

The Existing Problems and Current Situation of Music Course for Preschool Education Major in Chinese Universities

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Abstract

In preschool education, music education has a very important position, and its positive influence on preschool children's healthy personality shaping and children's intellectual development has been proved by experience and scientific experiments. Therefore, attaching importance to music course has always been a universal teaching tradition in preschool normal schools in our country. High-quality preschool teachers must also have the corresponding artistic quality and art education skills to meet the current social demand for talents. However, at present, the setting, educational concept, training objectives, methods and methods of music courses in preschool education have not been adjusted in time, and the original system is still continued, which is difficult to adapt to the current rapid development of social needs to a certain extent. Traditional music. There are still many unfavorable factors in the curriculum for cultivating high-quality preschool education talents in the future: the curriculum is not reasonable, and still follows the "discipline-centered model" of music major in normal universities; The teaching goal of music course in preschool education is not clear enough.

Keywords: Existing Problems; Current Situation; Music Course; Preschool Education Major; Chinese Universities

Introduction

Preschool education is an important starting point in the process of a person's education, and has a "fundamental" status in the whole education. According to the research of brain science, the first years of life are the critical period for brain development. According to the principle of use or lose, by giving the right stimulus, the connections between neurons will become more and more extensive and more and more consolidated, and finally the brain will gradually remove those connections that are rarely used or not used at all, forming a person's unique feelings and ways of thinking. If we can carry out appropriate development education in a timely manner during this period, we can give full play to children's huge learning potential and lay an important foundation for children's lifelong development. Therefore, the development of preschool education is not only the needs of the development of the entire education cause, but also the needs of improving the quality of the people and promoting the sustainable and healthy development of economy and society. With the development of society and the improvement of people's material and spiritual living standards, people have greater expectations and needs for the quality and level of early childhood education. As the most basic and important force in early childhood education, the quality of preschool teachers has become the key to the development of preschool education. For the cradle of training preschool teachers - preschool education normal colleges at all levels, how to further revise the talent training

program The primary problem to be solved is to improve the level of curriculum teaching and train high-quality and high-level preschool teachers to meet the needs of The Times and social development. At present, the teacher education system in our country is in the midst of reform, and the main goal of the teacher education system reform is gradually realizing the transition from the third normal to the second normal. During this period, the main training institutions of the original preschool education teachers have been transformed: some have been merged into normal colleges, and some have been independently upgraded into colleges and universities, and have successively raised the training of preschool education teachers to the level of higher education. This is not only the product of teacher education reform and development, but also the trend of social and educational reform in our country. In the face of the new situation, this It is necessary for preschool normal schools to reconstruct a series of problems such as the curriculum setting and curriculum structure of the original preschool education major (Wen, 2014).

The existing problems and current situation of music course for preschool education major in Chinese universities

In recent years, China's higher preschool education is constantly developing, in order to better improve the comprehensive development of China's preschool education, in recent years, China's investment in higher preschool education is also constantly strengthening, higher vocational preschool education students' music education is related to the overall level of preschool education, is an important part of the development of preschool education. However, the music teaching of preschool education in higher vocational education in China is not satisfactory. Due to the poor facilities, the small number of professional teachers, and the lack of education and teaching concepts and methods, there are still many problems in the music teaching state of preschool education. According to the investigation of music teaching of preschool education majors in the region, the author finds that the main problems are manifested in the following six aspects (Yu, 2020).

Disconnect between teaching theory and practice

In the process of preschool music teaching, the practical teaching and theoretical teaching of music teaching cannot cooperate well, and a serious disconnection phenomenon occurs. In the process of music education to students, preschool music teachers in higher vocational colleges only pay attention to the explanation of music theory, ignoring the practical teaching and education of students' music. However, in fact, only theoretical music teaching is far from enough. There is still a big distance between theoretical music teaching and practical music teaching, which cannot fully and comprehensively cultivate students' comprehensive quality of music, so that students' music learning becomes stuffy, rigid and boring, and their interest in learning gradually fades. This discourages students' enthusiasm in learning, and leads to a great discount in mastering music knowledge, and the learning effect is not obvious.

Due to one-sided emphasis on preschool music classroom theoretical teaching, most of the preschool music teachers generally lack in-depth research on music skills, which leads to the lack of timeliness of students' learning of music skills and greatly reduces students' enthusiasm for music practice learning. It is also not conducive to preschool students in the future of early childhood teaching from both theory and practice to dig children's musical talent, cultivate children's comprehensive quality of music.

Disconnection between quality training and foot strength training

In Chinese colleges and universities, there is a common phenomenon that there is a serious disconnection between the cultivation of music quality or the cultivation of music knowledge and the cultivation of students' music ability in the process of music teaching for preschool education majors in higher vocational colleges. In the process of music teaching for preschool education majors, teachers only pay attention to one-sided imparts of music knowledge and skills, fail to effectively integrate music skills and theoretical knowledge, ignore the improvement of students' overall quality in music learning, and pay insufficient attention to students' comprehensive ability training. As a result, the comprehensive music quality and overall music cultural accomplishment of preschool education students in higher vocational colleges cannot be well cultivated, which has an impact on the effective employment of students in the kindergarten in the future, and is not conducive to the progress and development of work in the kindergarten in the future, and is likely to affect the quality of music teaching in the kindergarten. It affects the effective development of music teaching activities for kindergarten children, so we must pay great attention to the cultivation of students' comprehensive ability of music (Zhao, 2022)..

There is a disconnect between teaching and doing, teaching and learning

In the current process of music teaching in preschool education, due to the relatively backward teaching conditions in higher vocational schools and the traditional teaching concepts of schools, there is a serious disconnect between teaching and doing, teaching and learning in music teaching. In the higher vocational school where the author works, the classroom knowledge imparting of music teaching for preschool education majors and the actual work of preschool education cannot adapt to each other, and only the simple teaching of music knowledge is carried out on students, and the specific ability cultivation of students' musical skills in the future work is ignored. On the other hand, the music curriculum setting for preschool education majors is very important. Show a single, boring situation. The author found in the investigation, interview and classroom observation that many teachers tend to focus on "teaching" rather than "doing" and "learning" in the organization and design of the whole classroom teaching activities, which will affect students' active participation in the classroom, autonomy and creativity in learning and the play of subjectivity, resulting in rigid and rigid classroom teaching. Preschool music education is an organic part of preschool education, which can cultivate children's aesthetic ability and artistic perception ability, and plays a pivotal role in the comprehensive development of children. With the increasing attention of the society to preschool education and the continuous exploration of relevant reforms, people have become more and more aware of the important impact of music education on children's preschool education and even their entire life. However, in terms of pre-school professional music courses, students have a great lack of relevant theoretical learning and even professional skills. Based on the reality, this paper explores the problems in the teaching of preschool music courses in colleges and universities, and provides new methods and ideas for the training mode of preschool music education teaching talents (Zhong, 2019).

Based on the important role of music in children's enlightenment, music teaching is a necessary basic skill for every kindergarten teacher. Most kindergartens will include nursery rhymes and nursery rhymes in their daily teaching. Teachers play the piano and children sing or dance along. In kindergarten music teaching, children will be taught some music-related knowledge, encourage them to try to play some mini or homemade instruments, hold music theme class meetings, etc., to stimulate children's nature and interest in music. This puts forward higher requirements on the music skills of preschool teachers, if they have not studied music courses in school, it is difficult to engage in preschool teachers. Therefore, music literacy is one of the basic skills of preschool teachers, and music courses are of great significance to the whole preschool education profession. Secondly, music can build an effective communication bridge between teachers and children. According to the law of human growth and development, children in early childhood, brain development is not mature, it is often difficult to form effective communication with teachers, which requires teachers to add auxiliary means when communicating with children, such as body movements, whistles and so on. With the help of specific music, preschool teachers and children can form melodic resonance, produce certain emotional changes, cooperate with the body rhythmically, and narrow the distance between the two in the process of listening to music. To achieve this effect, teachers should integrate music lessons with early childhood psychology. Finally, music teaching helps to enhance the personality charm of preschool teachers, enhance their affinity, so that children can have a sense of affinity in the process of getting along with them, and promote the smooth development of various teaching activities.

The preschool music education and training system is simple and one-sided

With the increasing attention of the country and society to preschool education, many non-normal colleges have opened preschool education majors. When students choose a major, many often see that the prospect of this industry is very ideal, and teachers are a relatively ideal and decent job. Some students, they do not originally like this subject, but the family forced them to apply for it. In order to meet the requirements of the national education department for certificate examination, many undergraduate higher vocational colleges have readjusted the professional skills courses that should be equal to the theoretical courses, greatly increasing the theoretical knowledge of education and teaching, and the pre-school music courses have shrunk quite seriously. The author carried out a random sampling questionnaire survey on some undergraduate students of preschool education major. Among them, the number of people who have received professional system-related music learning accounted for 84.38%, and some of them have not received relevant professional system learning, accounting for 15.62%. Although most of the students have received relevant music learning, but in the learning attitude, they hold a muddling through mentality. Some students think that after graduation, they can only teach kindergarten children, and they can cope with it without taking it too seriously.

Preschool music education mostly depends on preschool teachers, and whether the teachers have received relevant preschool music education is very important. For students majoring in preschool education, their music courses generally include vocal music, piano, dance skills, dance creation and arrangement, piano improvisation and accompaniment. Take piano for example, many pre-school students have no musical concept or knowledge before. However, due to the tight schedule and heavy tasks of the course, many teachers often ignore this point, and teach students how to play directly in class, and teach less music theory knowledge. Sometimes, a simple music theory question may make the whole class confused. Vocal music learning requires a long-term practice process, many students do not know the correct method of vocal music, want to practice in a short semester or even a year must be more practice, but many students will disappear after class. There is often a phenomenon before the skills class exam, students will gather to practice piano, vocal music and dance. The examination content of students' musical ability is only how much music knowledge students have mastered and how many big songs they can sing and play. As for what kind of ability students have been cultivated in music teaching, it is seldom reflected in the examination. Teachers blindly emphasize scores and neglect the cultivation of students' comprehensive abilities, including musical imagination, creativity and so on. Music is a course with strong comprehensive ability, and now the common training program is divided into modules, and the content of each semester is little or no integration, which is easy to cause greed and nothing fine in the long run (Wang, 2017).

Utilitarian preschool music education and training system

Many undergraduate and vocational college pre-school education students in order to create more competitive opportunities and favorable conditions for future employment, in addition to learning skills outside the school, but also spend money to train, apply for a variety of skills certificates, the most common is music and dance. As far as music is concerned, it is mainly divided into piano and vocal music grades. The biggest feature of this kind of social music exam is that the exam repertoire is fixed, as long as skilled practice for a few months, participate in a training organization of the exam generally can get a certificate, the higher the level of time and energy spent more. The significance of social music examination lies in promoting and popularizing music culture to improve music literacy, blindly pursuing textual research, and not studying music extensively for a long time, let alone improving music literacy. In order to take a variety of skills certificates, spend money in off-campus training institutions to study hard, a few years down in addition to the exam that a few songs can play and sing down, other songs are difficult to control.

Teaching and related hardware facilities are not in place

In the questionnaire, 56.25% of people think that the current teaching and related hardware facilities are not in place. Most colleges and universities can achieve 93.75% of each class equipped with piano or electric piano, but there are still a few colleges and universities do not achieve each class equipped with piano or electric piano, accounting for 6.25% of the total. These differences are more due to the importance and scale of investment in preschool professional music education. Piano in most of the time is used for piano teaching materials, the real use of piano to carry out a complete section of children's singing activities teaching is very few, some college classrooms piano has become a decoration all year round. There are many English alphabet cards, transportation cards, math cards and pinyin new word cards in

the classrooms of the professional function department of preschool education in most colleges and universities, but it is worth noting that there are few or no materials related to music teaching. Although many private colleges and universities in the name of specialty, art courses, music courses, but most of the actual use of theme courseware. The biggest feature of this kind of courseware is that the course is arranged well, the teacher only needs to open the courseware on the computer, and let the students imitate the movement with the music, including animation, graph and music. Students do it well once, and after many times it becomes mechanical and passive learning. Therefore, students cannot talk about the change from presupposition to generation, from the concern about the outcome of the course to the concern about the course situation. Because the curriculum has been preprogrammed, students have no interest in learning, let alone professional education and teaching (Wang, 2014).

The establishment of the pre-school professional music education training system is related to whether students can successfully carry out teaching in their jobs after graduation, and it is also related to the fundamental task of cultivating people in Chinese colleges and universities. Therefore, it is necessary to clarify the thinking of music course teaching and optimize the teaching method according to the actual situation. The purpose of this study is to find the gap between teaching and practice through the investigation of the current situation of music course teaching for preschool majors in colleges and universities, and put forward methods and measures to solve the problem, hoping that students can meet the needs and levels of kindergarten teaching before entering the workplace, and provide some references for music teaching for preschool majors in colleges and universities.

Create course

Play is the nature of young children and an important part of their lives. In the relevant working regulations and educational guidance documents of kindergartens in China, it is clearly instructed that the basic educational activities of kindergartens should be mainly in the form of games. Education expert Chen Heqin said, "Children are born active, to play for life." How to do "play" education? As an important part of the kindergarten curriculum, the game is an important way for children to learn. Therefore, we focus on developing children's play forms and creating game courses to carry out the "play" education classroom reform. We hope the reform can truly implement the "Kindergarten education Guidance Outline" so that children in the independent learning environment grow. The practice has proved that the game course brings all kinds of benefits to children, let children play in middle school, play wisdom, learn creativity, and let teachers feel the joy and happiness of their career.

In creating the game course, we deeply realized that the game is the main channel for children to perceive the environment and understand the world. This way can not only bring happiness to children but also bring progress to children. May our children grow up happily and healthily in the game.

Early childhood education mainly refers to the education process from birth to primary school, and the education of infants from 0 to 3 years old is usually called early education. The early childhood education stage is the key period of children's intellectual development, their cognition of the world, the things around the formation of self-judgment ability, and perceptual understanding of the primary stage. In the early childhood education stage, creating a special teaching environment can lay a good foundation for children's early development and future learning. Now early childhood education has more and more parents attach importance to it, but environment creation curriculum implementation has yet to form a standardized teaching

system in early childhood education. The environment creation teaching methods of different early childhood education institutions are different, which affects the effect of early childhood education to a certain extent and is not conducive to their future development.

Environmental sensitivity is high for children in the early childhood education stage, and creating what kind of teaching environment for young children will usually let children get what kind of impression. The environment creation course in the whole stage of early childhood education is very important. Many early childhood education institutions often only pay attention to their hardware construction, with insufficient emphasis on the early childhood education environment, such as software. Some early childhood education pays attention to the creation of children's environment but only the material environment and ignores the beautification of the spiritual environment, which could be more conducive to the comprehensive development of children. Therefore, early childhood education institutions should consider implementing the environment to create courses and promote children's physical and mental health development (Lu, 2010).

Creating education suitable for students means teachers should "have students in their eyes and no books in their heart" and move from book-centered education to student-centered education. In the years of educational practice, our school, according to the school conditions, integration of resources, and integration of ideas, put forward the creation of activity courses to create a suitable education train of thought.

To create a proper education is to provide students with more choices, more support, and better guidance for their growth so that they can more accurately find the "nearest development zone" suitable for their development, truly realize their individual development and diversified development, and help them create a wonderful life.

With the reform of early childhood education, many learning activities in the new kindergarten curriculum are carried out as themes. The thematic curriculum is a kind of curriculum favored by children. It sets up a theme in advance and then guides children to explore and learn around this theme. Teachers often carry out the original application and organization in daily education and teaching according to the theme courses preset in the provincial textbooks. Few teachers will consider whether these topics are meaningful to children. However, many psychological research results show that children's interests, needs, and experiences are the motivation and basis of learning.

The thematic curriculum is free and flexible, allowing children to develop their imagination and practical ability according to the theme. When setting curriculum themes, teachers should closely combine children's hobbies and interests and set curriculum themes according to the basic conditions of children's physical and mental development. When curriculum activities are carried out, teachers can use children's imagination and creativity by asking questions and encouraging them to explore independently. At the beginning of the activity, teachers need to create a good scene and preset activity flow for children. When children's ability level reaches the course requirements, they should quit in time to cultivate their independent ability (Shi, 2016).

China has a long cultural history, and our country's folk also spread a variety of nursery rhymes. These nursery rhymes are often a concentrated display of regional characteristics and ethnic customs. Because these nursery rhymes come from the people, they retain a nation's thoughts and cultural emotions, including the rich and colorful cultural and ecological factors, and have a unique educational value. In teaching nursery rhymes, teachers should pay attention to the creation of gamification courses to improve the degree of participation of children

by using gamification courses simultaneously. Let them better perceive and inherit the contents of nursery rhymes in a relaxed and pleasant atmosphere.

Nursery rhymes are catchy, so children like to recite them. However, in the simple learning process of nursery rhymes, children's learning and memory effects are ideal if there is no diversified mode. In order to further improve children's learning effect of nursery rhymes, teachers can carry out gamification curriculum innovation mode so that children can memorize and recite "Tong Yao" in a relaxed and pleasant atmosphere and know the content to be conveyed by Tong Yao. The channels for creating gamification courses of nursery rhymes are very diverse, and teachers can explore and explore them slowly in teaching practice (Chen, 2017).

Conclusion

In teaching, it is advocated to gradually accumulate students' basic knowledge to prevent superficial learning. Students are encouraged to participate in some stimulating activities, such as singing various children's songs, basic music theory, Orff music teaching and children's song game design to develop students' interest in learning. Using test scores in the assessment process can increase students' interest in learning and validate their learning outcomes. It is suggested that students should focus on learning and practicing different parts of the learning content, gradually improve the professional level of early childhood education students, and adapt to the needs of social development.

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