning, and only one parent is dissatisfied with it. On the whole, the parents are quite satisfied with the method of research learning. In addition, there are still many shortcomings in the

method of research-based learning. For example, parents feel that teachers are not paying enough attention to students because they are not teaching one-to-one, and parents have also given their own suggestions for research. Improve the teaching method of sexual learning.

5. Conclusions

Music is one of the elegant art forms in human life. With the popularization of preschool education, the education of children's music has become more and more important. The traditional preschool children's music teaching method has great deficiencies. For this reason, this article proposes a teaching model of research learning. This article uses questionnaires and controlled experiments to explore. The research teaching model aims to maximize the subjective initiative of students. It is hoped that in the process of learning music, students will no longer be passively accepted, but will be able to learn from other disciplines. Towards self-discipline and lay the foundation for a successful future life. The research results in this article show that the teaching method of research-based learning is more conducive to the learning and development of children's music, and the learning progress using the teaching method of research-based learning is greater. The findings of this article will provide a good reference for children's music teaching in preschool education.

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