

# Cultivation of Children's Interest in Music Based on Play

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**Abstract:** Game teaching has many advantages, such as rich content, free and lively, interesting and so on. If this teaching method is applied to music teaching activities in kindergarten scientifically and reasonably, children's interest in learning will be effectively aroused. In this way, the effectiveness of music teaching is bound to be significantly improved. This paper mainly analyzes the practice of playing music teaching activities in the middle class of kindergarten, hoping to help the kindergarten teachers improve their own teaching strategies and teaching quality.

## 1. Introduction

At present, most of the research contents at home and abroad focus on “the research of children's music education” or the research of children's music within a specific range of concepts, but little attention is paid to the application of Gamification in the process of children's music teaching activities [1-2]. This survey gives the relevant results of the kindergarten music learning behavior obtained through the game method. From the reality, it improves the level of children's music learning game, and briefly distinguishes the differences between music games and game music activities, which is conducive to promoting the further development of kindergarten music teaching research and game teaching.

It can increase the attraction of music learning, make music learning more interesting and improve children's enthusiasm to learn music, which is of great significance to achieve the goal of children's learning and mastering music [3]. Therefore, in the development of children's music activities, we should promote the game teaching method into music activities, and then lay a solid foundation for the realization of children's music education goals [4-5]. The purpose of this study is to clarify the significance of music teaching in the form of games in children's music education from the perspective of the teaching concept of playing music activities, and to study the relevant strategies, so as to make the music classroom more fun for children, fully mobilize children's enthusiasm and desire to participate in music learning, so as to improve children's ability of all-round development.

## 2. Research Design

### 2.1 Research Object

The research object of this paper is kindergarten middle class children. At the same time, after sorting out the relevant information about children's music learning survey and the impact of games on children, the research established situational awareness theory, imitation learning theory and game awareness-discovery theory as the theoretical support of the survey. Through a series of surveys in three periods: before the survey, as a child teacher, I often conducted music teaching activities in kindergartens, participated in a variety of January discussion projects, and enjoyed many music projects, many of which used game teaching to carry out music activities, as well as the different effects of the same kind of courses in different classes. In the middle of the investigation, sort out and count the notes and visiting records of various investigations and participating in game teaching; At the end of the investigation, a typical standard was set up, and music activities in the middle class were taken as examples to compare the different effects of ordinary teaching and game teaching by the same class and teachers, and to analyze the reasons and basis of different versions of activities in the same class. According to the investigation, it is concluded that changing the

teaching process of children's music into the game mode, starting from the content, method and mode, can enhance the interest of music activities, make music activities more vivid, and increase children's interest in music learning, which plays a great role in achieving the purpose of children's music learning.

## **2.2 Research Method**

### **2.2.1 Literature Method**

In essence, this method refers to the method of collecting, screening and sorting out documents, and at the same time, based on the in-depth research and analysis of the sorted documents, we can finally get a scientific understanding of the facts. Based on the collection of Wanfang, HowNet and other databases, numerous libraries and electronic books, the author finally found a series of periodicals related to kindergarten music activities and playful teaching. Based on the analysis of these research results, the author has a general understanding and mastery of the development of corresponding teaching activities, and relies on some theories such as pedagogy and psychology to provide a series of theoretical basis for the research.

### **2.2.2 Questionnaire Survey**

This method is also called filling method or written investigation method. Using the unified design of the questionnaire, the respondents were consulted and understood. Some questions are designed on well prepared questionnaires, which are then filled in by the interviewees in a proper way, and then collected to sort out the answers of the interviewees. This research relies on the questionnaire survey of kindergarten's game music teaching and music teaching, obtains the corresponding data information, and carries out the corresponding practice exploration for the game music teaching.

The survey was divided into two phases. First of all, at the initial stage, 33 questionnaires were sent out and all of them were recovered. At the same time, all of the recovered documents were effective and the effective rate was 100%. The main purpose is to investigate the teachers in the kindergarten of Shanghai. The content of the questionnaire is divided into the following parts. First, the basic information of the teachers interviewed is investigated; Secondly, investigate the popularity of music activities in kindergartens; finally, investigate the cognitive level of game music activities. Because the author works in Shanghai, the first part of this survey is based on his own work unit, and the second part is related to other kindergarten teachers in this area. The second and last period is the final survey. 150 questionnaires were issued, 132 questionnaires were collected, and the effective rate was 88%. This time, it mainly focuses on three types of kindergartens in Shanghai: class I, class II and demonstration park. The content of the questionnaire is mainly divided into three parts. The first part is a survey of the basic information of teachers, the second part is a survey of the popularity of music activities in kindergarten, and the third part is a survey of the understanding of game music activities. Through a questionnaire survey, we found that kindergartens of different natures have different understanding and popularity of music activities. Among them, demonstration gardens have the highest degree of participation, followed by category I gardens. In the survey, the author found that music activities are seldom carried out in a week, and the popularity of music activities is the lowest. Meanwhile, teachers are vague about the concept of game teaching applied to music activities and think that it is only necessary to complete the established one-day process.

### **2.2.3 Case Analysis**

In this paper, the relevant practical cases to be combined, and its research and analysis, and finally, in the process of kindergarten music activities, how to use the means of play to be described. Relying on the game teaching methods, such as: environment setting, lyrics and rhymes, action performance, games, stories, dance and other various ways, the colorful education content will be displayed in an interesting way. Through joyful and rich games, we can cultivate and improve children's sense of rhythm, expression ability, hearing and singing ability, so as to guide children to

develop harmoniously and healthily in music knowledge ability, quality literacy and learning.

### 3. The Current Situation and Problems of Play Music Teaching Activities in Kindergartens

#### 3.1 Teachers' One-Sided Understanding of Game Teaching

From the discussion of the development of games for children, we can find that the seemingly general word “games” contains too much meaning. “Kindergarten working rules” clearly defines kindergarten education: “taking games as basic activities and integrating education into various activities.” The meaning of this sentence is that the activities of early childhood education based on games have been recognized by the laws and regulations of early childhood education. It must be admitted that the factors of play in kindergarten music education are indispensable. So what is the current situation of game music teaching activities in China? The author takes Shanghai as an example:

In the questionnaire on the current situation of music education resources in different classes of kindergartens in Shanghai, it was found that the cognition and utilization rate of music education resources in different kindergartens were different (see table 1).

Table 1 A Survey of the Current Situation of Music Education Resources in Kindergartens of Different Natures

Nature of the garden	Popularity of music activities	Understanding of Gamification music activities
Demonstration Park	100%	100%
First class Garden	100%	98%
Secondary Garden	98%	42%

In the later period of sorting out data and analysis, the author found that Shanghai demonstration park's understanding of music education resources, popularity rate and the development of game-based music activities are all 100% up to standard. through the questionnaire, the teachers are very clear about the content and means of music activities, and their ideas are also keeping pace with the times. in the questionnaire, the teachers take anonymous surveys. many teachers write that “game-based music activities have the basic steps of learning activities, but they are different from ordinary music games in form”. However, in Shanghai first-class kindergarten, the data shows that teachers' awareness and popularity of music education resources are 100% up to the standard, while the use of game based music activities in the classroom is down to 98%. We can find from the side that the first-class garden has reached the height required by music activities in theory, but there are still obstacles in the process of practice. The third kind of questionnaire was put in the secondary Park of Shanghai. In the later stage of data collection, we found obvious differences. In the column of understanding and popularity of music education resources, the data showed 98%, while the means of game development was only 42%. Many teachers think that a music activity only needs to be taught according to the preset content in three aspects: activity goal, activity preparation and activity process. In the process of activity, they don't pay attention to the real participation of children. They only care about today's children's songs. Do you all learn them? Can we sing to our parents when we go back? That is, we usually talk about what we learned in kindergarten today. In the minds of most teachers, “game” is simply presented in role-based games or individual game activities, rarely used in collective teaching activities, sometimes even music activities are not carried out, because the content is too boring, not good. The difficulties encountered by the secondary park are also the crux of the problems reflected in our present society. Some teachers regard music education as just singing and dancing brain, so when teaching, they only pay attention to the cultivation of children's singing and dancing skills, not the cultivation of children's physical sense and active learning. Even some kindergartens that pay more attention to art education pay more attention to “specialization”, “technicalization” and “technicalization” in many times, which makes children's understanding of music education not in place and is not good for children's physical and mental development. How to change and develop the kindergarten music activities,

how to really join the game into the music activities, we need to solve and explore.

### **3.2 The Environment and Materials of Game Teaching Are Not Perfect**

From the table, we can see that different kindergartens have different levels of development of Gamification music activities. Why does this happen? The author thinks that it is not only the one-sided understanding of the game teaching activities, but also the environment and materials of the game teaching. In the survey, it is found that in order to pursue the so-called Gamification in the development of music activities in kindergartens, most of the activities carried out are just a simple stack of games, which can also be said to be additional content imposed on the activities. The lack of game environment is one of the current situations that we cannot carry out game-based teaching activities well. At the same time, many teachers neglect that games are only a form of expression of activities while teaching is still the focus. The reality makes many teachers not really recognize this point, thinking that the whole content of teaching is games and all activities should involve children in games.

## **4. The Implementation Strategy of the Game Music Activities in the Middle Class**

### **4.1 Improve the Organic Integration of Music Content and Games**

The main purpose of music activities is to improve children's experience of music melody and sensitivity to music beauty through the edification of music beauty, so that their music quality can be improved, their music ability can be enhanced, and gradually experience and feel beautiful emotions in the music. In the traditional music activities, the cultivation of music skills and basic knowledge is mostly, this kind of cultivation can also promote the healthy growth and harmonious development of children, but there are still many deficiencies in the efficiency of cultivation. The game based music activity is an innovative attempt for the traditional music activity at present. It aims to improve the effect of music teaching by increasing the innovation of music teaching means, integrating the elements of games, increasing the learning experience of children, giving full play to the initiative and subjectivity of children in learning.

First, the content selected in the game based music activities should be close to children's life. In the music teaching activities, construct the activity plots that children are relatively familiar with. In such plots, children's learning desire will be stimulated, which can gradually show their music potential, and also can increase children's sense of success and pleasure in learning, so as to increase their confidence in music learning. Second, the content of game music activities should be comprehensive. In the selection of teaching content, it is appropriate to choose a variety of artistic elements, so that children can enhance their body, vision, hearing and other sensory experience, and promote the comprehensive development of their thinking, creativity and imagination. It can be said that the comprehensive and comprehensive content of music teaching plays a key role in promoting children's music comprehensive ability.

### **4.2 From the First Mock Exam to the Multiple Teaching Methods**

The development of play based music teaching in kindergartens is from three aspects: content, form and method. That is to say, as the basic form of music teaching in kindergartens, play can be integrated into music teaching activities through multi-channel sensory visual participation, so that children can fully experience the beauty of music and grasp the basic knowledge of music in the process of playing ; In the happy game to acquire knowledge, children are not only able to acquire the growth of knowledge, but also have a very important role in promoting the development of emotion, personality, sociality, body and intelligence. Its purpose is to improve the level of playfulness in teaching activities, let children really feel the experience of playfulness in activities, ensure children's subjectivity in activities, and realize their interest, autonomy, competence and pleasure.

## 5. Conclusion

Music has always occupied an absolute core position in the field of human spiritual life. For children, music activities can also play an irreplaceable role. Effective music education can improve children's aesthetic ability, cognitive ability, imagination, intellectual level and ideological and moral character, which is an important way to promote children's healthy and harmonious growth.

Through research and practical research, the author believes that the current problems in children's music teaching activities can be solved and improved through the introduction of game based teaching activities. Music activity itself is practical. Integrating the game spirit into children's music education activities can improve children's interest in learning music, at the same time, it can also make children and teachers on an equal footing and create more challenges, thus further exploring children's potential ability in art. Meanwhile, integrating games into music education can get rid of the utilitarian nature of music learning, so that children can no longer learn music for learning, but can experience the charm of music in a pleasant and relaxed atmosphere. At the same time, the integration of game spirit into music teaching can also develop the creativity of preschool music teachers and help to cultivate their professional qualities.

At present, the game based early childhood education has become more and more popular in China, but most of them only stay in the theoretical stage. At the same time, most of the research focuses on "Research on music education for children" or music research within a specific scope, but little attention is paid to the game in the process of music teaching activities for children, and some equate music games with game based music teaching. Although it is the same but different, the author's introduction of the means of play into early childhood music education is only the beginning. This study attempts to sort out the key points and principles of music activities that are conducive to the development of middle-aged classes through the process of kindergarten's game based music activities teaching, that is, how to transform traditional teaching activities into interesting game based teaching activities, how to improve the initiative of children's learning and the combining and learning of happy experience.

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