

Constructing the Guidebook of Traditional Chinese Lullaby for Teaching Vocal Music Preschool Education Major Students at Kaifeng Higher Vocational College, Henan, China

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Abstract

The objectives of this study were (1) to study the Chinese lullaby from the experts. (2) to construct the the guidebook of Traditional Chinese Lullaby for teaching Vocal music preschool education major students at Kaifeng Higher Vocational College. (3) to experiment the guidebook of Traditional Chinese Lullaby for teaching Vocal music preschool education major students at Kaifeng Higher Vocational College. (4) to evaluate the guidebook of Traditional Chinese Lullaby for teaching Vocal music preschool education major students at Kaifeng Higher Vocational College. This study is a mixed method of qualitative research and quantitative research. The research tools of qualitative research are interview guide and observation table, and four vocal music teaching experts are interviewed. In the quantitative study, the population consisted of 1080 first-year students majoring in preschool education. A simple random sampling method was used to select 40 students as samples. In this study, descriptive statistical analysis was used to analyze the data. The study assumed a summative score above 80.

The research findings are as follows :(1) Combining vocal theory with singing practice. First of all, we should carry out theoretical study, master the basic theoretical knowledge of vocal music, assist students to sort out and understand the basic vocal principles, and lay a solid theoretical foundation for the correct and scientific vocalization in the future. (2) This guidebook consists of three parts: basic vocal music singing, traditional Chinese lullaby singing and training methods, selection of traditional Chinese lullaby and assessment standards. Among them, the first part introduces the foundation of vocal singing and explains the professional knowledge of singing theory comprehensively and systematically; the second part introduces the singing and training methods of traditional Chinese lullaby; the third part mainly selects the traditional Chinese lullaby with strong representative and targeted; (3) The experimental study was conducted in 16 classes. The course plan includes the teaching objectives, teaching difficulties and teaching contents of each lesson; (4) The mean score of the formative test ranged from 58.80 in the first to 81.90 in the fourth, and 84.35 in the final summative test.

Keywords: Constructing; Guidebook; Traditional Chinese Lullaby; Preschool Education Major; Kaifeng Higher Vocational College; Henan; China

Introduction

Higher vocational colleges are emerging higher education colleges in China during the educational reform. Their educational purpose is to train skilled, operational and advanced applied technology management personnel for the society. China's higher vocational education has shown a rapid development trend in recent years, and cities all over the country have set up higher vocational and technical colleges. The preschool education specialty set up by higher vocational college is one of the educational institutions that train preschool teachers in China at present. The students it trains will be the future teachers of all kinds of kindergartens at all levels. Their professional quality and teaching level directly affect the quality of preschool education and teaching. Its purpose is mainly to develop the intelligence of preschool children, make children smarter, under the training of preschool education, through the scientific stimulation of children's intelligence in a planned and systematic way, so that the function of children's brain is constantly improved and developed. Preschool education is an important content of pedagogy and plays an important role in the formation of the pedagogy system, while preschool music education is an important part of preschool education. Improving the music comprehensive quality of preschool education students in higher vocational education is an urgent priority for higher vocational education and an important means to comprehensively improve the comprehensive quality of college students majoring in preschool education. The author believes that music education in kindergarten belongs to the category of art field and the primary stage of music education in school (Hu, 2020). It is different from subject education in primary and secondary schools and has the nature of comprehensive and enlightening education. Some scholars believe that kindergarten music education is an educational activity that enables children to achieve comprehensive and harmonious development through music education activities, and point out that preschool children's music education is an educational practice with music as the main content. Under the premise of following the rules of preschool education and music education, kindergartens educate children with the help of music, exert influence on children in music education, make them develop harmoniously and comprehensively, and promote the comprehensive improvement of children's music core literacy. As a platform to train future preschool teachers, the teaching of music in preschool education in higher vocational colleges is particularly important (Shen, 2019).

As we all know, music can not only cultivate people's sentiments and improve people's cultivation, but also enrich people's life. As an important part of preschool education, music activities can not only expand children's vision, but also stimulate children's imagination and thinking, which is conducive to children's growth and future development, and is an indispensable part of preschool education teaching activities. Some studies have shown that the earlier children are exposed to music, the more positive effects it can have on people's futures. Many education experts and scholars also believe that training preschool education professionals with high music quality and music teaching level is of great significance and influence to the development of early childhood education in China (Yin, 2015).

Therefore, in recent years, preschool education has been widely concerned by the society, because for the long-term development of children, preschool education plays a crucial role, the quality of preschool education determines whether children's physical and mental growth. In the current preschool education system, vocal music teaching is also an important part of the content of music education, vocal music teaching can meet the needs of long-term healthy development of children, and has important significance for the

development of children's comprehensive quality. The vocal music knowledge and skill of preschool teachers is one of the key factors that affect the teacher's classroom behavior and students' learning effect. In the current training process of preschool education professionals, improving their basic knowledge and ability of vocal music is an indispensable step, and it can also promote the steady improvement of preschool teachers' comprehensive quality and comprehensive ability (Wang, 2016).

With the expansion of preschool education in higher vocational colleges in China, the problem of the students' lack of basic knowledge and skills of music is becoming more and more serious. The survey found that less than five percent of the students majoring in preschool education in higher vocational colleges have music knowledge, which greatly affects the employment of the students majoring in preschool education in higher vocational colleges and the future development of preschool education. Meanwhile, in the previous teaching of preschool education in higher vocational education, leaders only paid attention to the training and learning of psychology and pedagogy of students in higher vocational education, ignoring the improvement of students' comprehensive quality of music. However, the study of music courses only focuses on the study and understanding of basic music knowledge, and does not go deep into the comprehensive study of professional music knowledge.

According to the teaching situation in recent years, the author finds that the vocal music knowledge and skills of preschool education students in higher vocational colleges are generally poor. The biggest obstacle to this problem is the obsolete knowledge structure of vocal music teachers, backward education and teaching methods, single teaching means, and aging teaching mode, which cannot meet the needs of music teaching in preschool education in higher vocational colleges under the new situation. For this consideration, this study will carry out a further discussion on vocal music teaching in preschool education in higher vocational colleges.

Research Objectives

1. To study the traditional Chinese lullaby from the key informants.
2. To construct the Guidebook of Traditional Chinese Lullaby for teaching vocal music preschool education major students at Kaifeng Higher Vocational College.
3. To experiment the teaching by using guidebook of Traditional Chinese Lullaby for teaching vocal music preschool education major students at Kaifeng Higher Vocational College.
4. To evaluate the teaching by using guidebook of Traditional Chinese Lullaby for teaching vocal music preschool education major students at Kaifeng Higher Vocational College.

Research Methodology

This paper adopts the mixed research method, that is, the combination of qualitative research and quantitative research, conclude interviews, observation and experiments, to solve the problem of writing "the Guidebook of Traditional Chinese Lullaby", the simple steps are as follows:

1. Conduct in-depth investigation, research and data collection on the performance and teaching of Traditional Chinese Lullaby.
2. Writing "the Guidebook of Traditional Chinese Lullaby".
3. Using "Traditional Chinese Lullaby Teaching Guide" to conduct experiments and teaching for the first-year preschool education major students at Kaifeng Higher Vocational College, and evaluate the teaching effect.

Conceptual Framework

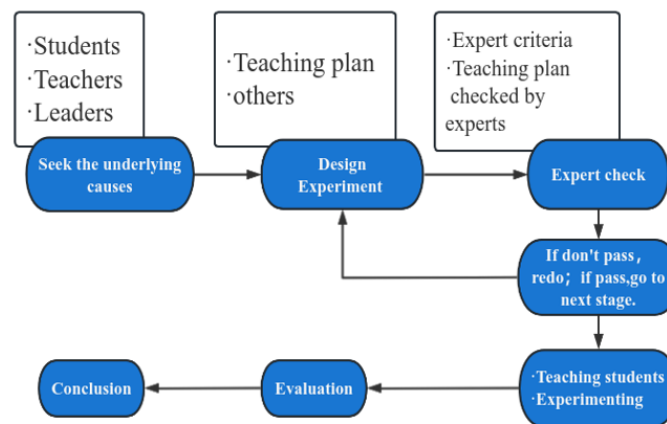


Figure 1 Conceptual Framework

Research Findings

1. Vocal music teaching method for preschool education student from the experts' interviewed.

Through interviews with experts, visits to preschool education colleges in other higher vocational colleges, and search of literature related to vocal music teaching in preschool education majors, researchers have enriched their own teaching experience and mastered the effective ways and methods of traditional Chinese lullaby teaching. The researchers summarized the results of interviews with experts, who agreed that vocal music teaching should not follow the previous classroom teaching, but should combine vocal music theory with singing practice. First of all, we should carry out theoretical study, master the basic theoretical knowledge of vocal music, assist students to sort out and understand the basic vocal principles, and lay a solid theoretical foundation for the correct and scientific sound in the future. In order to stimulate the enthusiasm of preschool education students to learn vocal music, multimedia, video, audio, pictures and other teaching means can be added to the teaching to enrich the classroom experience of students.

There is no doubt that vocal music course, as a professional skill course and practical course for students majoring in preschool education, is also a compulsory basic professional course for students. Through the study of this course, students can master the basic theoretical knowledge of vocal music and basic singing skills, sing songs of different themes and forms, and master the singing skills and handling methods of traditional Chinese lullaby. To comprehensively improve students' music literacy as kindergarten teachers.

Long-term and systematic learning of vocal music is also helpful for other skills courses of preschool education majors. For example, good vocal singing ability can improve students' ability to play and sing songs for young children, as well as their solfeggio ability, so that they can become kindergarten teachers who meet the needs of the school in the future.

At the same time, singing is a kind of art and a kind of music culture. It is not enough for students to only learn the methods and skills of sounding, they also need to constantly learn and improve their cultural accomplishment. When singing any song, there is a process of research, understanding and processing, but also to understand the historical background of the work, creative characteristics, styles and schools, as well as the customs and people of the relevant region, so that students can understand the connotation of the song and express it through singing.

We should let students understand that vivid artistic expression should be based on extensive cultural and artistic accomplishment. Any moving singing, whether it is language, music, the expression of feelings and the rendering of artistic conception, is the product of the singer's usual life and art accumulation in the inner fusion. Therefore, we should guide the students to continuously increase their artistic accumulation, deeply understand the content and aesthetic connotation of the song, and finally make the song vividly reflected in the singing.

2. Constructing the Guidebook of Traditional Chinese Lullaby for teaching Vocal music preschool education major students at Kaifeng Higher Vocational College

The researchers compiled a guide for teaching traditional Chinese lullabies and learned from vocal music education experts in Kaifeng City. The guide book consists of three parts: basic of vocal music singing, traditional Chinese lullaby singing and training methods, selection of traditional Chinese lullaby and assessment standards. Among them, the first part introduces the foundation of vocal singing, and explains the professional knowledge of singing theory comprehensively and systematically, mainly including breathing, vocalization, resonance, enunciation and enunciation of singing. The second part introduces the singing and training methods of traditional Chinese lullaby, including the singing requirements of traditional Chinese lullaby and scientific training methods, trying to gradually improve the basic vocal skills and singing ability of preschool education students through daily training in class; The third part mainly selects the traditional Chinese lullaby with strong representation and pertinency, which not only highlights the characteristics of preschool education in terms of content, but also has practicability and applicability, and its singing difficulty is gradually increasing from easy to difficult, which is in line with the stage development of preschool education students' learning vocal music.

After completing the traditional Chinese lullaby Guide Book, four vocal music teaching experts will be invited to evaluate the construction of the guide book. The four experts believe that the structure of traditional Chinese lullaby guide is scientific and reasonable, rich in content knowledge and strong in practice. At the same time, the experts agreed that the traditional Chinese lullaby teaching guide can be implemented, is an important part of vocal music teaching for preschool education majors, and is an important part of improving the basic theoretical knowledge and basic skills of vocal music for preschool education majors.

3. Experimenting the teaching by using the Guidebook for Vocal music preschool education major students at Kaifeng Higher Vocational College.

In the teaching of traditional Chinese lullaby in preschool education major of Kaifeng Culture and Art Vocational College, the teaching guide includes teaching objectives, teaching difficulties, teaching content and so on. The changes of students' test scores were studied and analyzed by testing during and after teaching. From the results of data analysis, it can be seen that the progress and changes of students majoring in Preschool Education College of Kaifeng Culture and Art Vocational College after using the teaching guide of traditional Chinese lullaby.

The traditional Chinese lullaby Teaching Guide Book is divided into 16 lessons, each lesson mainly includes the learning of vocal music basic skills (vocal etudes), course objectives, teaching focuses, teaching objectives and requirements, specific teaching implementation plans, after-class exercises, etc.

4. Evaluating the Guidebook of Traditional Chinese Lullaby for teaching Vocal music preschool education major students at Kaifeng Higher Vocational College.

It is feasible to apply the Guide of Traditional Chinese Lullaby to the students majoring in preschool education of Kaifeng Culture and Art Vocational College. Based on the analysis of formative and summative test data, it is found that the vocal music teaching effect has been significantly improved after the implementation of the Guide to Traditional Chinese Lullaby.

After a learning experiment teaching, the researchers carried out a certain innovation and promotion of the teaching method of traditional Chinese lullaby, especially the students' intonation rhythm, enunciation, singing performance has been significantly improved. The teaching guide of traditional Chinese lullaby has achieved satisfactory results in teaching. Through data analysis, both students and teachers believe that the traditional Chinese lullaby guide book can effectively improve their vocal singing ability. This was reflected in the change in students' grades: the average score of students on the formative test ranged from 59.56 on the first to 80.38 on the fourth and 87.57 on the final summative test.

Discussion

By interviewing experts and reading relevant literature, researchers have mastered some effective vocal music teaching methods and enriched their own teaching experience. The researchers summarized the results of interviews with experts, who agreed that students should learn the basic knowledge and basic skills of vocal music, the singing basis of traditional Chinese lullabies, and a strong representation of traditional Chinese lullabies.

In teaching, we should start with the simplest vocal music basic knowledge and vocal exercises, step by step, from easy to difficult, in the teaching process, teachers should implement the strategy of "teaching according to aptitude, classification according to conditions and types, hierarchical training", step by step, phased teaching, which not only emphasizes the foundation of the profession, but also strengthens the learning of basic vocal music skills.

According to the teaching goal of music skill course of preschool education in higher vocational colleges, vocal music course must clearly meet the needs of the job and design appropriate teaching content; According to the characteristics of music skills course, the teaching situation is set up skillfully to cultivate and stimulate students' learning enthusiasm; Establish a reasonable and effective examination and evaluation system in order to effectively improve the teaching effect of preschool professional music skills course (Zhou, 2020).

The researchers compiled a Guide book on Traditional Chinese Lullabies for students majoring in preschool education at the Kaifeng Vocational College of Culture and Art, and learned from experts in vocal music teaching in Kaifeng. The guide book consists of three chapters: basic vocal music singing, traditional Chinese lullaby singing and training methods, selection of traditional Chinese lullaby and evaluation standards. Among them, the first chapter is based on comprehensive and systematic professional knowledge of singing theory, including breathing, vocalization, resonance, enunciation and enunciation of singing. The second chapter focuses on the singing and training of traditional Chinese lullaby, including the singing requirements of traditional Chinese lullaby and scientific training methods, trying to gradually improve the basic vocal skills and singing ability of preschool education students through daily classroom training; The third chapter selects the traditional Chinese lullaby with strong representative and targeted, which not only highlights the characteristics of preschool education in content, but also has practicability and applicability (Tang, 2019). The difficulty of singing also gradually increases from easy to difficult, which is in line with the stage development of preschool education students' learning vocal music. After the initial compilation of the Traditional Chinese Lullaby Guide, three expert teaching guides will be invited for evaluation. The three experts agreed that the "Guide to Traditional Chinese Lullaby" is rich in content and extensive in knowledge, and the teaching guide can be implemented (Wei, 2019).

In the study of vocal singing teaching in preschool education, the researchers explored the path of integrating Chinese traditional music culture into preschool education, which mainly includes (1) changing the concept and improving the quality of traditional music theory. For example, courses such as Introduction to traditional Chinese music, Chinese ethnic folk music, and Chinese ethnic folk dance are offered to change students' aesthetic perception and enhance students' self-confidence in national culture, and to increase the learning content of traditional Chinese music culture in teaching practice. (2) Optimize skills and improve the quality of traditional music practice. For example, add the technical courses about Chinese traditional music culture, add the elective courses of Chinese national Musical Instruments,

etc.; (3) Applying knowledge to improve the quality of traditional music teaching. For example, it is necessary to combine teaching practice and regional characteristics to compile learning materials in line with preschool children; (4) Different styles, grasp the advantages of regional traditional music. It is suggested that pre-school music education majors in colleges and universities should focus on grasping the advantages of regional traditional music, cooperate with local excellent national and folk music institutions or organizations, dig deep into the excellent local traditional music culture, and introduce it into the construction of preschool music education disciplines (Yao, 2015).

Recommendations

1. Practical Recommendations

In the interview with the preschool education students of Kaifeng Culture and Art Vocational College, the author concludes that less than 5% of the preschool education students in Kaifeng Culture and Art Vocational College have basic knowledge of music, which greatly affects the employment of preschool education students in vocational colleges and the future development of preschool education. At the same time, in the previous preschool education of higher vocational education, leaders only paid attention to the training and learning of psychology and pedagogy of higher vocational students, ignoring the improvement of students' comprehensive quality of music. At the same time, the study of music courses only focuses on the study and understanding of the basic knowledge of music, and does not go deep into the comprehensive study of professional music knowledge. According to the teaching situation in recent years, the author finds that the vocal music knowledge and skills of preschool education students in higher vocational colleges are generally poor. The biggest obstacle to this problem is that the knowledge structure of vocal music teachers is obsolete, the teaching method is backward, the teaching method is single, and the teaching mode is aging, which can not meet the needs of preschool music teaching in higher vocational colleges under the new situation. To this end, schools should formulate a series of reform measures.

2. Recommendation for future research

The comprehensive curriculum of music education is established on the basis of the comprehensive concept of music as the core and students as the foundation, selecting the appropriate content and implementing the comprehensive teaching permeated by multiple disciplines. Through the study of comprehensive courses, students can have a deeper understanding of music, and comprehensively establish the connection between music itself and life practice and related music disciplines. For example, it can take a thematic content as the core, emphasizing the three essential music skills of preschool teachers as the auxiliary disciplines (mainly including: Piano playing skills, vocal singing skills, children's song playing and singing skills), based on the basic theory of music and preschool education related knowledge, on this basis, expand and integrate the construction of a comprehensive knowledge system that integrates the development of other fields in the field of preschool education art.

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