

Research on the Current Situation and Problems of Music Course Teaching of Preschool Education in Colleges and Universities

Qingnan Wang

College of Humanities & Sciences of Northeast Normal University
Changchun, China 130117

Abstract—Music course is a very important part of preschool education. The development of music course in preschool education requires not only the students' solid music basic knowledge, but also the students' understanding of the law of children's growth and development, as well as strong music art cultivation and aesthetic appreciation ability. Nowadays, although the music courses in the curriculum of preschool education in colleges and universities have been adjusted all the time, there are still many problems. This paper gives some suggestions on the problems and causes found. The music courses of preschool education in colleges and universities need to adjust the curriculum, so as to improve the students' adaptation to the needs of future jobs.

Keywords: *universities, preschool education, music courses, teaching status*

I. INTRODUCTION

With the development of economy, people's education level is significantly improved, so more attention is paid to education. Preschool education is the basis of everyone's education, so in the process of education, preschool education is particularly important. When parents choose kindergartens, the standards for kindergartens are also getting higher and higher. Music education is a very important part of preschool education, and it is particularly important in the early childhood Enlightenment period. Preschool education students are the first teachers of children in the future, and the initiators of children's music. This requires that students majoring in preschool education should lay a good foundation of music in school and lay a solid foundation for future work. The students of preschool education have their own particularity. The teaching of music course has something to be affirmed, but there are still many problems to be corrected. This paper puts forward some opinions and suggestions for the problems found.

II. THE CURRENT SITUATION OF MUSIC TEACHING OF PRESCHOOL EDUCATION IN COLLEGES AND UNIVERSITIES

There are some common problems in the curriculum of preschool education in Colleges and universities, for example, the curriculum of basic theory is much higher than that of music. The specialty of preschool education in China

started relatively late. When conducting education and teaching, most of them are summarizing and studying foreign teaching experience and mode. The teaching mode of basic theory course is mostly exam oriented learning. The teacher's "cramming" teaching method has great defects for the theory course learning. Music courses pay more attention to teaching experience, which can not be felt in theory courses. The proportion of art courses in the curriculum teaching plan of preschool education is very small, and the proportion of music courses in art courses is very small. In the practice of preschool education, the requirements of preschool teachers' music literacy and skills are higher and higher, while the artistic literacy and skills can not be achieved overnight. Therefore, in the four years of undergraduate study, it is particularly important to improve the Art Literacy and skills of preschool education students. The curriculum setting of music course will directly affect the students' Graduation trend and the adaptability to work. I have interviewed some graduates who are engaged in preschool education professional teachers in the practice base of our school and the person in charge of the kindergarten, and learned that music ability plays a very important role in kindergarten work. If the music ability is not high, it will be held in the unit, it will be very difficult in all the activities of the company, and at the same time, it will lose some opportunities, and it will be difficult to work in the company for a long time. After entering the work, it is difficult to improve their own music quality because of many tasks and great work pressure. Therefore, it is an important task for students majoring in preschool education to lay a good foundation for music in school. At the same time, increasing the proportion of music courses in preschool education can increase the number of graduates Plus social competitiveness, after work can be easily engaged in the professional work.

III. PROBLEMS AND REASONS IN MUSIC TEACHING OF PRESCHOOL EDUCATION MAJOR IN COLLEGES AND UNIVERSITIES

A. *The teaching of music course is not aimed at the characteristics of the students majoring in preschool education*

The undergraduate students of preschool education major are admitted to the university through the unified college entrance examination. There is no unified additional examination of art class. Unlike the students who major in music learning, they all have music foundation. Therefore, the music foundation of preschool education students is uneven, some music foundation is even zero. In China, the music curriculum in the basic education stage is relatively weak, and there is no music curriculum suitable for preschool education students. At the same time, the preschool education students have passed the best age of learning music, and it is more difficult to study after arriving at university. After students enter school, they can learn from the basic theory of music vocal music and children's song performance.

It is difficult for students to learn a series of music courses, such as piano foundation, improvisation, Orff teaching method, etc.

Master, can't touch the brain, don't know where to start.

B. *The way of examination affects students' enthusiasm in learning*

For the ordinary college students without working experience, the final grade becomes the only goal they pursue. The conventional assessment method is that the final performance determines the students' performance in this semester, which leads to the students' temporary attitude of cramming and not striving at ordinary times

At the end of the term, I choose a piano tune or a song to deal with the examination, which leads to students' neglect in the usual practice in class. They don't have a solid foundation and don't know where they have problems and how to improve. Teachers also can't find the problems of students' practice to explain and correct. As time goes on, it has become the root cause that the music ability of preschool education students has not improved.

C. *Different teaching objectives among different disciplines*

There are many kinds of music courses. Each subject has different professional teachers, some of them are full-time music teachers of their own specialty, and some of them are part-time teachers hired from the Conservatory of music. Each teacher has different cognition of preschool education specialty, and each subject is striving for its own teaching and learning objectives. The teachers of each subject "fight for their own ends" without forming a unified teaching goal. The teaching is very arbitrary. The teaching progress of the students in the same class is also very different. There is no fixed standard for the selection of teaching materials.

Sometimes the teaching materials used by the students in the next two sessions are not the same. It leads to the confusion of students' learning music knowledge, and there is no good unity.

D. *Teachers themselves have no experience in early childhood teaching*

The professional teachers of music courses in preschool education major are all music majors graduated from major music colleges at home and abroad. Their professional abilities are very strong, but they have little knowledge about how to combine the actual needs of kindergartens for teaching. It is easy to neglect the practicability of music education in kindergartens in teaching, which leads to many practical difficulties when the graduates of preschool education go to work. The etudes, Sonatas and large-scale music that students learn in piano class are rarely displayed in the kindergarten. The kindergarten needs some children's songs that can cooperate with children to do simple rhythm. The kindergarten teachers are really confused in the actual operation. In the vocal music class, the teachers usually study some special schools according to the teaching mode of vocal music students in the Conservatory of music Professional songs and Italian opera excerpts, such teaching greatly deviated from the professional needs of preschool education students.

IV. SOME SUGGESTIONS ON THE IMPROVEMENT OF MUSIC COURSES IN PRESCHOOL EDUCATION

A. *Teaching aims at the characteristics of preschool students*

Students majoring in preschool music for undergraduate students are all of zero foundation enlightenment. The boring music basic theoretical knowledge makes it very difficult for students to learn. It is suggested that teachers should simplify the course of basic theory of music. Not all the music theory knowledge learned by students in conservatory of music should be taught to preschool students intact. They don't need so much knowledge of music theory. For example, the chapter of interval can only keep the basic interval, and the changing interval can be omitted; the chapter of seven chord can only keep the size of seven chord, Because the preschool students will improvise for children's songs in the future, using the seventh chord will meet the needs of children's songs improvisation accompaniment and so on. Teachers should not blindly rely on teaching materials when explaining knowledge. They can combine their own teaching experience and vivid language to make boring knowledge interesting, make the classroom atmosphere active, and let students fall in love with music courses. Other skill courses, such as piano and vocal music, do not need to pursue the technical level. They can be taught according to the practical needs of kindergarten teachers in the future. The difficulty of the courses can be adjusted appropriately. They can be taught according to their aptitude. They can be divided into classes according to the degree of students. They can be taught in one group on a zero basis, and in one group on a basis. The

time for teachers to have classes It's very limited. We can arrange special late self-study for senior students or students with music foundation to carry out auxiliary teaching.

B. Paying attention to the connection between various subjects and establishing a unified teaching goal

At present, in the music education of preschool education students, each course is independent, so it is difficult for students to integrate all kinds of knowledge they have learned when they need to work in the future. In order to improve the music curriculum, we must strengthen the connection between different subjects. Music basic theory is the foundation of all kinds of music courses, is a very important theoretical course foundation, and has a great connection with other art courses. Therefore, the basic theory of music course can not be isolated from education. It is necessary to establish close ties with other disciplines, such as piano, vocal music, dance and other courses. It can be flexibly applied to other courses, so that students can learn, use, grasp and deepen their impression. Starting from the actual situation of teaching, strengthen the connection of various disciplines, and integrate music education resources according to the characteristics of preschool education. After graduation, the employment direction of the students majoring in pre-school education is mostly the front-line teachers and workers of the kindergarten, not the students majoring in music who graduated from the specialized departments. If they excessively pursue the professional skills of the course, they will let the students retreat and ignore the application of music practice ability. Therefore, it is necessary to combine the characteristics and employment direction of preschool education students, not simply teach the theoretical knowledge of music and the skills and skills of professional music such as piano and vocal music. Before each subject, it is necessary to establish a connection, unify the teaching objectives, improve the learning efficiency of students, and achieve the expected teaching objectives.

C. Strengthening teacher training

As the main body of teaching, teachers should keep up with the pace of the times, eliminate the "water course", establish the "gold course", always stand at the forefront of the discipline, and improve the overall quality of teachers, so as to ensure the quality of teaching. There are many opportunities for learning. Teachers can choose a way suitable for their own learning, such as applying for learning, trying to improve their own level, refusing to build a car behind closed doors.

Teachers graduated from the conservatory of music and what we teach is preschool education. Interdisciplinary teaching requires music teachers to recognize their own problems, have a deep understanding of preschool education, understand the characteristics of preschool education, and understand the development direction of preschool education at all times, in addition to improving their professional quality. Strive to establish a high-quality music classroom team to understand the characteristics of preschool education, and promote the integration of music and preschool.

D. Carrying out various practical activities

1) Strengthening the combination of "school" and "garden"

During the period of school, we can simulate the kindergarten teaching in the course arrangement, and let students get familiar with the kindergarten teaching content through role-playing and other forms. After the students have mastered it, they will arrange the students to visit the kindergarten in a planned way, observe the daily life and teaching routines of the children, understand the influence of music on the children, understand the latest music teaching activities of the front-line kindergarten, and carry out unified communication and sharing in combination with what they have learned, so as to find out their own shortcomings. Off-campus practice is also a good way to improve the practical ability of students, so that students can change their roles like teachers, and actively guide students to work. Teachers consciously guide students to practice music courses, formulate effective practice objectives and strictly implement them. In the process of practice, we can find the deficiencies in teaching and improve the teaching level of teachers.

2) Increasing art exhibition activities

In the process of students' learning, it is important to improve the process evaluation, not taking the final examination as the only evaluation standard, to increase the enthusiasm of students' active learning. The music courses in the first year of university can give priority to the students' collective performances and overcome the students' tense emotions. For example, the vocal music examination can be used as a collective performance of children's songs; the students have a certain basis for performance and can enrich the types of performances. After the second and third year of University, they can perform group concert summary performances and so on. Regularly carry out professional skills exhibition competition, and carry out corresponding skills competition according to the courses offered by students this semester. Such as the competition of music basic knowledge, the competition of children's song creation, the competition of piano playing and singing, the competition of children's dance creation, etc.

3) Carrying out activities such as featured community and featured evening self-study

College Students' Association is an important part of College Students' learning activities. It can not only enrich students' college life, but also guiding college students to set up learning goals can improve their enthusiasm for learning and cultivate their good habit of helping each other. Characteristic societies can set up vocal music, chorus, instrumental ensemble, children's drama performance and so on. According to the teaching content of each semester, the special late self-study can be set up. When the first year of university opens the basic music theory course, the special late self-study can be set up accordingly. When the second year of university opens the basic piano course, the special late self-study can be set up to consolidate the lessons learned.

V. CONCLUSION

The undergraduate preschool education specialty is an important channel to provide preschool teachers for front-line posts in kindergarten. Music education plays a very important role in the kindergarten stage. Preschool education specialty aims at the particularity of children's enlightenment teaching, so the development of music education also conforms to this law. The development of preschool education curriculum should not only lay a solid theoretical foundation, but also strengthen the art cultivation and aesthetic appreciation ability of preschool education students. The only way of teaching reform is to adjust the music curriculum of preschool education, improve students' ability and make it more in line with the needs of the society.

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