On the Practical Significance of Traditional Music in Preschool Music Education System

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Keywords: Traditional Music, Preschool Music Education System, Practical Significance

Abstract: Music education plays an important role in the formation of children's aesthetic ability and the development of emotional comprehension ability, so it is an important part of preschool education system. And music teaching, as one of the ways of aesthetic education, has strong interaction and appeal, so that children can unconsciously follow the guidance of teachers in the process of learning, find the beauty of art, and then strengthen their own creativity and practical ability. Based on this, this paper will explore the practical significance of traditional music in preschool music education system.

1. The Significance of Traditional Music Education in Preschool Music System Education

With the change of modern life style, more and more parents have begun to pay attention to the influence of preschool education on their children's lifelong learning ability. This is not only because preschool education is the beginning of a person's education, but also because when a child is at the age of 3-6, its brain has developed to 80%, which is an important period of character shaping, consciousness formation and ability development. The connotation and appeal of traditional music are beneficial to children's ability cultivation, which is an important component of children's musical literacy.

1.1 Promoting Children's Interest in Music Learning

Preschool education is the initial stage of a person's lifelong learning, so it is leading and macroscopic, but preschool children have just started learning mode, they have not formed a good learning concept, and lack of life experience, some emotional experience perception is relatively shallow, in learning can only rely on their own interests to maintain learning motivation. By integrating traditional music into activities and games, children can be inspired to love the nature of music, and actively follow the music to dance, sing and other actions. In addition, the teaching of knowledge and music learning, such a quiet and dynamic integration of education methods, also help to enhance children's interest in learning, for the future more rich activities to carry out, lay a good foundation.

1.2 Enriching Children's Music Knowledge

Music teaching in preschool education is not only to lead young children to enjoy some music, but also to teach them to understand the emotional thoughts conveyed in the music and the stories behind some music in the process of appreciating music. And the traditional music itself is a treasure in the field of art in our country, which has a deep cultural connotation. Through the introduction of traditional music learning in preschool education, first of all, it can help children to understand the traditional culture of our country, help their character and emotion cultivation, moral concept establishment; second, through learning, enjoying different types of music, enhance their own sense of music style, intuitively understand the differences between traditional music and modern pop music, western classical music.

1.3 Cultivate Children's Music Learning Ability

There is also an important purpose of preschool education is to improve children's musical...
literacy, but this has a lot to do with the improvement of their musical ability. In the preschool stage, the children's music ability is mainly related to their music feeling ability, music expression ability and innovation ability. According to the study, everyone is born with a certain musical ability, but many people will gradually bury these skills because of lack of hearing and music training in early childhood. And traditional music has a strong sense of rhythm, can help young children to enhance the sense of music, perception of the rhythm of music, rhythm and emotion, style and so on. Through the guidance of teachers, children can be led to dance the form of these music experience, the more their practice will help them to form musical ideas, ready for later learning [1].

1.4 Meeting Children's Learning Needs

In early childhood, people's understanding ability, poor analytical ability for abstract things, although full of curiosity about external things, but its attention is relatively low degree of continuity, which also increases the difficulty of preschool education. However, different from the teaching situation of other subjects, music teaching has a strong sense of artistic intelligence, does not need too much language narrative explanation, and has a strong sensory impact on young children, so it is more interesting to learn. In the process of learning, through the assistance of dance or play activities, attention can also be maintained, so that quickly learn the knowledge. The satisfaction that this brings to it also keeps it interested in the subject [2].

2. The Teaching Status of Traditional Music in Preschool Music Education System

The introduction of traditional music teaching in preschool education, although it is helpful to improve students' various musical abilities and meet the needs of learning, still has some application problems in the actual implementation process. The author conducted a questionnaire survey of 56 teachers in six pre-school educational institutions in the district to understand the teaching of traditional music.

First of all, the development of traditional music teaching activities in the pre-school music education system, as shown in Table 1, 19.64% of the teachers did not organize corresponding teaching activities, 53.57% of the teachers would organize such teaching activities, but the number of activities was relatively small.

Table 1 Development of traditional music teaching activities

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of persons</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Regular organization</td>
<td>15</td>
<td>26.79</td>
</tr>
<tr>
<td>B. Organized but less frequent</td>
<td>30</td>
<td>53.57</td>
</tr>
<tr>
<td>C. Basically unorganized</td>
<td>11</td>
<td>19.64</td>
</tr>
</tbody>
</table>

The next step is a survey of student participation, as shown in table 2. Although nine teachers consider early childhood activity participation to be better, most are not satisfied with it.

Table 2 Student participation in traditional music teaching activities

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of persons</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Better participation</td>
<td>9</td>
<td>16.07</td>
</tr>
<tr>
<td>B. Participation is satisfactory</td>
<td>24</td>
<td>42.86</td>
</tr>
<tr>
<td>C. Poor participation</td>
<td>13</td>
<td>23.21</td>
</tr>
</tbody>
</table>

As shown in Table 3, this is a multi-choice topic. Most teachers think it is related to the content of the activity and the teaching method, but the reasons for the lack of students' musical sense are also large.

Table 3 Analysis of the reasons for poor participation in student activities

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of persons</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Less resources for curriculum teaching</td>
<td>21</td>
<td>37.50</td>
</tr>
<tr>
<td>B. lack of creativity in teaching methods</td>
<td>47</td>
<td>83.93</td>
</tr>
<tr>
<td>C. Children's lower sense of music</td>
<td>32</td>
<td>57.14</td>
</tr>
<tr>
<td>D. Activities are relatively simple</td>
<td>39</td>
<td>69.64</td>
</tr>
</tbody>
</table>

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Through the above survey results, we can conclude that although many preschool institutions have organized traditional music related teaching activities, but the overall organization is not satisfactory, which has a great relationship with the teachers' teaching ideas and teaching mode. However, the lack of children's music sense ability also shows that teachers need to spend more energy in choosing music materials in order to improve the children's cooperation and improve the learning difficulty step by step. The author is also in the investigation visit, found that some teachers in the process of traditional music teaching, rarely mention the relevant traditional cultural knowledge, relatively reduce the content of the curriculum itself, is not conducive to the improvement of students' musical literacy.

3. Improving Traditional Music in Preschool Music Education System

3.1. According to the Actual Situation, Choose the Appropriate Teaching Materials

Because the learning ability of young children has not been formed, it improves the teaching difficulty of teachers, so teachers should pay more attention to the choice of teaching materials. Before carrying on the traditional music teaching, we should do the following three preparatory work. The first is to do a good job of learning analysis, through daily teaching observation and communication with parents, to understand the current learning status of children and points of interest, so as to select the appropriate materials [3]. The second is to make good teaching preparation, teachers themselves through continuous learning to improve the perception of traditional music and interpretation, rather than blindly according to the teaching video plagiarism, do not pay attention to personalized teaching, in their own understanding of the situation, and then change roles to explain in the most acceptable way children. Third, before the formal course begins, the teacher should do a good job of teaching paving the way, such as introducing students some traditional music knowledge, stories, etc., to stimulate students' interest in learning, in the formal learning process can also recall while learning, keep attention.

3.2. Innovation of Teaching Thinking and Improvement of Teaching Methods

At present, many preschool education institutions teachers in music teaching, or only dance, games and other methods to teach, a long time, students will naturally lose interest in learning, and some games and learning content is not relevant, so it can not help teachers to achieve a good teaching purpose. Therefore, when teaching traditional music, teachers can set up some games or dance movements according to the characteristics of traditional music, so as to enhance the practicability and interest of teaching activities [4].

For example, in the traditional music teaching process, we can first introduce some common Chinese traditional musical instruments to the students, let the students make the image of these instruments into a headset by hand, when learning the traditional music, meet the corresponding musical instruments to let the students of the headset stand up to imitate. Through this kind of interesting music activities, increase the interest and knowledge of the course. In addition to dance, teachers can also choose some simple traditional music nursery rhymes as teaching materials, so that students can learn through a variety of ways, not only to feel the beauty of music itself, but also to understand its appeal under different artistic forms, so as to enhance the sense of music and enhance music literacy.

3.3. Strengthen the Degree of Attention and Improve the Environmental Construction

General preschool educational institutions will choose instruments such as electronic organ to accompany, this kind of teaching form is not conducive to the traditional music teaching, but will increase the students' sense of distance to the traditional music, so the educational institutions can add some traditional music teaching equipment according to the actual situation, and employ relevant professional teachers to teach, or cooperate with other institutions to organize traditional music learning activities, and invite parents to participate together to enhance the children's interest in the learning of traditional music, and improve the children's music learning ability in the case of
home and school cooperation.

4. Conclusion

Traditional music teaching is helpful to enhance children's interest in music learning and meet their learning needs, which is an important component of preschool music education. However, many teachers in the process of carrying out teaching activities, there is still a problem of rigid teaching thinking and single teaching content. Therefore, we should improve the teaching mode and improve the interaction with the students by choosing the appropriate teaching materials.

References


