

Research on Music Quality of Preschool Education Majors in Higher Vocational Colleges

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Abstract: The majors of early childhood education involve a wide range of professional fields, including both knowledge-based and skilled-based leaning content. This is largely because the future orientation of it gets on to children and children teachers, which requires even more comprehensive competencies than the standard of some middle school teachers. But speaking of the types of practitioners, who mostly are graduated from vocational schools and colleges, the importance of training their professional skills has drawn more attention of the education industry. For subjects with both art and knowledge, such as music, are also compulsory skills required by preschool education in vocational schools.

1. Introduction

A clear hierarchy has been formed in our current education industry and accepted by the society, including compulsory education stages, and the enrollment system of the higher education, except only early childhood education is imperfect and under-developed. The comprehensive requirements of the early childhood education makes new education modes in many aspects to educate corresponding talents. Although music is also one of the basic qualities for students major in preschool education, but this subject is not included in the main content areas in their follow-up studies, result in almost no one knows the knowledge of music except students with music majors. It can be seen that there is a lack of basic early childhood education. Hence the preschool students in vocational colleges will be the starting point of research, who are the most representative and who can intuitively show the importance of music education.

2. The significance of music initiation in the training of educators

The curriculum in the field of early childhood education often is comprehensive, students even without training in the corresponding curriculum should be aware of the relevance of music and their future career and be actively participate in the curriculum. Of course, for the enlightenment of the basic music education, early childhood educators do not need professional music training courses. What they need is to study relevant music knowledge systematically, including the content such as basic theory knowledge. The past early childhood education emphasis only on exam-oriented subjects or practical skills, but lack of the cultivation of artistic appreciation, which makes the popularity of music cannot meet the corresponding demand. This is also found and gradually improved from preschool education itself ^[1].

The significance of music enlightenment lies in improving children's ability to appreciate aesthetics, especially the cultivation of their ability to touch and create aesthetics. Compared to visual arts such as painting, the music is completely depend on sound, which is more edifying for people, making artistic emotions as well as a variety of children's enlightened thinking more effective, and better realizing the harmonious process in the all-round development of individuals. Therefore, the importance of music education in early childhood education has been gradually put on the agenda. Correspondingly practitioners of early childhood education need related skills in order to inspire and guide children.

3. Exploring the method of music teaching in early childhood education

After understanding the significance of the basic teaching, early childhood education students also have to clarify the methods and objectives of music teaching. Firstly, the music learning in early childhood education is not professional music education, but the popular education for the public. Therefore, different models and programs should be applied. High-end instruments may not be necessary, but simple and easy to understand guidance with sound and painting should be used to create a truly attractive music classroom environment for children^[3].

Equally important, music cannot be proficient only by studying theories. So when editing educational content, we should pay attention to the popularization of the basic music theory knowledge on the one hand. As music is not the art type only can be received passively, but a corresponding basis for the use of musical instruments are also necessary, so we should teach the ability of music aesthetic appreciation on the other hand. As practitioners of early childhood education, these basic abilities should be sufficiently grasped to ensure the correctness in the process of teaching guidance^[4].

4. Course arrangement and the basis for setting teaching objectives

There is no need complicated process and stems for early childhood education, especially for music-related knowledge teaching is the key for breaking through the past boring teaching content and low acceptance by students. By the way of teaching in fun combining with the actual classroom interactions, students' enthusiasm can be better mobilized, and music learning can be changed into a more integrated educational content, which is different from other knowledge disciplines^[6].

First of all, we should emphasis on students' acceptance in terms of curriculum arrangement. This is because students in vocational colleges have not had special training for music, so their acceptance and sensitivity are even different from that of children, it takes quite a long time for from numbness and dullness to get some insights. Therefore, the cultivation of music literacy should be started from earlier to lay a solid foundation, so that early childhood practitioners can be transformed from ignorant to the personnel with comprehensive education ability in many fields.

At present, the development of music courses in vocational colleges in China is not optimistic, and even most of them are only generally taught in elective courses. It is not only unable to reflect the professionalism of teachers, but it also is difficult to have a good impact on the teaching of preschool children. There is strict requirements on the mastery of skills for kindergarten teachers' professional colleges and universities, especially in terms of talents and skills. However, more vocational colleges do not pay enough attention to it, nor do they conduct assessments, and students' training in music is almost in absence.

5. Strategies for improving the attention of higher vocational colleges to music education

Perfecting the system is an important part of improving the popularity of music education. In spite of conducting in the course format, most of music courses are even lack of the most basic teaching materials and teaching tools. This is partly because the high cost of high-end musical instruments, and partly because the damaging rate and consumptions during the learning process. However, considering the current demand, the support to improve educational quality has been gradually increased. Vocational schools thereby should take this chance to enhance importance of music teaching in early childhood education. If professional attributes of teaching aids and textbook selection are promoted, students with interests can become qualified preschool teachers, and students who lack corresponding interest may gradually cultivate their musical awareness^[7].

The only way for improving students' professional awareness is through practical operation as well as the experience effect of the music course, which can only be shown in the classroom personally. Thus encouraging and arranging students to teach in music course and accumulating relevant experience in early childhood education institutions can make them more intuitive to understand the importance of this subject for early childhood education.

6. Problems and solutions in the process of cultivating music literacy

Certain results of training early childhood education can be achieved by applying the above methods, but there is no guarantee for the smooth completion of the specific implementation link. At this stage of early childhood education, whether teachers are understanding music correctly or not plays a dominant role in the process of music education, but problems in terms of personal understanding are existing among early childhood practitioner. This is not the usual misunderstanding of the original meaning, the difference lies in whether the training of musical literacy is sufficient or not.

Under this circumstance, teachers need to improve their music knowledge as well as works reserve, and students majored in early childhood education in vocational schools have to their ability in the corresponding fields, especially the understanding of music works and the appreciation of music works. After there is actual improvement for quantity, the preference for the quality and choice of music will be more savored, which will produce good guiding significance in the actual teaching work^[8].

At present, domestic research on preschool education is still in the exploratory stage. After discovering the importance of music education, the relevant department has actively begun to improve related strategies, especially the importance and promotion of industry relevance, so that the curriculum of preschool education itself has also been improved to raise the educational standards of early childhood education practitioners to a higher level. In addition, the complexity of the preschool education itself will cause problems and solutions in the development process, and we cannot guarantee that the solutions are correct under any circumstances. The earliest position about music in pre-school education is very biased, it requires follow-up supplements and improvements in related strategies. Therefore, although there are still deficiencies, the preschool education majors of higher vocational colleges are indeed improving their emphasis on music literacy cultivation.

7. Conclusion

The popularization of music quality in pre-school education is still a new topic. After the emphasis on children's music-inspired education, we found that compared with the lack of inspirational course for children, it's more important to have corresponding music enlightenment education talents in this field. Therefore, the cultivation of music quality in the field of preschool education has become the key direction. In recent years, the reform of preschool education has taken this as a relatively important direction, and has begun to try to change the previous professional curriculum structure.

Such measures can not only make up for the weak links in China's basic music education, but also inspire children's musical talents at appropriate age. Prior to this, the cultivation of music literacy for practitioners engaged in education at the corresponding ages is a premise subject and industry demand.

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