

# **The Vocal Teaching in Early Childhood For Early Childhood Teachers of Nantong Normal College**

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## **Abstracts**

From the study of problems in teaching vocal in early childhood education. The researcher therefore wanted to study the methods and contents of vocal teaching for early childhood teachers in the School of Music and Dance, Nantong Normal College. It was found that vocal teaching is a vital aspect of early childhood education, focusing on developing sound vocal technique, providing advice on repertoire selection and performance, and fostering musical cognitive skills. Teachers use paralinguistic techniques to communicate attitudes and emotions, and research shows that children's compositions represent awareness and are linked to musical cognitive skills. Vocal parenting nurtures singing, fostering musical cognitive skills and creativity. Acceptance and Commitment Therapy (ACT) for confidence in singing, rhythmic activities, and rotating lessons improve intonation skills. Vocal teaching also develops literacy skills through singing and playing, requiring proper vocal control and breath training.

**Keywords:** Vocal Teaching; Early Childhood; Nantong Normal College

## **Rationale**

Singing plays an important role in early childhood education in China. It is seen as a lively and interesting form of education that is integrated into kindergarten teaching. Singing helps in the development of language skills, emotional engagement, and social inclusion. Chinese traditional singing styles are being recognised as highly artistic and important for the heritage of Chinese culture. Reforms have been made to incorporate these traditional styles into vocal music education, resulting in positive outcomes for both teachers and students. (Lei, 2022: 89). Singing is used as a method of assimilating other cultures, with music education acting as a conduit for a wide range of cultural components. Studying music from many cultures enables students to cultivate a global outlook and have a more comprehensive understanding of individuals from different cultural backgrounds. (Brahmstedt, & Brahmstedt, 1997: 28-33; Gumindari, 2021: 31-48)

The purpose and evolution of vocal music are examined by Xiao Han (2022: 230-240). 1) Work on your voice regularly. The resources should guide teachers' lesson ideas and teaching on breathing, intonation, and other topics. In training, teachers should emphasise engagement, interest, and artistry. When feasible, they should employ straightforward language and heuristic teaching approaches. 2) Use contemporary multimedia and other methods to improve voice training. 3) Introduce pupils to vocal compositions from various eras and genres. Students should choose great jazz and pop vocal songs in addition to conventional and classical vocal pieces to widen their creative ideas and adapt to current trends. The practice of singing in early childhood education in China promotes the growth of language skills, facilitates

cultural assimilation, and nurtures the development of desirable character traits and behaviours. The vocal teaching in the School of Music and Dance at Nantong Normal College presents various challenges for early childhood teachers. These encompass prioritising the lyrics of a song over musical concepts, resulting in the neglect of the children's musical progression. Goal-setting disregards musical principles, while class management conflates musical concepts with unrelated concepts. (Gaoxiang, 2022: 121-124)

There is a lack of assessment regarding musical concepts. Teachers possess insufficient expertise in the musical development of young children, demonstrate limited comprehension and utilisation of musical concepts, and maintain low expectations regarding music as a subject of instruction. The problems of early childhood at Nantong Normal College in China regarding early childhood education include the absence of comprehensive national guidelines, a shortage of qualified educators, inadequate instructional time, and a mismatch between the curriculum design and practical implementation. (Pan, et al., 2018). There is a significant incidence of voice problems among early childhood educators in China. The prevalence of voice disorders among these teachers is high, with a rate of 59.7%. (Tao, et al., 2020: 3081). This may be attributed to several variables, such as the duration of daily teaching sessions, the level of humidity in the classroom environment, speaking loudly when instructing, specific patterns of vocal use while teaching, and the absence of vocal practices. There is a severe lack of qualified and committed teachers in early childhood education and care (ECEC) in China, which affects the quality of ECEC. (Jiaxiong, 2008: 264-368). The aforementioned challenges impede the successful instruction of vocal music in early childhood education at Nantong Normal College

Since children in early childhood are sensitive to hearing and sight, it helps them memorise and imitate vocabulary and language skills. Singing makes early childhood education more engaging and boosts educational effectiveness. Singing can help early childhood children learn language and cultural comprehension. Higher-cultural families support singing songs in early childhood, which influences the vocal course after compulsory education. Early childhood teachers can use singing to create emergent literacy activities based on children's needs and interests and introduce reading and writing in a joyful way. The guidelines for writing a childhood vocal practice book are essential knowledge for use as a guideline for composing songs. Therefore, this article studies the methods and contents of vocal teaching for early childhood teachers in the School of Music and Dance at Nantong Normal College.

## **Detail**

Students should choose excellent and new vocal works in addition to traditional and classic vocal works to broaden their artistic horizons and progress with the times. development of sound vocal technique, advice in repertoire selection and performance, and care for the child's wellbeing as a singer and person. Early childhood teachers use vocal teaching in many ways. Vocal parenting is another method of educating children to sing. Early childhood teachers use vocal teaching in many ways. Teachers speak paralinguistically with children, using pitch, melody, and loudness. These traits are related with mentor, nurturer, controller, and playmate teaching roles. As children's primary musical expression, singing education is crucial to preschool teacher training. Future preschool teachers must understand how singing affects children's development.

Vocal teaching methods for early childhood instructors encompass utilising child-led photography as an initial catalyst for discourse and actively engaging with children's voices within a broader framework. Teachers employ many paralinguistic techniques, including pitch, melody, and volume, to convey attitudes and emotions related to independent positions in teaching. Caralyn (2022: 9) The theory and practice of voice in early childhood: Theorising spaces, places, skills and tools for voice work in early childhood. three considerations for voice work in early childhood: methods/tools, space/place/time for voice, and creative approaches.

### **Voice control and Breathing**

These suggestions might assist you in relaxing your muscles and relieving the stress that comes

Methods of vocal teaching for early childhood teachers include child-led photography as a starting point for dialogue and listening to children's voices in a wider context. Teachers use their voices in different paralinguistic ways, such as pitch, melody, and loudness, to communicate attitudes and emotions in different teaching roles. Strategies for promoting vocal health for teachers include educational programmes, exercises involving the vocal tract, breathing, relaxation, and vocal warm-up and cool-down.

Vocal teaching for early childhood teachers includes various elements. Teachers use their voices in different paralinguistic ways when communicating with children, which involves different pitch, melody, and loudness. These acoustic elements are associated with different teaching roles, such as a mentor role, a nurturer role, a controller role, and a playmate role.

Singing education is also an important aspect of educating future preschool teachers, as singing is a fundamental mode of children's musical expression. Future preschool teachers need to gain knowledge and awareness about the importance and influence of singing on children's development.

Singing activities, whether led by expert vocal instructions or intuitive singing, can lead to progress in intonation and melodic accuracy and widen the voice range. Vocal parenting is another pedagogical approach that focuses on nurturing the teaching of singing to children.

It involves developing sound vocal technique, guidance in repertoire selection and performance practices, and concern for the well-being of the child as a singer and person.

Voice Control: Tyasrinestu (2020: 180–186) Possessing excellent vocal command is of utmost importance. Practice is the most effective way to achieve optimal harmony with musical instruments. According to Davies (1992: 19–48), proficiently managing one's vocal capabilities is essential. There is no better method to accomplish this task than through consistent practice; it should seamlessly harmonise with the instruments. Loane (1984: 205-231) Proper vocal control is necessary. There is no better method to do this than through practice, namely by ensuring that it seamlessly harmonises with the instruments.

Breathing: Tyasrinestu (2020: 180–186) This will provide you with all the necessary potential. Endeavour to use your abdominal muscles to a greater extent than your chest and throat while vocalising. In order to maintain the high pitch with endurance, it is advisable to use the lower abdominal muscles while singing, like a vocal-singing star. Conduct an analysis of your diaphragm and respiration. Place your hand on your abdomen and vocalise while evaluating whether your breathing is suitable for the pitch you are producing. Strive to get

supplementary guidance on singing bands using web resources. These recommendations will aid in muscular relaxation and alleviate the tension that accumulates when you perform in front of a substantial audience. Loane's (205-231) Give priority to evaluating your breathing. Instead of employing the chest and throat for singing, ponder using the abdominal muscles. In order to cultivate proficient vocalisation while singing, it is important to engage the lower abdominal muscles. This will provide the necessary fortitude to sustain high-frequency tones for a prolonged period of time. Singers often display this tendency, leading to less facial tension. Monitor your diaphragm and your breathing. To evaluate the effectiveness of your breathing method in achieving the ideal voice tone while singing, just place your palm on your belly. Utilise online resources to get more instruction on voice performance.

The suggestions might assist you in relaxing your muscles and relieving the stress that comes when performing in front of a large audience. Davies (1992: 19–48) will provide you with all the essential functionalities. Employ your abdominal and dorsal muscles rather than depending on your chest and throat when singing. In order to get a vocal performance that resembles that of a celebrity, it is recommended to activate your lower abdominal muscles when singing. This will provide you with the necessary power to maintain high pitches. Inspect your diaphragm to confirm that you are actively participating in the process of breathing. To evaluate the sufficiency of your breathing while singing, place your palm on your belly and observe the tone you are producing. To acquire more expertise in the art of singing, it is recommended to do an online search. These tactics can help you relax and alleviate the nervousness that comes with performing in front of a big crowd. Engage the lower abdominal muscles to generate sound while focusing on the diaphragm and breath control. Obtain further instruction on vocal performance in a choral ensemble to relieve muscle strain and reduce stress. The study of the methods and contents of vocal teaching for early childhood teachers in the School of Music and Dance at Nantong Normal College. The methods and contents involved are as follows: Children's song composition and composition process, Steps for teaching singing, the composition of children's songs, and the considerations for children's songs.

#### **Children's song composition and composition process.**

The lyrics and composition of children's songs in China emphasises the use of tonal idioms with functional harmony, enabling children to engage in playing around, exercise their creativity, and conform to established standards. (Roels and Van Petegem, 2016: 324-326). Furthermore, the term composition in relation to children's songs pertains to the act of generating and disseminating songs inside a school environment. This activity entails harnessing children's innate inclination to generate music and fostering the development of their musical cognitive skills. (Davies, 1992: 19-48) Children's compositions may be seen as a representation of awareness that is somewhat symbolic. They are strongly linked to the processes of acquiring skills and creating music. This shows that children engage in composing, experimenting, and using their creativity while adhering to the established rules of tonal expression and functional harmony. (Loane, 1984: 207-210) The School Music and Songs Movement in Chinese history aimed to consciously absorb Western music, emphasising patriotic enthusiasm rather than aesthetic effect. Traditional Chinese music, including folk songs and Qin music, presents contrasting musical structures and meanings that are subjective and varied. (Ouyang, 2012: 3-4).

### **The vocal pedagogies based on performance**

In the journal *Research in Music Education*, Patricia and Deborah (1990: 102-114) published an article titled "Pitch-Pattern Accuracy, Tonality, and Vocal Range in Preschool Children's Singing." This study aimed to evaluate young children's ability to mimic brief pitch sequences while retaining a tonal core in songs they were taught and songs they selected for themselves. The following extra factors were taken into account:

1) differences in the accuracy of vocal reproduction and the capacity to maintain tone and echo pitch patterns among age groups;

2) variations in the vocal range utilisation among age groups;

3) variations in the vocal range's size among age groups; and

4) the extent of the vocal range utilised for various singing activities. Ninety-three preschoolers, aged three to five, participated in individual evaluations to gauge their level of competency in choosing and performing a song of their own choosing, singing a song that was supplied, and mimicking twenty brief pitch patterns. When it came to accurately replicating melodic outlines as opposed to precise pitches or intervals, children showed more precision. Maintaining a steady tone pitch is positively correlated with the ability to replicate pitches or shapes. Xiaohui Lin (2015: 65-80) investigates the effectiveness of voice instruction in elementary and secondary music curricula.

1) Have students rehearse the second part using the Colvin gesture to improve their intonation skills.

2) Students may learn to appreciate the compelling character of polyrhythms by participating in a variety of rhythm-related activities. Using engaging rhythmic activities for a variety of rhythm practice in the classroom may increase students' interest in and commitment to rhythm practice.

3) Encourage pupils' inventiveness by giving a single song a steady accompaniment. As an alternative, you may clap along with the music or tap the table with a pen, and

4) Pay close attention to the singing lessons that rotate and turn the vocal practice into a fun singing contest. Sun Mingming (2016: 252-265) seeks to address the current issues and inadequacies in music voice instruction in Chinese elementary schools by using scientific techniques to provide quality instruction and spread knowledge. Use suitable body language, control your breathing, speak clearly, and draw attention to the song's appeal. A singer should make the audience feel something when they hear them sing. The development of a fruitful vocal music teaching environment in primary schools is covered by Zhang Yan (2020: 78-82).

1) Sign up for lessons on voice appreciation. Teachers may help students examine vocal compositions by using comparative analysis.

2) Encourage students to use their voices appropriately and teach breath training. Sighing and deep breathing are examples of acceptable training techniques that may be employed to help students throughout the teaching process. Teach students how to breathe properly by first showing them how to inhale and then out, and then helping them to control their breath. A research by Huan (2022: 184-186) looked at the best way to teach middle school students in elementary schools how to sing in two parts. Make a thorough lesson plan and choose the right teaching materials with care. Improve your voice and help your pupils have a thorough understanding of intonation. (Lau, 2007) Take note of the way that students are receiving intonation instruction. Make use of the Colvin gesture to improve your instruction. Provide engaging musical exercises that will help students develop their intonation abilities.

**Steps for teaching singing.** The singing technique for early childhood instructors is taught in phases. Using excellent teaching methods, create an engaging and joyful learning environment. To use singing to teach kids reading and writing, since they may not realise it while singing and playing.

1) Start with passive and active listening. This process includes listening intently, responding appropriately, practicing after listening, contemplating pronunciation styles, and assessing sound.

2) Speaking in short words. Pronunciation following the teacher, pronunciation following friends, imitating sounds and creating different sounds.

3) Singing along, repeating, singing in circles, singing in groups singing competition.

4) Singing: the singing guides and facilitates clapping, movement, and play, which may develop emergent literacy activities according to children's needs and interests.

Singing and playing help kids learn reading and writing without realising it. Young children like physical movement and get disinterested when restricted to a stationary position; thus, the instructional technique should reflect this. With educational resources, singing while playing and incorporating physical motions may help children recognise language and accidentally learn vocabulary. Early childhood educators who are unsure about singing must gain confidence. Group singing workshops using Acceptance and Commitment Therapy (ACT) is a promising therapeutic approach for treating various disorders, including neurological disorders, schizophrenia, and eating disorders. ACT has been found to reduce depressive symptoms, anxiety, pain intensity, and functional impairment, while improving quality of life and acceptance. It has also been applied in sport psychology to improve confidence and decision-making in athletes. ACT has also been explored as a psychological intervention for people with life-limiting illnesses, but more research is needed. In the context of eating disorders, ACT has shown reasonable efficacy in improving symptoms, but more rigorous studies are needed. Early childhood educators may use these strategies to teach singing and improve children's learning (Sari. et al., 2023: 198-203) or other talking methods may boost instructors' singing confidence.

#### **The composition of children's songs.**

Children's song composition framework. Teachers must prioritise this aspect as it is the fundamental basis for composing songs, encompassing both lyrics and melodies. The teacher should analyse the learners' interests based on their age, as well as the course structure, beginning with content that focuses on local subjects, lifestyles, individuals, customs, and narratives associated with these topics. Literary works and the concept of a nation.

##### **Contents of vocal teaching**

1) According to the description of the singing teaching course, students may study other related subjects together.

2) The behaviour of a person walking, running, clapping, eating, sleeping, sitting, etc.

3) Nearby ways of life: food, plants, animals, daily utensils, etc.

4) Important dates, morality, science, personal names, etc.

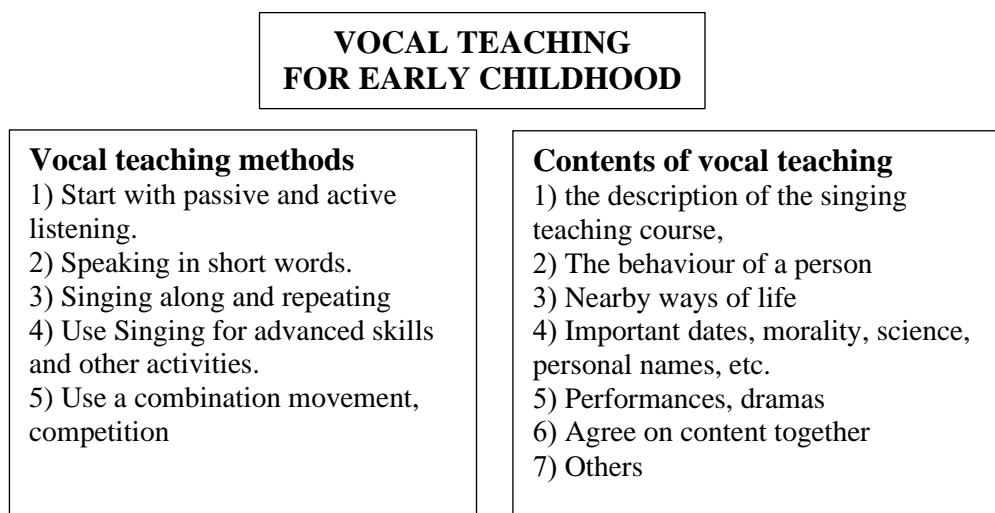
5) Performances from folk dramas, conservation dramas, and policies from various sectors.

6) It is other content that the teacher must agree with the students. Or together, choose the topic to write about.

7) Others

An effective approach to composing lyrics and melodies for children's songs entails including health-related terminology to underscore the significance of maintaining good health and practicing proper hygiene from an early age. The lexicon employed in children's songs pertaining to health includes actions such as bathing, hand hygiene, upholding physical well-being, engaging in physical activity, and consuming nourishing food. In addition, songwriters can utilise the art of songwriting as a medium through which children can effectively convey their thoughts and emotions, including those related to grief and loss. (Tyasrinestu, 2020: 180-186). The songs composed by grieving children during individual music therapy sessions frequently explore their encounters, connections, and the subject of bereavement. (Rahman, 2016: 39-42). Moreover, children's songs can also mirror the preferred and undesirable attitudes and behaviours of youngsters as viewed by adults. These songs frequently highlight the necessity for children to adhere to rules and may portray the process of raising children as involving consequences and incentives.

Based on the information provided, the structure can be summarised as follows.



**Figure 1: Framework for the composition of children's songs**

### **The considerations for children's songs**

Composing lyrics and melodies for children's songs involves several considerations.

- 1) It is important to adjust the melody to match the vocal range of the elementary school students.
- 2) A health-themed vocabulary can be used in the lyrics to convey important messages about hygiene and healthy habits.
- 3) The use of different melodic configurations can also impact the ways children compose and the musical characteristics of their compositions.
- 4) The spontaneous songs of children can provide insights into their cognitive and emotional expression, making it a valuable tool for music therapists.

5) Composing children's songs requires attention to vocal range, the use of appropriate vocabulary, and an understanding of how different melodic configurations can influence composition.

From the concept, it can be used to create an example for teaching composing lyrics and melodies for children's songs as follows.

- 1) Choose short, repetitive words and a narrow range of sounds.
- 2) Use question and answer techniques sentences.
- 3) Choose to use content or proximity.
- 4) Use the same melody, just change the words/new content.

### Question and Repeated Words Techniques

Question	and	Repeated
<b>Teacher:</b> Where will your go?		<b>Children:</b> will you go, will you go?
<i>Notation:</i> G /A C /D		D C /D, D C /D
We will go to <u>Pattaya</u>		<u>Pattaya</u> , <u>Pattaya</u>
E E /D C A /C		C A /C, C A /C

Students will repeat the final two words (sing twice) of the sample phrase when the instructor sings a question about where to go. The instructor answers in the second statement, "We will go to Pattaya," and the pupils repeat the previous two sentences. This method helps the students get ready by having the instructor ask and answer questions, alter the location as needed, and provide the students the chance to learn the names of places or talk about the significance of different places. The pupils have made this request repeatedly: teachers should instruct pupils to clap their hands rhythmically in sync with the uttered words.

### Question and Answer Techniques

Question	and	Answer
<b>Teacher:</b> Who do you love?		<b>Children:</b> ma-mi ma-mi
<i>Notation:</i> G /A B /C		C /C C /C
: Who do you love?		dad-di dad-di
<i>Notation:</i> G /E D /C		C /C C /C
: Who do you love?		Lu-Lu Lu-Lu (Name)
<i>Notation:</i> G /A C /D		C /C C /C
: Who do you love?		Chen-Chen Chen-Chen (Name)
<i>Notation:</i> G /A B /C		C /C C /C

The music in the example is different, but the lyrics are repeated in the same question. The children come up with their own solutions, concentrating on rhythms that consist of only two repeated phrases in succession. The music in the example is different, but the lyrics are repeated in the same question. The children come up with their own solutions, concentrating on rhythms that consist of only two repeated phrases in succession. Locations such as "What are you going to eat?" and "Where are you going?" Answers: Based on the rhythm, kids should highlight two syllables.



Instructing children in the technique of singing, which includes engaging them in the creation of original lyrics and melodies. The instructor must possess an extensive understanding of melody, rhythm, and lyrics. To ensure an ideal execution, it is necessary to modify the words, choose the appropriate a rhythm, and use matching movements. As instruction is selected cautiously, it has the ability to captivate students' interest and foster their cognitive growth. The children have excellent physical attributes.

## Conclusion

Vocal teaching is a crucial aspect of early childhood education, focusing on developing sound vocal technique, giving advice on repertoire selection and performance, and caring for the child's wellbeing. Teachers use paralinguistic techniques to communicate attitudes and emotions related to independent positions in teaching. Vocal parenting nurtures the teaching of singing to children, focusing on developing musical cognitive skills and fostering creativity. Research shows that children's compositions represent awareness and are strongly linked to the processes of acquiring skills and creating music.

To improve vocal pedagogies, early childhood teachers should focus on children's song composition and composition processes, harnessing their innate inclination to generate music and fostering their musical cognitive skills. Techniques such as the Colvin gesture, engaging rhythmic activities, and rotating singing lessons can help improve intonation skills.

Vocal teaching is also essential for developing children's literacy skills through singing and playing. Teachers should gain confidence in singing through group singing workshops using Acceptance and Commitment Therapy (ACT). Proper vocal control and breath training are essential for a fruitful vocal music teaching environment.

Composing children's songs requires attention to vocal range, health-themed vocabulary, and understanding how different melodic configurations can influence composition. By incorporating these strategies, early childhood educators can enhance children's learning and foster a joyful learning environment.

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