

Research on Strategies for Reforming Vocal Music Teaching in Preschool Education Major in Colleges and Universities

Gong Qinghua

Nanjing Xiaozhuang College, Nanjing, 211171, China

Keywords: Preschool education in colleges and universities, Vocal music teaching, Current situation of teaching, Strategies for reform

Abstract: Under the new normal of education, the value and status of preschool education are constantly improving, and the scale of preschool education majors in colleges and universities is also expanding. As the core component of preschool education, vocal music teaching plays a key role in cultivating students' musical quality and meeting the diversified needs of kindergarten talents, which is the key and difficult point of teaching. Based on the current situation of vocal music teaching in preschool education major in colleges and universities, this paper puts forward targeted reform strategies for vocal music teaching in preschool education major in colleges and universities, hoping to provide beneficial reference and thinking for relevant education subjects and help the sustainable development of preschool education in colleges and universities.

1. Introduction

Preschool education in colleges and universities is to train the kindergarten teachers' professional education, vocal music teaching is an important part of preschool education specialized professional skills courses, because of preschool education major students in colleges and universities music foundation is generally poor, lead to the difficulty of the vocal music teaching is larger, combined with many questions existing in the practice of teaching links, lead to the effect of vocal music teaching unsatisfactory, seriously restricted the healthy development of preschool education major. It has become a very important topic how to overcome the problems existing in the vocal music teaching of the current preschool education major in colleges and universities based on the current practice of the preschool education major in higher normal universities, closely follow the needs of kindergarten teaching reform, and carry out effective research on vocal music teaching reform, which is also the fundamental foothold and foothold of this paper.

2. A Review of the Present Situation of Vocal Music Teaching in Preschool Education Major in Colleges and Universities

2.1 The Student Foundation is Poor, the Teaching Difficulty is Big

In recent years, although the increase in the number of students start to enter oneself for an examination preschool education major, but due to various factors, the people's attention to preschool education professional degree is generally low, many parents mistakenly think that preschool education professional, after graduation is to go to kindergarten "children", not too much of a future, and this leads to flow to the major, mostly not from subjective willingness to choose. In addition, the preschool education professional admissions noodles wide, in order to achieve the admissions, many schools for quantity, not quality, leading to matriculate quality cannot be guaranteed, many students are music zero foundation, combined with individual differences in cognitive ability, ability to learn, many students can't really move beyond the threshold of the vocal music efficient learning, seriously affected the quality of teaching, not only increased the difficulty of teaching, and graduate students for the future of the competition and post suit brought a big challenge.

2.2 The Teaching Objectives Are Unreasonable and Cannot Meet the Needs of Practical Talents

In terms of the current situation, vocal music teaching in preschool education majors in colleges and universities has not formed a standardized and clear target system, leading to unclear teaching direction and unclear teaching effect. Specifically, the goal of the current preschool education specialized vocal music teaching, students should be combined with teaching practice and actual reasonable positioning, in terms of the present vocal music teaching, and given priority to with simple skills teaching, music teaching is lack of comprehensive curriculum pattern, but as mentioned above, the current pre-school education professional students foundation is bad, the sensitivity of the students of music learning, learning ability, the comprehension of music, etc is missing, and a lack of love from the heart, with only a short span of two years of undergraduate course of vocal music teaching, it is difficult to have engaged in kindergarten teaching must be singing ability and teaching skill. What needs to be made clear is that the fundamental appeal of preschool education major in colleges and universities is to train more preschool education talents for the society. The future employment of students is mainly for kindergartens. That is to say, if teaching is conducted with the goal of training professional vocal music teachers, it is undoubtedly a kind of putting the cart before the horse. In the long run, it will inevitably cause students to be unable to really adapt to the future post needs, unable to meet the kindergarten teacher's ability requirements. In addition, many colleges and universities in China have great mistakes in the training of preschool education professionals, that is, they attach too much importance to the capacity building and training in scientific research, which seriously restricts the reasonable construction and healthy development of vocal music teaching objectives in preschool education.

2.3 The Curriculum is Not Rigorous and the Teaching Content is Not Rich

Due to the misconceptions in the setting of teaching objectives and the orientation of talent training, vocal music teaching in pre-school education majors in colleges and universities is not rigorous in curriculum setting and rich in teaching content. At present, there are not many works that are suitable for preschool education students' vocal music foundation and practice requirements. Most of the works have a single style and are mainly adult vocal music works, but lack children's vocal music works. In this way, it is unable to give full play to the advantages of skills in subsequent teaching practice and meet the needs of actual teaching ability. In terms of the current situation, most colleges and universities use the previous vocal music teaching materials, bel canto and ethnic works are more; Lack of strong sense of The Times, young students love to hear works; It emphasizes the use of foreign works, ignores the selection of excellent musical works with Chinese national characteristics, and lacks the diversity of the styles of works. Many of the contents are outdated and lack of times, which is difficult to arouse students' interest in learning, leading to unsatisfactory learning effect. In addition, in the teaching practice, most teachers carry out teaching according to the book and do not optimize and improve the teaching content according to the actual situation, which results in the serious disconnection between teaching and learning. That is to say, the current vocal music teaching curriculum and teaching content of preschool education majors in colleges and universities lack the characteristics of The Times and cannot fully stimulate students' interest in learning, which is the key problem to be solved in the future teaching reform.

2.4 The Teaching Method is Single and the Innovation Application is Not Enough

Vocal music teaching in preschool education major in Chinese colleges and universities generally has the problems of single teaching method and insufficient innovative application, which leads to the lack of flexibility and extensibility in classroom teaching and seriously affects the teaching effect. In the specific teaching practice, many teachers still follow the backward teaching mode of infusion, and students are basically in a passive state of acceptance, which seriously frustrates the initiative of students to learn independently. In addition, when carrying out vocal music skill training, teachers basically adopt one-to-one or one-to-many methods, which leads to the lack of pertinence in teaching and restricts the improvement of students' musical literacy. Moreover, in

teaching practice, teachers often focus on the imparting of theoretical knowledge and skills of vocal music, and rarely create opportunities for students to show themselves and explore independently, failing to meet students' individual learning needs and seriously reducing the learning effect. Of course, the most serious problem is that many teachers have low innovation ability, unable to form effective execution in the innovative application of information technology, low utilization rate of multimedia equipment, and insufficient application level of micro-course teaching, flipped classroom, mixed teaching, etc., all of which seriously restrict the healthy development of vocal music teaching in preschool education major in colleges and universities.

2.5 Emotional Education is Not Enough, Humanistic Education is Not Enough

As mentioned above, in the vocal music teaching practice of preschool education in colleges and universities, teachers pay more attention to theoretical teaching and skill development, but seriously ignore emotional education and humanistic education, leading to low comprehensive musical literacy of students. In terms of vocal music, students must integrate the corresponding emotional elements in specific performance practice, otherwise it will have a negative impact on the subjective and objective emotional experience and restrict the improvement of students' performance level. In addition, the vocal music as the core of the music culture, in the context of a new round of teaching reform era, teachers must strengthen cultural teaching in the concrete teaching practice, only such, can provides the core support for students of vocal music skills, to improve students' comprehensive music accomplishment, to fully meet the requirements of future jobs, and kindergarten personnel requirements.

3. Reform Strategies of Vocal Music Teaching in Preschool Education Major in Colleges and Universities

In view of the above problems existing in vocal music teaching of preschool education in colleges and universities, relevant education subjects must change their thinking and take effective measures to improve, so as to promote the in-depth development of vocal music teaching reform of preschool education in colleges and universities and promote the sustainable development of preschool education in China.

3.1 Change the Educational Concept and Reconstruct the Professional Goals

The fundamental appeal of preschool education major in colleges and universities is to train outstanding talents for kindergartens that meet its needs. That is to say, the future development direction of preschool education major is very clear, that is, to train outstanding talents for early childhood education institutions and kindergartens, but not professional vocal talents. That is to say, the university preschool education specialized vocal music teaching to break the limitations of single teaching goal setting, avoid excessive emphasis on imparting theoretical knowledge, or singing skills training, but in combination with the practical needs of the future jobs, the integration of theoretical knowledge and skills in the overall thinking teaching, training, modern excellent preschool education talents. In the practical teaching practice, it is necessary to combine the vocational characteristics of children and focus on cultivating students' post adaptability and teaching comprehensive ability, so as to ensure that they can quickly enter the post role after graduation. Preschool education specialized vocal music teachers in addition to master good vocal music basic theory knowledge and the good singing skill, to enrich preschool music education in the theoretical knowledge and practical experience on the child's vocal music teaching, with a line of music teachers contact and communication, go deep into the kindergarten music education in the teaching activities to see to understand young children's music ability development situation, the practice of the relevant case, methods such as penetration to preschool education specialized vocal music teaching, make own teaching has strong pertinence.

3.2 Strengthen Professional Personality and Enrich Course Content

In the practice of vocal music teaching reform in preschool education major in colleges and

universities, it is particularly important to optimize the curriculum and strengthen the individuality of the major, which is crucial to improve the teaching quality. As the teaching content has a strong leading role in the actual teaching, only rich enough content can ensure the efficient generation of follow-up teaching activities. Therefore, in the concrete reform practice, we should take effective measures to improve the existing problems in curriculum setting and teaching content, and enrich the teaching content constantly. For example, in the selection of teaching materials, it is necessary to fully consider the repertoire content, strengthen the professional personality, and under this premise to consider the differences among students, adhere to the principle of step by step, continue to strengthen the pertinence, fit and effectiveness of vocal music teaching, to ensure that all students can gain and make progress. At the same time, in the curriculum setting, should add some children's songs singing, children's songs creation, children's songs appreciation and other expanded courses, to further strengthen the professional characteristics, enrich the curriculum content. In this process, we must adhere to the principle of The Times, into the new content in time, in order to fully meet the individual learning needs of students, to stimulate students' interest in learning to the greatest extent.

Of course, teachers should also strengthen the development of school-based curriculum in addition to basic textbooks, integrate children's songs and chorus songs in time, and conduct systematic training on students' vocal music skills. For example, teachers can be combined with characteristics of preschool teacher professional, guides the student to grasp the classic children's songs, singing skills and timely into the era of elements, such as "New Year" "big apple" small flag bearer and other children's songs, rhythm and lively, beautiful melody, not only can fully stimulate students interest in learning, but also can enhance the level of vocal music students and to achieve good teaching effect. In addition, for senior preschool education students, teachers should actively organize musical activities related to instrumental music and rhythm, such as "Red in the Mountains" and "Meet in Aobao", etc., to guide students to participate in them and comprehensively improve their vocal singing and playing ability in the process of independent inquiry and cooperative learning.

3.3 Innovate Teaching Methods and Build Efficient Classrooms

In the practice of vocal music teaching reform in preschool education major in colleges and universities, teachers should strengthen innovative practice on the basis of comprehensive review of teaching status, and build efficient classrooms with the help of diversified technical means. Specifically, teachers should flexibly implement the following teaching methods in combination with the actual conditions to enhance classroom flexibility and ductility:

3.3.1 Situational teaching

In the practice of vocal music teaching, teachers should focus on specific works, make full use of multimedia technology, create teaching situations corresponding to works for students, guide students to quickly and comprehensively engage in vocal music learning, deepen their understanding of relevant works, and then achieve the purpose of improving learning effects. In, for example, "let us once more sculls again" the vocal music teaching, teachers can be shown to students about the opera creation background introduction video, let the student through time to appreciate the creators of the dynamic environment, living status and thought at times, etc., and grasp the works of the kernel in the overall emotional awareness, effectively raise the quality of learning and teaching.

3.3.2 Information-based teaching

In the vocal music teaching of preschool education in colleges and universities, teachers should strengthen the innovative application of all kinds of information technology, skillfully use micro lessons to carry out flipped teaching and mixed teaching, so as to optimize the classroom structure and enhance the effectiveness of teaching. "Swallow" in, for example, "whitewasher" classic children's songs, such as teaching, teachers can be made in advance about the song creation background, song style, creation of equality of life course, organize the students autonomous

learning before class, and through the feedback mechanism to master the students' learning status, clear their commonness and individuality of the problems in the process of self-study, the last class in a design, through inquiry learning, cooperative learning in class and answers students doubt, such not only can improve students' classroom participation deep breadth, but also can strengthen the teaching pertinence and effectiveness, So as to promote the common progress and promotion of all students.

3.3.3 Competitive teaching

In the vocal music teaching of preschool education in colleges and universities, due to its strong operability and practicality, teachers can flexibly organize and carry out corresponding competitions, so that students can strengthen their understanding and experience in specific activities, timely find out the deficiencies and correct them effectively, and then continue to improve their comprehensive musical quality. For example, teachers can regularly carry out singing competitions, small concerts, community charity performances and other activities to help students master the corresponding vocal skills in music practice. Only in this way, can we fully mobilize the enthusiasm of students' vocal music learning, promote the internalization and transfer of knowledge, and cultivate and improve students' creative ability and imagination ability, so as to lay a solid foundation for their comprehensive and healthy development.

3.4 Strengthen Emotional Humanistic Education and Enhance the Core Quality of Music

In the reform of vocal music teaching in preschool education in colleges and universities, in order to effectively improve the quality and effect of classroom teaching, teachers should expand the teaching boundary to the greatest extent within the original teaching framework, carry out emotional education and humanistic education in time, so as to promote the cultivation and improvement of students' core musical qualities. Specifically speaking, teachers can consciously guide students to excavate the era value, artistic value and aesthetic value of works in teaching practice, and at the same time deepen the understanding of students' works, skillfully achieve emotional penetration, and promote the formation of students' correct three views. In addition, teachers should also pay attention to the teaching penetration of music culture, do a good job in the construction of music history, music appreciation and other courses, and guide students to continuously improve their own cultural accomplishment in the study of vocal music knowledge and skills, so as to effectively improve the core musical accomplishment. For example, when conducting regular teaching, teachers can take the opportunity to integrate traditional folk songs such as Wahaha and Sparrow Tune, so that students can fully feel the charm of folk music and inspire students' consciousness and confidence in national culture. Most importantly, teachers should guide students to strengthen independent inquiry learning, strengthen the traditional folk song form, content, melody and other aspects of creation, make it more contemporary, more in line with the needs of contemporary children, cultivate students' teaching innovation ability. , for example, the string playing to your door as a classic song bai, are singing love, obviously is not suitable for children to learn, to this, teachers can guide students to be adapted, such as the little dream in for a friend, not only to preserve the traditional classical charm of folk songs, but also in the music of the influence of the national culture in the students' emotional experience, and for the follow-up in preschool education career of teaching innovation to provide important support.

4. Conclusion

In a word, in the reform practice of vocal music teaching in preschool education major in colleges and universities, teachers should strengthen the examination and thinking of the current teaching situation, fully grasp the existing problems in current teaching, and take targeted measures to improve, so as to find an efficient way to produce vocal music teaching in preschool education major in colleges and universities. Specifically, in view of the existing in the teaching of students foundation is bad, difficult teaching goal, teaching is not reasonable, can't meet the demand of real talent, not rigorous, curriculum and teaching content is not rich, single teaching methods, innovative

applications, the absence of emotional education, humanistic education is not enough, relevant education subject should change education idea, refactoring professional goals, strengthening the professional personality, enriching the content of courses, innovative teaching methods, build efficient classroom, strengthening the emotion education of humanities, improve core music accomplishment. Only in this way can we improve the teaching effect of vocal music teaching in college preschool education specialty and provide talent support for the sustainable development of preschool education.

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