

Innovation and Research on the Teaching of Singing and Ear Training based on the Preschool Education Major

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Abstract. At present, in the per-school education in China, we first analyze the status duo of the teaching of the vocal and ear training, then analyze the teaching of the vocal and ear training, and the characteristics of the students' various musical abilities, so as to preschool education in the new era. The teaching of vocal and ear training in the profession puts forward new thinking and attempts new teaching methods.

Keywords: Preschool education; Vocal and ear training; Innovation.

1. Introduction

The Singing and Speaking Course is a compulsory course for all music majors and students. It is very practical and professional. It is a basic course for music majors. On the basis of gradually stimulating visual, auditory and motor sensation, it gradually forms a systematic memory and hearing in music. Therefore, students have improved their understanding and analysis of the connotation and vocabulary of music, and then on music. Professional development and mastery are of great significance. It has a direct impact on the learning effect and professional development of students. Therefore, in a certain sense, in the evaluation of the effectiveness of music education, the teaching of singing and ear training is also an important criterion.

2. Current Status of the Teaching of Vocal and Ear Training in Preschool Education in China

In the history of the development of human music education, there have been courses in the music disciplines hundreds of years ago. Since the 17th century, people have gradually realized that in the music profession, the practice of singing and singing has a very important meaning. It has also been paid more and more attention in the construction of this subject curriculum, and in the course of music education, it has become Basic compulsory course [1].

In the 1950s, the teaching system of singing, singing and ear training in China was introduced from the former Soviet Union and continued until the 1980s. It was mainly the mastery of rationality, indoctrination and systematic skills training. After the 1980s, under the development of reform and opening up, diversified teaching methods and concepts have gradually emerged. At the same time, we are slowly learning about some advanced foreign-style sociologist teaching modes, such as some excellent teaching modes, Kodak and Or ff, which give us new ideas and ideas in teaching. Tongjin also improved the passive relationship between teachers and students, and the relationship between teachers and students has evolved into an interactive teaching relationship.

At present, in the teaching of vocal and ear training in preschool education in China, because of the integration of various professional educations in modern music education, the educational system is constantly changed, thus making the traditional vocal and ear training a new Turning, but at the same time, it also faces some problems. For example, if you can't arrange the course scientifically, you can't ensure that the sociologist course can meet the development of sustainability, which will help students to take the initiative in learning the sociologist course. . Under the current conditions and forms [2], how to update the traditional teaching methods in order to make the learning and teaching knowledge have the expected effect, so that the initiative and enthusiasm of the students can be improved, and the basic skills and skills are integrated into the music performance. The learning and

training of knowledge, therefore, the problem we need to solve now is how to get more knowledge in the prescribed time.

3. Characteristics of Sing-along and Ear Training in Per-school Education in China

In music colleges, compared with other majors, the per-school education in the so-called ear training courses has its own characteristics in terms of educational objects, training objectives, teaching content and time.

3.1 Characteristics of Educational Objects

Before the students enter the per-school education profession, they usually do not have systematic training in vocal and ear training, and the study time is not very long. Most of the students begin to contact the sociologist training. They are usually in the second or third year of high school, and some areas. The students have not been exposed to the sociologist course, and it is impossible to get good results in a short period of time. In music colleges, compared with other performance majors, the time for professional study is not only long, but also has a strong sense of rhythm, music and music, which is for students of preschool education. There are none [3].

3.2 Characteristics on the Training Target

The cultivation of basic music education talents is the goal of preschool education professional training. Therefore, students must master all aspects of popular music professional skills and theoretical knowledge. The graduates are mainly engaged in primary and kindergarten teachers. In other performance majors of music colleges, the training goal is mainly to train high-quality singing and playing talents. The requirements for students' professional knowledge are stricter, and they need to have a solid business foundation for performance tasks. Being able to work alone, the work after graduation is based on professional performance groups and universities.

3.3 Characteristics in Teaching Content and Time

In the per-school education profession, there are high requirements in the degree of cultural courses, and there are very few courses. Relatively speaking, the time spent on the vocal and ear training courses is very short, and the degree of learning is not very complicated. It is usually a 2-liter, 2 drops, and can be used to distinguish between intervals with partial melody, simple chords, and tones with varying sounds, and the rhythm can be mastered skillfully, and the dictation melody is performed by 1 liter and 1 drop. For other performance majors in music colleges, students have a long time to train in the vocal and ear training classes, and there are many courses. Usually, four harmony and two melody will be learned before entering the school. Writing.

It can be seen from the above that in the teaching of the vocal and ear training courses in music colleges, there are many differences in the goals and requirements of various majors and per-school education professions. Therefore, we must have the characteristics of per-school education majors. In order to understand and master, in order to improve the effectiveness of education and teaching, the corresponding teaching and thinking modes are constructed in a targeted manner through the way of teaching students in accordance with their aptitude.

4. New Thinking and Experiment on the Teaching of Singing and Ear Training in Preschool Education

4.1 Pres-school Education Professional Vocal and Ear Training Course Teaching Method

(1) Need to closely integrate multiple fields related to music education

Among the elements of music composition are not only simple rhythms and notes, but also a lot of theoretical knowledge about music (tonal tonality, melody, harmony, polyphony; aesthetics, acoustics, physiology, psychology, etc.). The vocal and ear training belongs to a discipline that trains the ability of hearing and singing. The curriculum has a wide range of activities. It is combined with many related music theories, not just a kind of singer sung with the vowel. Practice song. If you just train the listening, rhythm and visual spectrum, the students will get bored and boring after a long time. Therefore, it is possible to appropriately add knowledge related to music education in the teaching content, for example, in the vocal and ear training class, the different style characteristics of the singer works, and the knowledge related to the works (the life of the composer, the structure of the music), mode, and tonality are introduced with emphasis and selectivity. Let students learn the theory of music theory in the training of audio-visual skills. The combination of audio-visual skills training and music theory knowledge makes the boring theoretical knowledge vivid through practice and learning, which not only enriches the teaching content, but also helps students feel and Understanding the work, the teaching effect has also achieved more with less.

To some extent, music works can be a phenomenon that reflects the society, or it can express the author's emotions. Like other languages, they have the same nationality and time. Therefore, the changes in music language are regular. It occupies a very important position in the composition of musical abilities. Hearing is the interpretation of music. Whether it is indirect hearing or direct hearing, it is to interpret the information and culture contained in the music works. Therefore, it is necessary to train the ear and the ear on the basis of the auditory analysis of the music works. Basic elements. In order to highlight the true meaning of the vocal and ear training, it can only be realized in combination with music works. For example, on the basis of auditory training, the training perspective is changed, and the steps are performed in the order of "single training, comprehensive training of musical works, and training of individual elements". That is to say, firstly, each element of the training music (rhythm, pitch, chord, etc.) is merged, and finally the elements in the musical composition are analyzed through hearing, for example, the characteristics of the work (the characteristics of the times, the society) The environment, the region, the style, etc. are analyzed and judged, and then the music is presented again by the speed expression and rhythm, not just the boring practice pitch and rhythm. Through the change of the training perspective, the students' ability to integrate auditory sense has been improved. In the music style, students are truly aware of the actual impact of the different uses of each element.

(2) Focus on the adjustment of students' self-scientific ability

In the teaching of vocal and ear training, "teaching" and "learning" have the same process. The characteristic is that they are first decomposed and then integrated, that is, the music elements (pitch, chord and rhythm, etc.) are trained independently. Then connect the harmony and the melody to dictate, so as to understand the use of various elements of music on the basis of comprehensive analysis of music works. Since all the students' cognition are taught through the teacher's teaching plan, in order to achieve a good effect in teaching, the teacher not only needs to prepare a class before class, but also needs to help and encourage students to find a learning method. This allows students to develop a self-training and learning ability. Let students clearly know the difference between their current learning situation and teaching objectives. According to the differences, they can formulate corresponding training plans and learning plans, such as: the ability to prepare students for training notes; the ability to record notes in class; practice Management ability; the ability to monitor training; the ability to self-evaluate training results; and the ability to develop self-regulation step by step.

(3) Closely apply multimedia application technology to comprehensively train students' visual, auditory and motor sensations

With the rapid development of technology, people are increasingly exposed to multimedia audiovisual application technologies such as computers. And using this technology to gradually break the traditional mode (pure hearing and single source training) in the teaching of vocal and ear training, it can mobilize the human body's auditory, tactile and visual responses (integrated and single). It is possible to bring out the potential of the human body, and then combine it with the different characteristics of the times and cultures in the different beats and rhythms. Therefore, there

is a higher demand in the sociologist course. We not only need to strengthen the training of students' listening ability, but also need to train students' visual, auditory and motor sense consistently, thus promoting students' ability to adapt and recognize music works. In a certain sense, this has become an obvious feature in the teaching of vocal and ear training in preschool education in China.

4.2 Emphasize the "Singing" in the Teaching of Sing-Along, and Cultivate Students' Good Musical Feelings.

(1) Pay attention to the cultivation of students' sense of music

In the teaching of vocal and ear training, there is a basic training topic that is the interval listening, its content contains the sound process and the melody interval; the most basic and must be mastered is the color of the Concord interval, people exist on the auditory sense A certain color difference (ie, concord, disharmony), usually form a kind of aesthetic difference when training this difference, and often need to train the auditory discrimination by skillfully applying this aesthetic difference, let the students The dissonance and harmony of the chord sounds are slowly resolved. It can also be reflected in the multi-access vocal, the need for the ear, to be able to distinguish the rhythm and pitch, and in the control of singing voice and music performance, also need to achieve a consistent agreement.

(2) Strengthening the sense of moderation for students

At present, in the per-school education professional sociologist teaching, a short link (chord connection and listening) is usually set up before the harmony class. At this time, when the student makes the judgment, the teacher needs to prompt and guide the student. Let students apply the basic tone and regulations to judge the sound harmony, and let the students' listening training be guided by the theory according to the function of the chord. By constructing more and listening more, the structure and nature of the chords are also constructed. Chord color forms a feeling. It is mainly used to distinguish music, that is, to analyze the size of music, the length of rhythm, ups and downs, etc., to help students understand, accept and innovate music. Therefore, the teaching of vocal and ear training cannot be simply understood as the training of listening and vocal, but a basic skill that must be possessed, which is used in the study of vocal music, instrumental music and theory of music.

(3) Strengthening the rhythm awareness of students

Everyone knows that the music stand is rhythm, and in the sociologist course, the main content is rhythm training. It is like the suppression of the rhythm in the language rhythm, the singer, the singer, the frustration. In the vocal and ear training class, the rhythm rhythm training must be paid attention to in all technical training. We do this training in terms of practice and emotional practice. Practice refers to the use of different strengths and speeds and illustrations in rhythm training, so that the rhythm of rhythm is expressed and created in training (rhythm and melody, special and rhythm of continuous and polyphonic rhythms). Perceptual practice is mainly to appreciate, while the rhythm of rhythm is perceived in appreciation. For example, when studying the percussion music of "Tiger mouth tooth extraction", students were conquered by the artistic appeal and expressive power of the rhythm of the suppression, Yang, Dun, and frustration. In these two aspects of training, let students have a personal experience of the beautiful and rich rhythm, resonate, and stimulate the students' desire for knowledge.

In addition to the above, it is also necessary to cultivate a sense of cooperation among students, that is, cooperation between peers and their own organs. In the vocal and ear training course, because of its strong personality and an art of attaching importance to cooperation, it is more important to pay attention to the cultivation of students' cooperative consciousness. In the training of vocal and ear training, it mainly includes the coordination and cooperation of a series of sensory organs such as brain, hearing, vision, limbs and sound. In multi-access sing, the roles and tasks that students need to take are determined by the texture level of music. Therefore, relative to group learners, there is also a strong sense of cooperation in rhythm, pitch, and speed., sound control and musical performance.

4.3 Let Your Business Level Gradually Improve and build a Good Teacher-student Relationship

At present, China's preschool education has the characteristics of multi-purpose teaching. Therefore, the most important thing to improve the quality of teaching and teaching is to comprehensively improve the professional knowledge and skills of teachers and the comprehensive business quality. Relative to the teacher, it is necessary to understand the knowledge of each major, and can be used for teaching, to be a good teacher who is a good teacher and a teacher. Before making a request to a student, the teacher should first ask himself to set a good example.

In addition, because of the particularity of the vocal and ear training course, it needs to practice the course of combining music theory. Therefore, in the teaching of vocal and ear training, it is necessary to teach students according to their aptitude and grasp the scales of singing, listening and speaking. Students should be given more opportunities to exercise, so that students can combine various forms of singing, namely, singing, group singing and singing alone. According to the different degrees of students, choose different languages for teaching, so that students' subjective initiative can be fully exerted, and find a suitable learning method, so that per-school education can combine teaching with vocal and ear-training to let students fully play. Its potential enhances the initiative and enthusiasm of its learning. Therefore, the role of comprehensive subject knowledge can be fully exerted and the teaching effect can be improved.

5. Conclusion

With the development of the information age, music education is also facing the development of a diversified era. Therefore, in the current teaching of per-school education in China, we need to use another way of thinking to try to use the least amount of time. To achieve better teaching results.

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