

# Practice and Exploration of Music Curriculum for Preschool Education Major

Yichen Xie\*

Xijing University, Xian, China

xieyichen@xijing.edu.com

\* corresponding author

**Keywords:** Preschool education; Music course; Course practice

**Abstract.** Music is a compulsory course for preschool education students and an important field for preschool teachers to carry out music activities and teaching for preschool children in kindergarten. Music quality education is the first key to open the door of music for preschool children. Therefore, in music teaching of preschool education, music quality education should be placed in the most important position. The essence of music quality is to emphasize the cultivation of music ability. The quality of music of preschool teachers will play a crucial role in the children's future music art level, and will directly affect the healthy growth of children's body and mind. Therefore, it is very important for students majoring in preschool education in secondary vocational schools to conduct music quality teaching. This paper will start from the analysis of the current situation of music course teaching for students majoring in preschool education in secondary vocational schools, and focus on the in-depth discussion on the cultivation strategy of music quality for students majoring in preschool education.

## 1. Introduction

With the continuous development of social progress, the comprehensive ability training on the child's parents for children art more seriously, most parents more and more pay attention to the music of child art education, so music education is sure to be a big part of the preschool education, it also makes the social requirements for preschool teachers' music quality improving, in most of the secondary vocational schools, often have many music art professional skills courses, but neglected the cultivation of student to carry on the quality of music teaching, so that most of the students surface has a music art specialty, but in the work, Faced with children who are hungry for music enlightenment education but have no way to start, it can be seen that the importance of music ability cultivation for preschool education students.

## 2. Analysis on the Existing Problems in Music Teaching of Preschool Education Major

### 2.1 The student's professional foundation is not high

For preschool education students, most are junior high school graduates, and in the recruitment process, do not need to take professional examinations. As a result, many vocational school students have a low professional foundation, and some students do not even have a music foundation, or even have never touched the piano. Therefore, in the actual piano teaching process, many students are not interested in piano learning, which leads to the inability to improve the quality of piano teaching. The effect cannot be improved, which seriously restricts the smooth development and progress of preschool education in secondary vocational schools.

### 2.2 The teacher's teaching methods lag behind

First of all, piano teaching in preschool education majors is greatly influenced by traditional teaching ideas. Teachers pay more attention to the interpretation of theoretical knowledge. This is against the need to train students' playing skills, so teachers must change their original teaching methods. Second, the preschool majors of secondary vocational schools are currently taking large

classes, and the teachers are still the leading part of the teaching activities. What the teachers teach and what the students learn passively seriously ignore the subjective initiative of the students, and it is difficult to give full play to the strengths of the students.

### **3. Improvement Measures of Piano Teaching in Preschool Education**

#### **3.1 The layered teaching**

As a traditional teaching method, hierarchical teaching originated from Confucius and evolved from teaching students according to their aptitude. The thought requires teachers to be practical and realistic, according to the actual learning situation of students, and according to the age and personality of students to develop appropriate teaching programs, the implementation of targeted teaching methods.

At present, students who apply for preschool education in secondary vocational schools have different sources of students and their music level is uneven. Therefore, teachers should fully consider the differences of students in piano teaching, deeply analyze the actual learning situation of each student and implement multi-level teaching. Students with strong piano playing ability have certain keyboard foundation and coordination ability. Teachers can strictly require students according to the teaching syllabus of this course and take this as the learning standard to encourage students to play the whole piano music in class, which is conducive to students' confidence in playing and their love for piano. The teacher gives certain guidance in the student plays, corrects the bad play, let the student make the greater progress. The teacher should give language and action encouragement to the students with general playing ability, stimulate the students' interest in piano learning, affirm the students' practicing effect, and actively guide the students in playing so as to make continuous progress. For students with poor playing ability, especially students from rural areas, some of them have not been exposed to the piano when they enter the school and lack music literacy. Therefore, teachers should take into consideration students' learning status comprehensively and reduce the teaching requirements of piano learning.

#### **3.2 Multimedia teaching**

Under the new curriculum reform, the teaching mode is no longer simple, multimedia, video has entered the classroom, forming a new teaching method, namely multimedia teaching. Most piano classes in secondary vocational schools still follow the traditional teaching mode, which can no longer meet students' demand for knowledge and stimulate their interest in piano. Teachers should actively respond to the curriculum reform, and skillfully use pictures, music, video and other ways to teach in their own teaching, so as to make the classroom more vivid and rich, so that students can fully feel the charm of the work and deeply understand the style and background of music. With the aid of multimedia, it can cultivate students' aesthetic appreciation of music and help them master the rhythm of piano playing.

#### **3.3 Create show stage and provide internship opportunities**

Preschool education students, in the future, will face early childhood teaching. It is particularly important to constantly improve students' teaching and learning ability, give students different levels of teaching guidance, and create a variety of internship opportunities and display stage. Through targeted teaching and practice, students can not only consolidate the knowledge they have learned in school, but also improve their ability to practice and speak. For example, the school often holds large-scale activities such as piano skills competition and campus art festival, and the class can organize small activities such as piano observation meeting and group performance, so that students can learn from each other and improve their learning ability and effect by participating in colorful activities. In the process of practice, for the students with strong piano playing ability, the teacher should ask the students to play children's songs impromptu accompaniment, in the form of solo or four-handed joint performance; For the piano playing ability in general, the teacher asked students to perform in the form of children's song accompaniment; For the poor piano playing

ability, the teacher should lower the performance requirements, let the students play in class, and give affirmation and praise, enhance the confidence of the students to play the piano, gradually improve the piano playing level of the students.

Teaching practice is helpful for students to apply the theoretical knowledge and skills learned in school to practical teaching, so as to cultivate students' practical teaching ability. Schools provide internship opportunities for students, students should actively participate in the internship, improve the teaching level, for the next step of teaching to lay a solid foundation. For example, secondary vocational schools should have their own cooperative kindergarten, as a base for students to practice. But the present pre-school education professional students, kindergarten affiliated internship is limited, the school should be signed with the kindergarten and preschool education institutions in the region that the agreement, to establish a long-term stable strategic cooperative relations, to provide good internship opportunities for students, let the students have learned to use field teaching ability, and through on-the-spot teaching to find out the existing problems and swallow the short board, so as to promote the improvement of teaching quality. According to the curriculum setting, the last year of preschool education major students is generally the internship stage. Before the internship, the school comprehensively evaluates the teaching level of students, and only qualified students can have the internship. During the internship, teachers visit and inspect students from time to time, give all-round guidance to students, do a good job in logistics, and ensure that every student can become a qualified preschool teacher.

#### **4. Reform Strategy of Nursery Rhymes Teaching in Preschool Education Specialty**

##### **4.1 Join dance rhythm design, improve the sense of artistic beauty**

Although music and dance belong to two art forms in different fields, they are related to each other in some aspects. Both of them have artistic aesthetic feeling, unique charm and close connection on the whole. If the two art forms of music and dance are combined together, people can enjoy the beauty from the senses. Based on the above views, preschool education professional teachers in the teaching process combined with the practice of students in the process of children's songs played into some simple dance moves, can effectively active classroom atmosphere, along with the music, coupled with some dance steps can active classroom atmosphere, in the process can effectively improve students for music, dance and other art forms of comprehension, to improve the teaching effect of children's songs played.

##### **4.2 Solid foundation, cultivate students to form a good view of music**

Preschool education plays an important role in China's overall education system. Excellent preschool education teachers can help children grow up healthily and happily. Therefore, if we want to improve the ability of preschool education students to play children's songs, teachers should first take appropriate teaching means to help students establish a correct view of music, and only after basic training can they learn more profound content. The basic practice of playing and singing children's songs includes playing posture and hand shape, etc. Although these contents seem very simple, if students do not pay attention to the above details, their playing and singing skills may be affected in the future. Starting from the most basic details can improve students' sense of achievement in the later learning process. In daily teaching activities, we should not only strengthen the training of piano playing skills, but also improve the attention of students to vocal music singing skills training. In the training process, we should pay attention to strengthening the review and consolidation of basic music theory knowledge. Strengthening the teaching of playing and singing children's songs from three aspects can effectively improve the classroom teaching efficiency and improve its playing and singing level. At the same time of cultivating their children's singing ability, teachers should also pay attention to establish correct music values for them. In addition to consolidating basic knowledge for students in preschool education, teachers should also teach students music theory so that they can know more about the development history of music and

appreciate the works of some master musicians to improve their music quality and establish correct music values.

### **4.3 Strengthen the music art skills training of preschool education students in secondary vocational schools**

In recent years, we can know from the education organization's many times to carry out a variety of teaching skills competition, and the education department has increased the degree of attention to education professional. Music subject covers the knowledge content of various subjects. When learning this subject, students should not only improve their professional skills in playing, singing, speaking and jumping, but also cultivate their comprehensive skills in subject teaching and activity design. In view of the high requirements of this subject on students, teachers should adopt hierarchical teaching method in the teaching process, and carry out basic teaching for most students, and only train them in basic professional skills such as playing, singing, speaking and jumping. For the advanced version of the teaching content, only students with strong learning ability who are interested in the project will be taught, and the learned children's songs will be presented in other forms through the teaching design. For example, it is possible to ask such questions in teaching activities to improve students' problem-solving ability: this week's nursery rhymes are "rabbit and Wolf" and "pull up radish" respectively. Suppose now kindergarten teaching link to learn to sing children's songs part, should be based on two children's songs design what kind of teaching activities? It can also be shown by making up stories. Through the practical training, the students all carried on the actual combat exercise earnestly, the overall effect is good.

In order to improve students' enthusiasm in learning children's songs and cultivate excellent students, the school should organize more competitions related to children's songs and play, and also organize students to participate in relevant interest groups to improve students' enthusiasm for learning this subject. In addition, effective measures should be taken to improve the learning enthusiasm of students with poor academic performance in music, and they should often take advantage of spare time to study for these students, so as to improve their overall learning level from the two aspects of training excellent students and tutoring students with poor academic performance. The core meaning of multi-level teaching is embodied through the teaching methods of cultivating the excellent and making up the poor. Teachers should adopt appropriate teaching methods in the daily teaching process to enable students to develop a good learning habit of playing and singing children's songs. The main practice methods include: first divide and then join, first slow and then fast, section exercise, section sentence exercise, etc., must grasp the key points before the exercise. In order to improve students' performance ability, we should cultivate students' sense of music. Playing and singing children's songs are closely related to intonation, rhythm and singing state.

## **5. Building a Practice-oriented Curriculum System**

After the objectives of practical teaching of music course for preschool education major are determined, specific practical teaching modules should be set according to these objectives, namely, content modules of practical teaching should be set.

The establishment of practical teaching objectives has laid a foundation for the practical teaching system of music courses for preschool education majors. In practical work, teachers should take into consideration the cognitive goals, competence goals and emotional goals of practical teaching and make them specific through relevant contents. For example, in the four areas of singing, rhythm, percussion and music appreciation, specific requirements can be made for cognitive goals and competency goals, while emotional goals can be further applied to the practice of these four areas. In addition, we should also pay attention to the practical teaching required hours. The author believes that practice teaching should account for no less than 50% of the total course hours, so as to highlight the practical characteristics of the course and cultivate students' practical ability.

In practical teaching, teachers should systematically design the content of modules to reflect the breadth and depth of music course teaching in preschool education. On the one hand, the content of

practical teaching should cover a wide range, which can meet all the content of music course teaching for preschool education majors. For example, students can practice in singing, rhythm, percussion and music appreciation, so as to gain more comprehensive practical experience. On the other hand, the level of practical teaching content should be rich, starting with simple teaching content, and gradually transition to a higher level of learning, so that students can improve their practical ability in each learning stage.

The reform of any course teaching system should consider its operability, and so should the reform of music courses for preschool education majors. The author thinks that the following points should be considered in the specific arrangement of practical teaching content: first, the class hour arrangement should be reasonable, to practice teaching planning reasonable teaching time. Secondly, the practice site and hardware facilities needed for teaching should be fully prepared to ensure the smooth implementation of practice teaching. Thirdly, we should set out from the actual situation of the students and make practical teaching requirements suitable for the students.

## 6. Conclusion

For students, music course is preschool education professional skills in the most difficult to master, the most difficult to learn, how to deal with the standardization of good teaching, practicality and the diversity of teaching mode, to inherit and learn from playing professional, music education professional piano teaching essence, and closely combining the characteristics of the preschool education major, reform the innovation, successful teaching in traditional teaching methods and teaching mode at the same time, more want to combine psychological and physiological characteristics of students' learning, to master scientific learning and practice, improve the level of teaching, improve the quality of teachers in basic education.

## References

- [1] Guimei Li. Exploration on the reform of music curriculum system for preschool education majors in colleges and universities based on practice [J]. Shaanxi education (higher education),2019(11):23-24.
- [2] Fang Xiao. Cultivation of music literacy of preschool education students in secondary vocational schools -- based on the perspective of music course teaching [J]. Course education research,2019(46):243+245.
- [3] Tingting Liu. Piano efficient classroom exploration for preschool education in secondary vocational schools [J]. Course education research,2019(45):225.
- [4] An-li Liu. Professional practice teaching in colleges and universities pre-school professional piano course [J/OL]. The application of Yellow River, 2019 (20) : 93 [2019-11-20]. <https://doi.org/10.19340/j.cnki.hhzs.2019.20.061>.
- [5] Zzheng fir. Pre-school education professional interest teaching music theory class discussion [J/OL]. Yellow River, 2019 (20) : 107 [2019-11-20]. <https://doi.org/10.19340/j.cnki.hhzs.2019.20.075>.
- [6] Chaoyang Li. Reform of piano teaching for preschool education in vocational colleges in qinba mountain area, ankang, west China [J]. Contemporary music,2019(11):69-70.
- [7] Qian Zhang. On interest cultivation in piano teaching in preschool education major of secondary vocational school [J]. North music,2019,39(20):137+144.