

On the Early Music of Preschool Children in the Background of Kindergarten Decentralization

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Abstract: In the five fields of preschool education, art plays a very important role, and preschool children's music education is an important part of preschool education. Based on the background of kindergarten de-elementarization, the author explores and studies the early music of preschool children. According to research, with the progress of the times and the needs of social development, music education should be grasped from the early childhood of preschool children. From the sense organs and nervous system, the early development of human beings is the largest stage of initial, fastest and plasticity potential development. In addition, let children have a rich music experience, so that they can love music and actively participate in music.

1. Introduction

Early music education can not only develop the thinking ability of young children, tap the potential of the brain, but also improve the quality of children [1]. The composition of this model is conducive to the active guidance of pre-school children, so that they can gain more knowledge and appreciation in music activities [2]. Quality education means educating children in virtue, intelligence, body, beauty and labor, so that children can become a socialist enterprise with good ideological and moral quality, cultural and scientific quality, physical and mental quality and labor quality, and healthy development of individuality. Citizens in need [3]. The importance of sensory integration training was also emphasized in the music teaching technique called "Growth Music" by Mr. Chen Zeming, an early education expert. Nevertheless, the theory and implementation of sensory integration are still not popular in China [4]. Music experts in kindergarten education say, "Music is a form of emotional expression. Without what can make you exciting and touching, music education loses its most effective appeal [5]. " How to give full play to the comprehensive effect of preschool children's music education and art activities, to provide realistic basis for the reform of preschool children's music education in China, and to promote the level of preschool children's music teaching to a new level, is not a single subject can bear [6-8].

2. Music Teaching for Preschool Children

At present, the purpose of music teaching for preschool children is not clear. Emotion is the soul of music and music is the art of emotion. In a sense, music art is not only a knowledge or skill, but also an experience [9]. In recent years, with the introduction of sensory integration theory and practice into China, many experts and scholars in related fields have been interested in and studied. Many schools and early education institutions in China have also tried to study and implement sensory integration training. Music education is one of the important contents and ways to implement quality education. It plays an irreplaceable and unique role in cultivating people's overall quality [10]. The teaching mode of singing mostly develops preschool children's self-ability, language ability and expressive ability according to the reasons of the change of lyrics, dynamic change and even emotional vent. Therefore, in the process of preschool education, in addition to the weekly fixed music lessons, music education has daily children's song learning and rhythm rhythm exercises. Therefore, if preschool children are diversified and intelligently developed, in the music teaching activities, the musical strength of preschool children can be improved through the rhythm changes and rhythm of the body.

The music teaching activity is a kind of creative activity that expresses the rhythm and is completed by preschool children according to their own physical methods. It also becomes the artistic creation method of preschool children through the body. The early music education of preschool children is an indispensable way in children's education, and plays a particularly important role in the future quality education. It is a precedent to integrate music into sensory integration training, especially the idea of using situational music games to drive sensory integration training. This novel training technique not only provides new ideas and techniques for this field, but also has great commercial value in the huge market of early education in the future. It recognizes the value of music learning in early childhood, and explores auditory and sensory responses and emotional reactions in the process of interaction with adults and the environment. Accumulating the action cognition and social emotional reserve of music, giving full play to the important role of early children's music experience in the growth of young children, and promoting their physical and mental health and harmonious development, is an important prerequisite for the implementation of early childhood music education.

3. Music Education Objectives for Preschool Children

According to the requirement of "Guidelines for Kindergarten Education (Trial Implementation)" promulgated by the Ministry of Education, the goal of music education for preschool children should be to cultivate their sensibility, expressiveness and creativity to music. Basically, teachers only judge the teaching purpose and content of music works by their own understanding, which leads to teachers only teaching at a lower level, such as singing songs, body expression, etc., failing to dig out the deeper connotation of music works. Auditory integration refers to the process in which the brain integrates the sensory information generated by acoustic vibration of the tympanic membrane to form perception, and then reacts appropriately to the stimulus in a timely and effective manner. Through such a series of repeated brain work, the children will improve their physical quality, their thinking ability will be more agile, and also stimulate their creativity and rich imagination, thus promoting the development of intelligence. . Therefore, it is necessary to educate preschool children about music. In the actual teaching, not only can the diversified intelligence of preschool children be improved, but also the overall music effect can be enhanced according to various performance changes.

Situational creation of teaching models has become the main way to motivate preschool children to have an interest in music. Music is mainly conveyed through sound, and the teaching is shaped and developed according to the sound. Therefore, in the situational teaching, the teaching environment needs to use the sound as a trigger condition to stimulate the students' emotional expression of music. At the same time, you can also play some classic music works with different styles and typical music characteristics, let the children feel, and accompany the children to draw music maps, let them feel the music more intuitively through the map. At the same time, some children from rural areas are affected by living environment, social contact is relatively narrow, and lack of a certain source of creative thinking. Therefore, in order to improve preschool children's expression of music emotion, situational teaching should be carried out through preschool children's physical movements, senses and even different emotional changes, so that preschool children can truly appreciate the joy and significance of music. Therefore, preschool children's music education must aim at the cultivation of musical aesthetic ability. In educational practice, we must closely focus on the core of musical aesthetic ability to determine specific educational objectives, tasks and contents, select teaching materials and methods, and design educational activities.

4. Conclusions

The research of infant psychology and pedagogy shows that love and action are children's nature. Children are young and have weak thinking ability, but they have relatively strong perceptual knowledge. Therefore, vivid and bright teaching aids are especially popular with children. Firstly, theory creates individual intelligence and personalized development, which provides a new field for

children's development space. It holds that intelligence is possessed by human beings themselves, and that all intelligence is mutually reinforcing, so that children's intelligence can be developed in an all-round way. On the basis of observing the teaching principles, the teaching method of children's Chinese painting teaching music learning is better to let children accept Chinese painting, learn and understand Chinese painting, and promote growth in ink rhyme. Despite this, according to the survey, in China, especially in modern urban families, the phenomenon of sensory integration disorders is still widespread. Therefore, a set of training methods that effectively improve children's sensory integration has become the key to solving problems. Only by letting children have a rich music experience will they be able to love music and actively participate in music. It is obvious that leading children's music learning is profound and profound.

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