

Cultural Connotation and Construction of Preschool Music Education in Colleges and Universities

Fang Shengyuan

Xianning Vocational Technical College, Xianning, Hubei, China

Keywords: Cultural connotation, Preschool music education, Colleges and universities

Abstract: Colleges and universities are the main places for cultivating high-quality talents in China, which has important significance and role for the future development of talents in China. With the continuous improvement of social living standards in China, people have higher requirements for the quality of life. As far as preschool education is concerned, modern parents pay more attention to the all-round education and training of their children, and gradually increase the proportion of art education for their children. Preschool music education is an important manifestation of preschool art education. This also puts forward higher level requirements for preschool music education in Colleges and universities in China. This paper will make a brief analysis of preschool music education in Colleges and universities, hoping to provide a valuable reference for our preschool music education.

1. Introduction

Preschool education is the beginning of personal education. High quality preschool education can lay a good foundation for people's future development. Music is a subject that accumulates aesthetic culture and humanistic culture. Since childhood, extensive exposure to music can cultivate sentiment and increase aesthetic accomplishment. Therefore, parents now attach great importance to preschool education and preschool music education. In order to enable young students to obtain a higher level of preschool music education, excellent teachers are essential. Therefore, the national education departments and colleges and universities should strengthen the teaching of preschool education and cultivate more professional preschool music teachers.

2. Cultural Connotation of Preschool Music Education in Colleges and Universities

Preschool music education in Colleges and universities can cultivate excellent music education talents in line with the development of the times. Then it can play an important role in our children's education, make our excellent national music culture inherit, and at the same time, keep the school children to cultivate the correct aesthetic consciousness and establish the correct outlook on life and values. Therefore, preschool music education in Colleges and universities is very necessary.

2.1. Inheriting China's Excellent National Music Culture

With the increase of social openness in recent years, excellent foreign cultures have been fully introduced. But at the same time, there is also a very serious phenomenon. Nowadays, young people are more exposed to different types of foreign music, understand foreign music culture and its development, pay more attention to the charm of foreign music, but ignore the acceptance, dissemination and inheritance of their own national culture. At present, most young people have far more knowledge of foreign singing skills, instrument performance and music history than domestic music. The wide spread of foreign music in China, on the one hand, enriches the scope of people's choice of music, but on the other hand, it also poses a great threat and challenge to the inheritance of China's traditional music culture. The spread of music is not only the inheritance of a few notes or a melody, but also the infiltration of a culture through a piece of music, which can be transmitted to more people and understood by more people. It is precisely because of such unique advantages

that music culture occupies an important position in the cultures of all countries. Early childhood is the beginning when a person begins to learn to listen to music and cultivate a sense of music. Therefore, preschool music education must be valued and developed. Through scientific preschool music education, colleges and universities should make preschool education students actively accept excellent national music and understand national culture, so as to provide better music education for children in teaching practice.

Colleges and universities are the important birthplace of excellent talents. Only by increasing the investment in preschool music education can we cultivate excellent teachers who meet the requirements of social practical work. Teachers are the best guides for students. Only enough excellent teachers can enable the children to receive the excellent national music education suitable for them in the best period of learning, and then lay a good foundation for improving their music literacy and music level.

2.2. Cultivating Students' Correct Outlook on Life

Early childhood plays a vital role in the formation of personal morality and personality. Will have an important impact on one's life. Music can transmit culture and influence the formation of personal thoughts. Excellent preschool music education will have an important impact on people's life. In the process of preschool education personnel training, colleges and universities should pay attention to the cultivation of students' correct outlook on life and values. Only by cultivating healthy, positive and upward education talents can we correctly guide students in the future preschool education. Music itself can transmit culture, and it is also an important part of culture. The absorption of excellent music culture can improve the overall quality of preschool children. Children's music works usually contain a correct outlook on life and an understanding of beauty. The transmission of these works is the key work of preschool education. Doing a good job of this work will be of great significance to the establishment of students' correct outlook on life.

3. Cultural Construction of Preschool Music Education in Colleges and Universities

In order to improve the music teaching level of preschool education staff, colleges and universities should take reasonable measures to increase the cultural connotation training of preschool music education students.

3.1. Paying Attention to the Integration of Theory and Practice, and Emphasizing the Music Education Concept

On the basis of emphasizing the diversity of music curriculum resources, the concept of multicultural music education should highlight the integration of music theory and practical operation, especially the cultivation of knowledge and skills. In the practical training of music knowledge and music skills, this educational concept pays more attention to the combination of music courses and students, and innovates a variety of teaching methods to integrate different music cultures. Music itself is diverse. It has cultural characteristics, skills training and the connotation of music aesthetic education. Therefore, from the perspective of broadening the structure of music curriculum, we should integrate the concept of music diversity education into the teaching practice of music curriculum, show the concept of diversity, and truly promote the all-round development of preschool teachers' music literacy and music ability. For example, in the multi-ethnic music curriculum, Chinese folk music and western music curriculum are integrated into it, music appreciation and instrumental performance are added, and the multi-ethnic characteristics of music teaching materials are highlighted. In the compilation and research and development of teaching materials, we should follow the concept of multicultural music education, coordinate the relationship between domestic music teaching materials and international music teaching materials, and actively learn from excellent music performance and music teaching material resources to broaden the music aesthetic vision of preschool teachers.

3.2. Integrating Chinese and Foreign Music, and Constructing the Music Curriculum System of Preschool Education

To build a music curriculum resource system for preschool education under the background of multicultural music education, colleges and universities should comprehensively integrate the music culture of all ethnic groups in the world from a multicultural perspective, maximize the effect of music education practice, and enable preschool education students to perceive different music cultures and music characteristics. Among the classical music culture resources, on the one hand, we should explore the world's excellent music culture works, learn the unique value of western music from them, and enhance the western music literacy of preschool normal school graduates. On the other hand, we should pay attention to the integration of China's traditional ethnic music resources, especially the integration of various ethnic music cultures, highlight the distinctive characteristics of ethnic music, train preschool teachers' students to understand and appreciate traditional ethnic music, and enhance the overall quality of ethnic music culture. For example, in the course of *Music Theory and Sightsinging*, the cultural contents of folk songs and operas in various parts of China were introduced to enhance national self-confidence (see Figure 1). In the course of *Music History and Famous Music Appreciation*, the representative music, forms, types of music and music of all ethnic groups are introduced. In the course of *Vocal Music*, colleges and universities should strengthen the compatibility of bel canto, national, popular, original and other singing methods. In the introduction to the aria of Chinese and foreign classical songs, classical songs such as *Lady of Camellia*, *Blue Flower*, *Butterfly Lovers* and *Jasmine Flower* are added, so that students can broaden their horizons and enhance the inclusiveness of multiple music cultures from the comparison and experience of Chinese and Western music.



Figure 1 Introduce the culture of Peking Opera in the course of *Music Theory and Sightsinging*

3.3. Broadening the Integration Channels of Multiple Music Classes, and Integrating a Variety of Music Contents

The music curriculum of preschool education covers a wide range of contents, such as basic music theory, vocal music, sightsinging, children's song creation, chorus training, piano playing, etc. The teaching application of these courses in the classroom needs to be completed through the integration of various teaching methods. In the integration of *Music Theory and Sightsinging* and *Ear Training* courses, basic music elements, such as beat, rhythm, interval, mode, chord and tonal relationship, can be integrated with students' sightsinging and ear training to promote students' experience from theory and practice. When students have some basic music theory knowledge, they can introduce sightsinging and ear training courses to improve their sightsinging ability. They can also integrate excellent children's songs and animation theme music, so that students can feel the changes in the length, strength and speed of friends, and deepen the practice and application of basic music theory and sightsinging and ear training ability. Due to the strong skills of the integration of piano teaching, acoustics teaching and improvisational accompaniment teaching, students' learning pressure is high. Due to the similarity of the basic skills of piano, electronic organ and accordion, harmony is the basis of accompaniment chords in the later period. Therefore, from

the connection of keyboard course and vocal music course, it can be effectively infiltrated. For example, after students initially master harmony knowledge and keyboard skills, they can integrate simple improvisational accompaniment basic methods to help students understand music works of different genres and styles. For the piano course, there are many requirements for students' basic skills due to its high skills. Many preschool education majors have not been trained in keyboard instruments, so they need to optimize the teaching progress, follow the idea of "from easy to difficult, step by step", and gradually improve the students' ability to improvise accompaniment. For example, for the teaching of beginners, the correct playing posture, key touching method and fingering training are mainly used, and the later stage is to gradually accumulate skills through harmony analysis and accompaniment training of different music.

3.4. Innovating Teaching Methods, Giving Consideration to Cooperation and Improvement

In the teaching method of music course in preschool education, we should emphasize interest orientation and cultivate students' learning habits. For the music teaching reform, we should stimulate students' learning motivation, highlight the interest of music, and create a good music learning environment. For example, the construction of multi-media music class enables students to perceive the diversity of music from it, and enable students to obtain music elements from experience. Based on the construction of campus information network learning resources, strengthen the integration of music curriculum resources in preschool education. Colleges and universities should use software and materials to broaden the network learning space, so that students can obtain beneficial learning from audio, video, teaching, playing and singing, music theory knowledge and so on. And make full use of the Internet resource platform to access information, enjoy excellent music works, break through the limitations of the traditional single classroom teaching mode, extend the classroom, classroom and piano room to the network, and realize the network-based teaching of music courses in preschool education.

4. Conclusion

Preschool music education has an important impact on children's learning and later development. When cultivating preschool music education talents, colleges and universities should pay attention to the cultivation of students' cultural level and comprehensive quality, so that students can understand the breadth and depth of national music culture, and realize the profound necessity of inheriting this culture. In this way, students can actively pursue higher-level teaching ideas, and then transfer more high-quality culture to preschool children.

References

- [1] Zhangmei. On the cultural connotation and artistic implication of preschool music education in Colleges and universities[J]. China training, 2016 (06): 44.
- [2] Fengchunxia Multi culture is embodied in music education of preschool education[J]. Music time and space, 2015 (21): 114.
- [3] Zhangmei. Cultural interpretation and construction of preschool music education in Colleges and universities[J]. Journal of Jiamusi vocational college, 2015 (09): 316.