

In-depth Study on the Teaching Model of Children's Songs Ability Training

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Abstract: From the perspective of talent training for preschool music education, having the ability to play and sing in preschool children's song lessons can best meet the needs of school music education classroom and extracurricular music performance activities. Especially for preschool professional teaching, the ability to play and sing children's songs has great significance for engaging in music teaching activities. In the teaching of children's songs, there is no unified method. However, this is not to say that there is no basic way to teach children's song playing ability. The teaching of children's song playing ability should adopt the combination of piano improvisation and singing ability teaching, the teaching of children's song ability and the theory of music theory and ear training. The purpose of this article is to make an in-depth study of the teaching model for cultivating children's songs. This article improves the teaching model by improving students' understanding of the importance of playing and singing skills, attaching importance to the teaching of basic subjects in the early stage, strengthening the training of basic skills, the cultivation and improvement of "coordination" in playing and singing ability, and strengthening the teaching practice link of playing and singing ability. Improve the ability of children to play and sing in children's songs. And through a questionnaire survey of teachers and students, it was found that nearly half of them were satisfied with the group teaching method, and nearly half were dissatisfied with the group teaching method. In addition, group lessons are the most popular teaching method, accounting for 53%, followed by group lessons, accounting for 20%, one-on-one lesson teaching, accounting for 19%, and cooperation teaching with excellent and poor accounting for 8%.

1. Introduction

Music decorates our lives, is a tool for people to communicate emotions, is an important part of human life, and is an integral part of the learning, living and growing up of preschool children. Music can enrich children's emotions and cultivate children's interest and emotional expression ability. Therefore, children's song and dance activities are an important part of kindergarten art activities. In various children's singing and playing activities, children can consciously and actively feel, express and create beauty. Children's song and dance activities can cultivate and improve children's musical ability, and it is also an important way to promote children's physical and mental harmony and healthy growth. In kindergarten, whether it is teaching, class management or game activities, singing activities, rhythm activities, and music appreciation activities are all important, and are commonly used by teachers in teaching activities in kindergartens. These music activities are inseparable from the participation of teachers in performances and singing. Therefore, children's singing and playing are not only the basic professional skills of preschool education students, but also one of the core professional skills of preschool teachers. Therefore, preschool teachers should have the ability to play the corresponding instruments and sing children's songs at the same time. However, students in the preschool major are different from those in the art major. When they are admitted, there is no corresponding art major exam, and they do not need to have experience learning art. When most ordinary students of preschool education major enter the school, they will seriously lack music knowledge, cannot understand the music spectrum, sing inappropriately, and

have no concept of quasi-rhythm. The piano is zero-based. Even many students are exposed to the real piano for the first time, and almost everyone has studied music courses from scratch.

In order to achieve the teaching purpose, we must carry out targeted teaching on the basis of understanding the basic situation of students. Most universities offer "piano" courses in the first semester. They are designed to allow students to master basic piano playing methods and basic piano knowledge, train the flexibility of fingers and coordination of hands, and learn to accompany children's songs. From sophomore or junior year, children will be offered singing and playing. It has been proven that some students can play short piano works in two or three semesters of piano studies due to poor foundation, large number of students, insufficient courses and short study time, but they are still at a loss when it comes to children's songs. It does not analyze the style and pitch of the song, it cannot configure the harmony properly, it cannot sing, it cannot play or sing; it may consider one thing and forget another. How to train and improve children's singing ability is one of the tasks that piano teachers need to explore.

This article improves the teaching model by improving students' understanding of the importance of playing and singing skills, attaching importance to the teaching of basic subjects in the early stage, strengthening the training of basic skills, the cultivation and improvement of "coordination" in playing and singing ability, and strengthening the teaching practice link of playing and singing ability. Improve the ability of children to play and sing in children's songs, And through a questionnaire survey of teachers and students.

2. Method

2.1 Improve Students' Awareness of the Importance of Playing and Singing Ability

In normal teaching, teachers should instill the beauty of children's ability to sing consciously so that children can play and sing slowly. This is also an important skill for future teaching. Only by fundamentally improving children's ideology can children change from passive learning to active learning and turn learning difficulties into learning motivations.

2.2 Pay Attention to the Early Teaching of Basic Subjects and Strengthen the Cultivation of Basic Abilities

At the beginning of teaching, teachers should carry out targeted professional practice. In terms of theoretical knowledge, teachers should be able to master the methods of distinguishing the tonality of patterns, as well as the transfer of common patterns and the transfer of practical methods. In terms of vocal ability, teachers should strengthen breathing and vocal exercises to achieve the purpose of sound coherence and correct pronunciation. In addition, teachers should consciously guide children to explore the artistic sense and expressiveness behind musical works, so that children have high expressiveness and attractiveness when singing. In piano skills, teachers should pay attention to the practice of children's basic scales and arpeggios so that children can master the practice of scales and chords for junior high school students. Try to let children explore different styles of music on their own.

2.3 Develop and Improve the Ability to "Coordinate" Performances and Singing

In the ability to play and sing, "playing" and "singing" are complementary, so teachers should pay attention to training and improving children's coordination ability in teaching. Only when children play and sing organically and play while singing can they master the skills of playing and singing. In the training of performance and singing skills, teachers should guide children to put "singing" in the main position and use "playing" as an accompaniment instead of turning upside down primary and secondary schools. In addition, teachers should pay attention to let the children consciously grasp the characteristics of singing children's songs, express the vivid image of children's songs, and meet the children's hearing aesthetics and preferences. In piano accompaniment, pay attention to the combination of song styles and choose the appropriate accompaniment texture. In the overtures and episodes, the piano sound should be prominent. In the

course of the main melody, the piano sound cannot exceed the singing voice. Teachers should make children pay more attention to the coordination of these aspects of practice in teaching in order to achieve targeted practice.

2.4 Teaching Practices to Strengthen the Ability to Play and Sing

The ability to play and sing children's songs requires not only the ability to play musical instruments, but also the ability of preschool teachers to perform. The teaching environment in kindergartens is no single and immutable. In the preschool teaching, the preschool teacher should not only consider their singing and playing, but also pay attention to the children's psychological and emotional interaction in the classroom, and have a strong ability to control the classroom. This requires the preschool group not only to have a theoretical singing and playing skills. It also transforms theory into practice, and has strong practical teaching ability. Therefore, when training the singing ability of preschool teachers, it is necessary to strengthen the teaching practice in a targeted manner. For example, the teaching environment and practice in a kindergarten simulation classroom is an effective way to improve. In classroom teaching, teachers should consciously simulate the classroom environment of children's classrooms, start with psychological construction, and enhance the expectations of children's classroom teaching. In addition, we should conduct more practical teaching, adapt ourselves to the actual teaching environment, feel the real classroom atmosphere, make more contact with children, and experience the possible situation and treatment methods of children's classrooms. In order to improve the teaching ability of singing and performance, we should find solutions in the real environment and find out our shortcomings.

3. Experiment

3.1 Survey Design

(1) Teacher interview

In 2018, the music teaching and research group of a kindergarten school conducted an interview with 5 front line children singing and singing teachers on the content of children singing and singing teaching.

(2) Student questionnaire

A total of 150 questionnaires were sent to 150 students in the preschool education class, preschool music class, preschool dance class, and preschool art class.

3.2 Survey Contents

(1) Teacher interview

This interview is mainly aimed at the current situation of children's song and singing teaching in a kindergarten school, focusing on the existing problems in the content of children's song and singing teaching in schools.

(2) Student questionnaire

Survey on the experience of children's song and singing before entering school, and the interest of children's song and singing teaching after school.

3.3 Course Arrangement

In this kindergarten school, the piano lesson is a musical instrument lesson, and the class form is mainly group lessons. The rapid development of modern technology and the emergence of electric pianos make the group lessons even more icing on the cake. Electric piano is different from the original electronic piano, it is closer to the piano's tone, range and strength. This kindergarten's conventional digital piano teaching takes classes as a unit, with about 25 people in one class, and the class is once a week. In the actual teaching process, the teacher explained on the podium. Children watched the teacher's demonstration performance on the four big TVs in the classroom. Some simple content children can basically learn slowly in the classroom. Sometimes, in order to mobilize the classroom atmosphere, the teacher Let the children play together and find that the children enjoy the ensemble, because everyone is relaxed.

4. Discussion

4.1 Results Analysis

In the current preschool education major, many teachers still retain traditional teaching concepts and lack a correct understanding of music teaching. Therefore, in their music teaching, there are often rigid system models and stale teaching content. The problem. The teaching of children's song and singing in the preschool education specialty has certain pertinence. Since it is aimed at groups of young children, its requirements and teaching content should also be adapted to the development of children's abilities. For this reason, in the process of developing preschool education music teaching, we should first focus on developing the basics of children's songs and singing, guide students to grasp simple playing methods and singing skills, and help students consciously incorporate some relatively easy to understand music Starting from the basic knowledge, stepping into the threshold of playing and singing children's songs, in order to exercise their musical thinking, improve the level of children's songs, and promote their teaching ability.

Student satisfaction with today's collective teaching is shown in Table 1.

Table 1. Satisfaction of group teaching methods

	very satisfied	Quite satisfied	Dissatisfied
People	30	47	73
proportion	20%	31%	49%

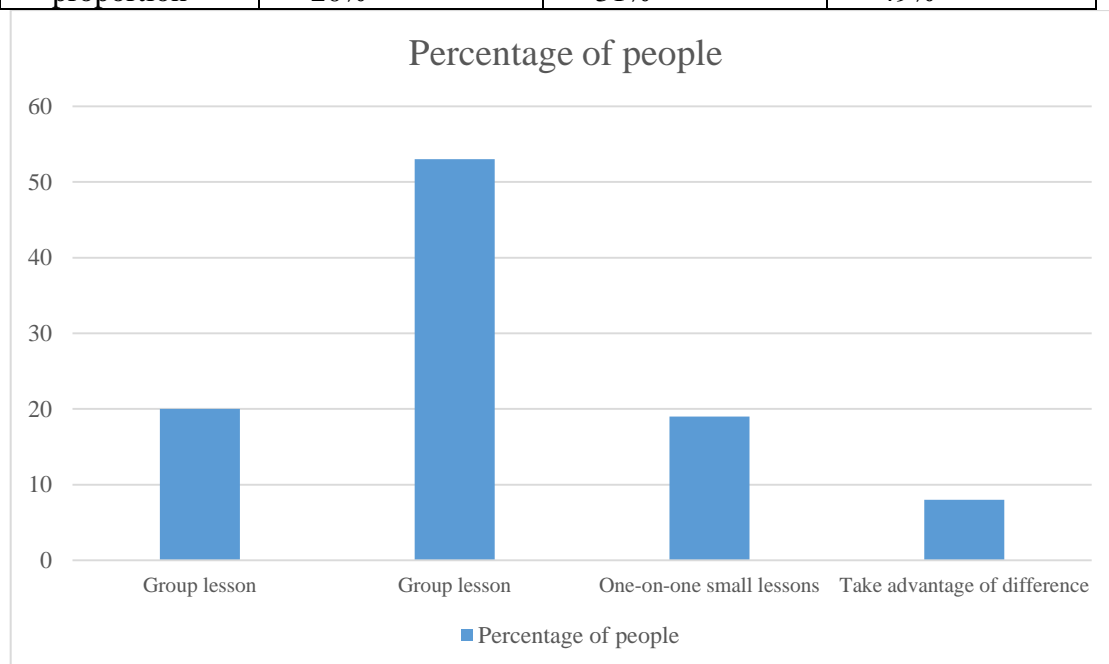


Figure 1. Favor levels of different teaching methods

As can be seen from Figure 1, group lessons are the most popular teaching method, accounting for 53%, followed by group lessons, accounting for 20%, and one-on-one lessons, accounting for 19%. Accounting for 8%.

4.2 Recommendations

(1) Encourage student morale and improve playing

Self-confidence is the basis of learning, so teachers should pay attention to inspire the morale of students in teaching, which will help improve their learning speed. Many students grew up under the protection of their parents, and their living and learning conditions are better, which has led to their personality tending to be restrained and shy. Therefore, to cultivate students' ability to play and sing, teachers should start by stimulating their interest and confidence in playing and singing. In the process of developing singing and singing, teachers need to use more encouraging language to guide students to try to actively express themselves to others, and have the courage to show their

own characteristics to others. This helps students to continually overcome their inner timidity and shy personality, be able to play their favorite songs bravely, and lay a solid foundation for future performances.

(2) Simulate playing and singing situations and strengthen teacher-student interaction

Because young children are still young and their minds are not yet mature, their thinking often differs from preschool teachers. Therefore, attention should be paid to cultivating the interaction ability between students and young children, and to provide young children with a better growth environment and conditions. Therefore, teachers must lead by example, establish an effective bridge between teachers and students in the teaching of singing and singing, and enhance the relationship between teachers and students in the process of strengthening the interaction between teachers and students. In this way, you can find the idea of playing and singing in time in the future education work, and create a playing and singing situation for them according to their individual needs. This can not only learn to deal with various situations that occur during the singing, but also in the simulation of the situation Ask questions to teachers based on their doubts and solve them in a timely manner. This is of great significance to the improvement of the teaching quality and the improvement of teaching efficiency.

(3) Respect students' individuality and reasonably teach

Under the requirements of quality education, students' subject status is increasingly prominent in classroom teaching, as is preschool education. Due to the differences in their daily growing environment, there are also certain differences in their musical abilities and musical literacy. To this end, teachers should strengthen the observation of students' daily learning in the process of developing the teaching of singing and singing, carry out a reasonable analysis in combination with their personality characteristics, and develop effective teaching strategies for students of singing according to their aptitude. In this way, students can not only fully develop their own personality in the process of playing and singing, but also achieve better development under the teaching mode of teachers' teaching according to their aptitude.

5. Conclusion

In preschool education, children's singing and playing cannot be ignored. The ability to play and sing children's songs is very important, and it can greatly promote the development of preschool teachers' teaching ability. Therefore, teachers must first consciously improve children's ability to sing children's songs, and teachers need to develop an effective teaching plan and methods. Strengthen the study of comprehensive theoretical knowledge and training of related skills. Secondly, we should pay more attention to the practical teaching of children's singing ability, not only on paper, but also for children to practice more. This article improves students' understanding of the importance of performance and singing ability, attaches importance to the early teaching of basic courses, strengthens the training of basic ability, and cultivates and improves the "cooperation" of performance ability. Strengthen the teaching practice of playing and singing ability, improve teaching methods, and improve children's song performance and singing ability. And through a questionnaire survey of teachers and students, it was found that nearly half of them were satisfied with the group teaching method, and nearly half were dissatisfied with the group teaching method. In addition, group lessons are the most popular teaching method, accounting for 53%, followed by group lessons, accounting for 20%, one-on-one lesson teaching, accounting for 19%, and cooperation teaching with excellent and poor accounting for 8%.

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