

Exploration of vocal music teaching reform in preschool education specialty

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Abstract: although vocal music teaching in preschool education specialty develops very fast, some significant problems exist in the development process. This paper expounds important status of vocal music education in preschool education, and lists prominent problems of current vocal music teaching in preschool education specialty and reform measures of vocal music teaching.

Continuous development of Chinese economy drives continuous social improvement. Currently, since living standards of Chinese people improve, new higher requirements are put forward for education. Multiple new specialties spring up continuously, including preschool education specialty. Main teaching objective of vocal music teaching in preschool education specialty is to cultivate learners' artistic thinking ability, and mobilize their initiative to learn vocal music course so as to promote their better development. But, numerous inharmonious factors exist in college vocal music teaching, thus influencing teaching effects of this course. Thus, colleges and teachers should boldly reform, and explore new means and methods of vocal music teaching under new situation so as to cultivate high-quality infant education workers.

I. Important status of vocal music education in preschool education

Vocal music education plays a vital role in preschool education. Most parents consider music can cultivate one's taste and improve temperament and interest. Besides, it is a good way out for their children in the future. In the process of implementing preschool education, vocal music is still a window by which students can cross the threshold. It can boost children's intelligence and actual operational ability so as to improve their learning ability. In preschool education, vocal music learning is an excellent choice. Nowadays, an increasing number of musical instruments come into view of children. A large increase in vocal music education options is also closely related to vocal music education development in Chinese colleges. The result is that people's quality improves greatly. In preschool education, music education aims to specifically and actually influence children in the key stage of their intellectual development so that children can figure out more learning and life contents. In the opinion of the author, vocal music education mainly plays two functions in preschool education: 1) enlightenment. This is also an important objective of preschool education. Even if some parents are utilitarian for preschool education, they cannot deny significant enlightenment functions of preschool education; 2) guidance. Parents expect their children can grow up as soon as possible. Thus, they expect to improve children's strength in future fierce talent competition through preschool education.

II. Current prominent problems of vocal music teaching in preschool education specialty

Firstly, freshmen majoring in preschool education specialty in some colleges have poor music foundation so that the starting point of vocal music teaching is too low. The difficulty increases correspondingly. The students enrolled in preschool education specialty by some colleges are mainly those graduating from ordinary senior high schools. Influenced by exam-oriented education, most students will not pay attention to vocal music education. Thus, most students majoring in preschool education specialty do not read stave and musical notation when they just enroll in colleges. In addition, their foundation of music theory is quite poor. They lack the experience in vocal music performance and are also poor in singing. Since their age is large, their music quality plasticity becomes very low. Naturally, their confidence in learning music is weak, and the mood of

being afraid of difficulty is very serious. The above problems give rise to large difficulties to vocal music education in preschool education specialty.

Secondly, vocal music teaching in preschool education specialty mainly adopts collective teaching mode. The opportunities for college students to receive individual coaching are very few. Since preschool education specialty does not belong to art specialty and can be easily restricted by teaching resource, site and equipment, vocal music teaching in preschool education specialty mainly adopts collective teaching mode. Moreover, due to great influence of social needs in recent years, the school scale of preschool education specialty is on the rise. The number of college students majoring in preschool education is increasing and the number of classes is also rising so that unit class hour is on the decrease, while the proportion of teachers and students is rising. In vocal music teaching process, the opportunities for college students to carry out independent vocal music performance and gain individual coaching reduce greatly. Therefore, their singing ability boosts little. Thus, they lack sufficient confidence in their singing and cannot sing in an active and bold manner. Thus, they cannot undertake preschool music education work after their graduation.

Thirdly, contents of vocal music teaching materials are troublesome and old-fashioned. Specialized tendency is serious. Vocal music teaching materials in preschool education specialty mainly refer to the teaching materials of professional colleges. So, specialization degree is serious and the pertinence is not strong. Discipline features and music foundation of college students are not considered carefully. Most vocal music works have large span in voice register, with high range. So, it is very hard for learners to complete them. Therefore, vocal music works suitable for learners majoring in preschool education specialty and practice requirements are not many. The main style of the works is single. The quantity of bel canto and national music works is large. There is short of excellent works with the sense of the times college students like. Foreign music works are mainly used. Thus, excellent music works with characteristics of Chinese nation are neglected. The diversity of styles of music works is short. Even the situation where vocal music works for adults are dominated and vocal music works for children are few occurs.

III. Reform measures of vocal music teaching in preschool education specialty

(I) To improve vocal music teaching concept and enhance connection with infant music education

Firstly, it is required to work out vocal music teaching plan in preschool education specialty which is closely combined with kindergarten music education guidance outline and music teaching program. Kindergarten music education guidance outline as major programmatic document guiding preschool education teachers to implement kindergarten music education is also important basis for kindergarten teachers to carry out infant music education activities. When vocal music teachers work out vocal music course outline and teaching program, they should fully consider main spirit and contents of these documents and the relations among vocal music course outline, teaching plan and kindergarten music education guidance outline so as to stress consistency of infant preschool education. It is not required to keep normalization and systematicness of vocal music teaching, but also highlight practicability and effectiveness of infant education. Secondly, it is required to master relevant theories and methods of vocal music teaching for children to enrich teaching experience of vocal music teachers in infant educational field. Vocal music teachers of preschool education specialty should not merely grasp basic knowledge of vocal music and train actual vocal music singing skills, but also further enrich theoretical knowledge of music education for preschool children and experience in music education for preschool children. Vocal music teachers of preschool education specialty should often communicate and exchange with on-the-job infant vocal music teachers. It is better to go to the site of infant vocal music teachers to carefully observe actual musical ability development of infants and fuse relevant actual cases and methods in vocal music course teaching so as to make teaching more targeted and practical.

(II) To actively innovate teaching methods and improve actual effects of vocal music teaching in preschool education specialty

During reform of vocal music teaching, the author considers the following 5 teaching methods

can be tried to boost actual effects of vocal music teaching.

Firstly, implement experience-based teaching method. Vocal music teachers should actively encourage students gain corresponding cognition and emotional experience from personal experience. Experience pays attention to sufficient participation of the body, participation, exploration and practice. Teachers should respect feelings of each student and unique views, and actively encourage them to establish self-awareness and innovation spirit so as to transform learning process to the process combining personal experience, feeling, experience and self-operation. Experience is not just the activity process, but also the activity result. It makes learning not limited to cognition and reason category any more, but continues to emotion, physiology and personality fields.

Secondly, implement comparative teaching method. In classroom teaching process, vocal music teachers in preschool education specialty should apply correlated and different logic method to explain main contents to help learners master and understand the knowledge they learn. In this way, college students can not merely broaden the horizon, improve their music learning initiative and aesthetic judgment, but also greatly develop their music thinking and boost their analysis and evaluation ability.

Thirdly, implement inquiry teaching method. Under positive guidance of course teachers, college students should independently collect relevant materials for analysis to find and explore problems, gain corresponding theories, cultivate active cooperation and sharing quality, promote improvement of independent thinking ability and form favorable attitude of respecting facts.

Fourthly, implement hierarchical teaching method and make all college students gain benefits. From the perspective of teaching, it is most important to study students. Teachers should face all students, mainly grasp two ends, consider the middle and teach students in accordance of their aptitude. It is required to implement step-type teaching according to their learning degree. In teaching process, it is required to fully respect students' rights, especially pay much attention to backward students and provide opportunities for them to sing independently so as to enhance their confidence in learning vocal music on the basis of encouragement and doubt solving. Hierarchical teaching method aims to eliminate the boundary in the minds of teachers and make all students improve in teaching process.

Fifthly, practice teaching method. Practice teaching method means to transform knowledge learned in specific teaching. In the teaching situation of colleges, practice teaching is extremely scarce. So, colleges and teachers should create good opportunities for college students so as to apply theoretical knowledge in practice, further verify and examine their knowledge level and make corresponding adjustment in follow-up learning. Colleges should establish cooperation relationship with some kindergartens, regularly or irregularly organize college students to participate in actual music teaching in kindergartens, and at least organize them to visit kindergartens so as to learn specific teaching requirements, and accumulate precious practical work experience. Meanwhile, in ordinary vocal music teaching process, teachers should actively encourage vocal music teaching competitions to well train their professional knowledge. Thus, vocal music performance of college students and their teaching ability can improve correspondingly. Meanwhile, learners who do not perform well find their shortcomings and continue to make efforts in future study.

(III) To reasonably organize and select vocal music teaching materials and stress fundamentality and practicability of teaching contents

Vocal music teaching materials in preschool education specialty should take basic skill teaching as the principal line and actively organize vocal music teaching to enhance foundation ability cultivation. In terms of the difficulty of works, moderate vocal music works should be used. It is required to select some vocal music works according to actual conditions of college students majoring in preschool education specialty. In the aspect of style of vocal music works, classical vocal music works with strong artistry, music works with strong ideological level and national music works with diversified styles should be chosen to make college students more widely reach to music works of multiple styles and accumulate rich vocal music performance experience. Of course, relevant theories of infant vocal music learning should be added in vocal music teaching materials

to enhance vocal music teaching practice design. Infant vocal music learning theory mainly covers features of infant vocal music performance in different ages, singing ability development, rhythm development and mental ability development etc. Meanwhile, teaching material should include characteristics of infant vocal music performance in different ages, infant vocal music teaching methods and teaching design etc.

IV. Conclusions

In conclusion, vocal music teaching reform in preschool education specialty is a systematical project. In ordinary teaching, colleges and teachers should continuously carry out exploration and innovation so as to find out a teaching method which really complies with preschool vocal music teaching requirements and can promote integrated development of children. Thus, vocal music teachers should actually combine vocal music teaching and practical music activities of kindergartens so as to make students really feel complete image of songs and improve their music aesthetics ability.

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