

The current situation of preschool music education in China and the Countermeasures

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Abstract: Music plays an important role in human society. Preschool music education is mainly aimed at preschool children. Therefore, preschool music film plays an important role in preschool education. Preschool music education is the fundamental to improve the quality education of preschool children. It is of great significance to pay attention to the current situation of preschool music education in China.

1. Introduction

Music education is an important part of preschool education. Preschool music education refers to the music education for children before they enter primary school at the age of 6, which is essential for the all-round development of preschool children. As early as in the 17th century, educator J.A. Comenius had realized the necessity of preschool music education.

2. Two stages of preschool music education in China

2.1 Learning stage

In foreign countries, pre-school music education has already formed a music teaching system. For example, Orff teaching method, kodaly teaching method and dalcross body rhythm are all well-known music teaching systems. Orff's music teaching method is quite suitable for children and can stimulate their interest in learning, so it has become an international popular trend to use it in preschool music education. Kodaly music teaching method can improve people's comprehensive quality. Dalcross's body rhythm can improve the coordination ability of the body. Due to the lack of pre-school music education experience, China needs to learn the famous foreign music teaching system. For example, learn from Orff's music teaching method to lay a good foundation for the future development of children's music education; introduce kodaly's music teaching method to help preschool music education enhance the spirit of cooperation; explore dalcross's body rhythm, mobilize the enthusiasm of children's body, and better use body language to express the emotion and emotion of music^[1].

2.2 Creation stage

The creativity of preschool music education lies in the production of musical instruments. The cost of Orff's music equipment is expensive. Teachers and children everywhere can make their own instruments, make full use of the resources around them, and treat everything that can make a sound as Orff's own instruments. In this way, while saving money, we can also carry out Orff teaching. From another point of view, making musical instruments can give full play to children's imagination and

exercise children's practical ability. In the process of constantly searching for sound similar to the equipment in Orff's teaching method, many distinctive sounds have been discovered and made into musical instruments, some of which are also included in the international Orff music teaching system^[2].

3. The current problems of preschool music education

3.1 Blind investment in Education

Preschool education is mainly to cultivate students' interest in learning relevant knowledge and promote students' learning efficiency in classroom teaching. Parents' investment in pre-school education is too blind, and they don't consider their own advantages and preferences, which leads to too much pressure on students majoring in pre-school education and affects the cultivation of students' interests, so that students can't take music education as their interests in the process of classroom learning, and reduce the quality of pre-school music learning.

3.2 Blind pursuit of examination

In the pre-school teaching process, parents blindly pursue the music level of students, so that students can not get real fun in the process of music learning, affect the cultivation of students' interest in music, and make students lack the ability to master relevant knowledge. Pre-school music training is mainly to enrich students' interest in learning in class, blind pursuit of grade examination makes students lose their original meaning in music learning^[3].

3.3 Preschool children lack interest in music

In pre-school music teaching, teachers often use the recorder to play music for students. Such a boring teaching method not only reduces students' interest in music learning, but also reduces the efficiency of music classroom teaching. In view of this, preschool teachers should change the previous teaching mode, stimulate students' enthusiasm for music learning, and mobilize their enthusiasm and participation in music learning.

3.4 Lack of professional quality of Teachers

In the process of pre-school music teaching, teachers' professional quality is insufficient, classroom teaching content design is unreasonable, and students can not be effectively guided to learn music knowledge, resulting in students' failure to fully grasp relevant knowledge in classroom teaching. In order to improve the learning efficiency of the students majoring in preschool education, teachers should fully guide the students to learn relevant knowledge and improve the quality of students' classroom learning. Teachers engaged in preschool music must have the relevant teacher qualification certificate, at the same time, they should also have high quality. But although some preschool music teachers have relevant qualification certificates, they do not have good quality. In view of this, the Ministry of education and resources should carry out relevant training and training for preschool music teachers. Because, an excellent pre-school music teacher's own quality not only plays a very important role in the cultivation of children's music quality, but also plays an important role in the cultivation and improvement of children's all-round music quality^[4].

4. Measures to improve preschool music education

4.1 Change the situation of parents' blind investment

Change the situation of parents' blind investment and strengthen the cultivation of students' interest in learning. In the pre-school music teaching, teachers should carry out teaching according to the actual situation of students, promote students to master music knowledge in the classroom teaching, and improve students' learning efficiency in the classroom teaching. In the process of pre-school music training, teachers should actively guide students to explore music knowledge in order to ensure that students master relevant knowledge in classroom teaching. In the process of classroom teaching, teachers should set up classroom teaching content reasonably according to the actual situation of students. Interest is the best teacher, pre-school education students' interest in music training, help students form good learning habits, promote students in classroom teaching to enhance the interest in related knowledge^[5].

4.2 Rational use of modern classroom teaching mode

In the classroom teaching of pre-school music, in order to ensure students to master music knowledge, teachers should reasonably choose modern teaching methods in the classroom teaching process, improve students' understanding ability, and promote students to master relevant knowledge in the classroom teaching. In order to ensure students' ability to master music knowledge, teachers should strengthen the combination of music knowledge and classroom teaching mode in the teaching process, and improve students' enthusiasm in classroom learning. In order to improve the efficiency of students' classroom learning, teachers should actively use modern teaching methods to teach vividly, improve the visualization of preschool music education knowledge, facilitate students to understand relevant knowledge, and improve the quality of preschool music classroom teaching. In the selection of classroom teaching mode, teachers should fully understand the characteristics of students, select the appropriate classroom teaching mode according to the characteristics of students, and promote students to master relevant knowledge in classroom teaching^[6].

4.3 Stimulate children's interest in music learning

In the process of preschool music teaching, if teachers want to achieve better results in music education, they need a lot of teaching resources and good teaching environment support. Different teaching resources and teaching environment will produce different teaching results. Kindergarten children, because they are young, lively and active, so to a certain extent, it has brought some obstacles to preschool teachers' teaching. Based on this, in the process of teaching, preschool music teachers should abandon the traditional teaching mode, adopt a variety of teaching methods, stimulate children's interest in music learning, so that they can actively participate in music teaching activities.

For example: in the teaching of "school songs", in order to make students feel and express the happy mood of songs through learning to sing "school songs", and to show the mood of music through self-made actions, at the beginning of class, I was not eager to explain the music content for children, but led to such a topic: "children, are you happy to go to school on the first day today? Who can say how you spent your day? What have you been through? " With the introduction of the throw out, the

children respond with all sorts of tongues, I timely adjusted the classroom atmosphere. Then, with the help of PPT software, I present a video to children and guide children to enjoy it. In the process of children's appreciation, I also play music for children, and ask children to follow the music and the children in the video to perform their actions. For example: watching and listening to music to do salute, handshake, hug and so on, so as to attract children's attention and make children have the desire to learn music, so as to lay a solid foundation for the next music teaching. Such a teaching design can not only stimulate children's interest in music learning, but also improve the efficiency of preschool music teachers' teaching^[7].

4.4 Improve the professional quality of Teachers

Teachers' professional quality is the guarantee of classroom teaching quality. The improvement of teachers' professional quality can promote the guidance of students' professional knowledge and improve students' classroom learning efficiency. In order to ensure the professional quality of teachers, we should strengthen the test of teachers' comprehensive quality ability in the process of employment. At the same time, we should fully understand the teacher's major and ensure that preschool music teachers have professional music knowledge. Schools should actively strengthen the training of professional teachers and ensure that students have professional teachers to guide them in the learning process.

The practice of preschool music education is very strong, and there are high requirements for the quality of preschool music teachers. An excellent music teacher must have a high quality of music. At present, the music quality of music teachers in our country is generally not high, they do not grasp the rhythm of music well, and they do not grasp the intonation accurately. In view of this, the relevant departments should not neglect to improve the music quality of preschool music teachers. In detail, the training of preschool music teachers can be started from these aspects: first, preschool music teachers need to master enough music theory through continuous learning, because preschool music theory directly affects children's music learning; second, preschool teachers need to master correct pronunciation methods and skills, because preschool music teachers' music phonation method is children's learning music. Third, preschool teachers should have the ability to correctly distinguish the sound quality, because it is inevitable to have children's collective singing music learning in music teaching, which requires teachers to distinguish which children's words are not accurate and enunciation is not regular in the process of many students' singing. Finally, preschool teachers should be correct. It is necessary to master the skills and skills of conducting music, because only when the teacher makes a correct and clear plan of commanding and clapping, can the children quickly understand the singing method of the song. At the same time, the eyes and expressions of preschool music teachers in the process of command also play an important role in children's music learning. In a word, relevant departments should pay attention to the above points when training preschool music teachers. Only in this way can we improve the quality of preschool music teachers^[8].

5. Conclusion

To sum up, preschool music education is an important stage of children's

all-round and harmonious development. However, preschool music education in China is still weak and needs to be improved. On the one hand, we should learn the famous foreign music teaching methods, improve the teaching quality of our own preschool music education, on the other hand, we should improve the understanding of all sectors of society, and provide a good learning environment for children's growth. In a word, we should attach importance to and grasp the golden stage of children's development of preschool education, and cultivate children's comprehensive quality and musical accomplishment.

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