

# Study on the Training Strategies of Professional Quality of Preschool Education Students

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**Abstract**—With the rapid development of social economy, preschool education in China's national education system has also made great progress: music education has played a subtle role in promoting children's intelligence, improving personality, cultivating aesthetic ability, perception ability and creativity. Preschool education is an indispensable part. This article expounds the preschool education as the foundation of lifelong education. It is necessary for educators in preschool education to clarify the basic music literacy that kindergarten teachers should possess, standardize the teaching process, change concepts, and cooperate with each other to cultivate high-quality kindergarten teachers.

**Keywords**—*preschool education; music literacy; kindergarten teacher training*

## I. INTRODUCTION

Music is an art implanted in the human soul and a universal language that spans culture and nation. Every child does like music. Even children who don't have musical talents love music very much, and there is always a kind of music that can evoke the attention and interest of young children. The early childhood stage is a crucial period for music education. Therefore, it is very important for the preschool education major to cultivate the basic music literacy of the kindergarten teachers.

Under the premise of vigorously developing preschool education in China, preschool education has also developed rapidly in colleges and universities and undergraduate schools. However, some unsatisfactory is that there are still some problems in the cultivation of preschool education in China. We need to analyze and find out the corresponding countermeasures, this article analyzes these issues and hopes to improve on this issue.

## II. THE NECESSITY OF CULTIVATING STUDENTS' BASIC MUSIC LITERACY IN PRESCHOOL EDUCATION

### A. *The Value of Children's Music Education*

Music education is one of the most fundamental educational methods. Music education is an important means of humanities and culture, both in the East and in the West. Since ancient times, China has been studying rituals and music, and music is an important step for human beings to realize civilization.

The aesthetics of music can cultivate people's sentiments. Music stimulates people's emotional resonance through powerful artistic charm, allowing people to experience the beauty of art and sublimate their personal realm. Especially in modern society, music and sports are becoming more and more essential skills for people's life and communication. For young children, music has the effect of purifying the mind.

Music is a key to the mind and wisdom of young children. By cultivating the musical expression of young children, they can stimulate their creativity and imagination. Music education can promote the development of children's brain and improve the level of intellectual development.

Music can promote the healthy growth of young children. Through music, young children can better express themselves, communicate with each other, and integrate into the group more quickly. When young children sing happily, their physical and mental health is greatly improved. Music education can better stimulate their positive and optimistic mood and create a lively and cheerful environment for them to grow.

### B. *The Significance of Cultivating Music Quality for Preschool Education Students*

The cultivation of music literacy is a systematic project. When pre-employment training for kindergarten teachers is carried out in traditional education, the time is tight and the tasks are heavy, which cannot meet the needs of music education. The music education of the kindergarten teacher should arouse the children's emotional experience, cause the children's singing interest, promote the children's mastery of the musical ability, and turn the boring and mechanical skills training into a lively and interesting music experience. The kindergarten teacher should also be good at using the simplest music skills to stimulate the most complete situational experience, and learn to use the game to arouse the children's interest in music. On this basis, the kindergarten teachers should respect the child's dominant position, establish an equal teaching concept, be good at stimulating children's imagination, and tap the creativity of young children. The key is to have the ability to create a good music learning environment for young children.

Therefore, in the teaching management of preschool education, it is necessary to carry out professional,

systematic and hierarchical training of students' music literacy, so as to ensure the quality of education for the children in the golden period after the students are employed.

### *C. Musical Literacy That Kindergarten Teachers Should Have*

Preschool teachers should have basic knowledge of music theory, be familiar with various musical instruments, and have an understanding of musical works and simple creative knowledge, especially with the ability to guide young children in music learning and organizing activities.

The kindergarten teacher should have basic music application skills, including the ability to perceive children's music and artistic talents, music appreciation ability, music creation ability, music teaching ability, etc. The most important of these is the organization ability of music teaching activities.

The kindergarten teacher should have certain basic music skills, such as vocal singing, dance performances, musical instruments, conductors, and accompaniment. The higher skills are dance compilation and song creation. The kindergarten teacher should also recognize the importance of music to promote the physical and mental development of young children, improve their self-cultivation, and develop their own and children's musical ability, especially the ability to promote the physical and mental health of young children.

## III. PROBLEMS IN THE CULTIVATION OF BASIC MUSIC LITERACY IN PRESCHOOL EDUCATION

### *A. The Student Music Foundation Is Generally Weak*

The schools offering pre-school education are mainly teachers' and vocational education colleges. Most of the students are junior high school graduates from underdeveloped areas, as well as middle and high school entrance examinations, free students, and local education bureaus. Music education in underdeveloped areas is systematic, normative and professional, resulting in a weak student music foundation. The survey shows that only 2% to 3% of students have the ability to read the spectrum, indicating that students in preschool education are seriously lacking in music. Students lack a foundation in theoretical knowledge, instrumental performance, dance art, and music appreciation, not to mention the expressiveness and creativity of music.

Moreover, most of the current preschool education majors are younger, have a vague understanding of educational work, lack a mature awareness, and are in the stage of "playing". They are more like "Kid of the Child", and they are both immature and psychologically young. The role of the division is slow, and there is no awareness of musical literacy development.

### *B. Teaching Environment Needs to Be Improved*

At present, the curriculum of preschool education is unreasonable, focusing on single skills and neglecting comprehensive literacy. The relationship between culture

and professional courses is not great, and the knowledge accumulation of students in similar disciplines is insufficient. The curriculum system does not reflect the cultivation of music quality of kindergarten teachers. Students have fewer practical training opportunities, lack of basic music skills training and face-to-face communication with young children. As a result, students have little practical experience in early childhood music education. They cannot solve practical problems after working as a kindergarten teacher, and their teaching experience is insufficient.

Preschool education professional music teaching software and hardware are not perfect. The increase in the strength of teachers is lagging behind the increase in the number of enrolled students. The number of hardware for music teaching does not match the number of students, and it needs to be increased. The student's music learning environment and conditions are not fully guaranteed. At the same time, the assessment of students' music literacy needs to be improved, the quality of teaching is not strictly controlled, and music literacy is not used as a project for assessing kindergarten teachers.

As one of the important professional courses of preschool education, music is also receiving more and more attention. Music teachers are also constantly exploring the reform and innovation of classroom teaching to improve the quality of classroom teaching and enhance students' musical literacy. However, this kind of practical exploration at the micro level lacking systematic and scientific theory guidance is difficult to fundamentally change the situation in which students' music literacy is not high.

## IV. STRATEGIES FOR THE DEVELOPMENT OF BASIC MUSIC LITERACY IN PRESCHOOL EDUCATION

### *A. Paying Attention to the Cultivation of Students' Basic Music Literacy*

It is needed to stimulate students' interest in learning music, adopt a staged and personalized teaching mode for students of different foundations, and create a musical atmosphere with a lively and diverse teaching model. Based on the student's foundation and talents, the level of teaching, based on the ability level assessment, based on talent, skills and creativity set three levels. The first level should have the ability to appreciate, feel, rhythm and correct pronunciation; the second level has basic singing skills, which can reach the level of general imitation; the third level should have performance and certain ability to arrange and create.

From the beginning of listening, students' music appreciation and feeling ability can be cultivated. For students who do not have musical talent, the training of singing may take a lot of time, but the ability to develop hearing is relatively easy, and the system can be trained by listening to the tone, rhythm and pitch of the students. Through the appreciation of works, students' cognition of music beauty is enhanced, and students can experience the connotation and artistic value of music and enhance their aesthetic ability.

Further, it is also needed to develop students' musical performance ability and creative desires, encourage students to create songs, arrange dances, and let students recognize the importance of basic music literacy in creation.

In the basic education stage, it is necessary to strengthen the construction of music literacy curriculum, strengthen the mastery of theoretical knowledge and music skills, let students love music, and improve the basic music literacy of preschool education students through long-term education.

In view of the current situation of weak student music foundation, to ensure that the teaching content is not high, we should grasp the three aspects of theoretical knowledge, professional skills and performance creation, determine basic literacy, and pay more attention to students' long-term development and music learning ability.

#### *B. Creating a Long-term Training Environment*

In this aspect, it is needed to optimize the curriculum, such as the integration of the music theory, the vocal and ear training, the piano improvisation accompaniment, the music foundation and creation, reduce the theoretical course, increase the operation time, and improve the use of the piano room and dance room during the evening study.

Then, it is needed to actively carry out teaching practice activities, create a variety of art practice platforms such as music competitions, and increase opportunities for music practice in the form of project teaching and training. The school should actively provide students with practical opportunities for early childhood teaching, allowing students to participate in kindergarten training activities, and find their own shortcomings in practice.

Further, it is needed to strengthen the construction of software and hardware, schools should increase the training of teachers and enhance the teaching ability of teachers, to ensure that students have sufficient practice and practice venues, musical instruments, increase the use of hardware teaching facilities, so that students have more time to participate in practice.

Last, it is also needed to establish a whole process evaluation system, guide students to actively participate in the evaluation, and incorporate the internship training into the scope of assessment. The basic literacy indicators such as theoretical knowledge, musical skills, performance creation and teaching ability of kindergarten teachers should be standardized, and quantitative assessment should be carried out in teaching management.

#### V. CONCLUSION

Preschool education music education is not for the cultivation of artists and professional music practitioners, but for the development of music education for kindergarten teachers. Therefore, the basic music literacy training of kindergarten teachers should focus on music education and focus on cultivating teaching ability for young children through a large number of practical courses.

China has attached great importance to the training of pre-school education teachers, and has continuously improved the requirements for the teaching team. Only by continuously exploring and combining the needs of social development can we cultivate new-type complex talents that meet the requirements of the post.

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