

# Discussion on Embodiment of Multiculturalism in Preschool Music Education

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**Abstract:** Based on the continuous deepening of education reform, preschool music teaching has been integrated in a multi-culture, education content has also been enriched, and the comprehensive quality of students has also been comprehensively developed. To a certain extent, cultivating students' ideology and culture in music courses can promote the in-depth education of music courses and enable young children to establish correct moral values from an early age. This paper will specifically analyze the embodiment of multiculturalism in preschool music education.

## 1. Introduction

Under the development of a long history of more than 5,000 years, my country has gradually deposited a large number of excellent traditional cultures. This article expounds from the embodiment of multiculturalism in preschool music education, and analyzes the current problems of children's family education, as well as the role of multiculturalism in contemporary family education. Carrying out multicultural innovation education in the process of music education practice helps children to sublimely improve their moral conduct and their sense of identity and cognition of our traditional culture in practice.

## 2. Importance of Multiculturalism in Preschool Music Education

Conforms to the Educational Psychology of Young Children. When children are in the embryonic stage of thought, music teaching can not only enrich the education curriculum system, but also diversify the curriculum education of students. In addition, the integration with multiculturalism can further improve the ideological quality of students [1]. In fact, each child's ideological and cognitive level is gradually cultivated under education, and children's personal behavior habits are related to their own environment. Therefore, the development of multiculturalism in the preschool music teaching process is extremely important. It is necessary to strengthen the ideological education of children, improve ideological and moral construction, and utilize music courses to let children understand their home country feelings and more positive energy, thereby improving their own comprehensive literacy.

Enables Young Children to Fully Understand Themselves and Develop Expertise. Toddlers' perception of music may be limited, and their personalities are playful. The embodiment of multiculturalism in music education can enhance children's interest in learning and alleviate the boredom in the learning process. However, many parents will blindly apply for a variety of interest classes for their children to cultivate their various skills. This often leads to children's blind choice of their own interests, and will also bring annoyance to them. Therefore, multiculturalism is conducive to children in the learning process to find their own positioning, analysis of their own advantages and disadvantages, as soon as possible to make up for deficiencies, improve self-confidence, carry forward their strengths, and establish correct life goals and values. Furthermore, they can choose music for themselves, to learn music better, and promote the progress of music education.

Conducive to Music Classroom Innovation. Under the traditional teaching mode, the teaching classroom needs constant innovation. In the process of preschool music teaching, the integration of multi-cultural education can effectively increase music activities and artistic charm [2]. Moreover,

the beneficial effect of multiculturalism on preschool music teaching is the understanding and active practice of the classroom, so as to enhance the artistic and cultural appeal. On the other hand, it can arouse children's learning enthusiasm, stimulate students' interest, and help children actively explore new things. Preschool music teaching can not only cultivate children's awareness of music from childhood, but also strengthen innovation ability. While the level of music education directly affects the transmission of culture, and also brings better opportunities for the overall development of moral education. Therefore, the music classroom teaching mode needs to be constantly innovated and reformed, and integrated with multicultural elements, in order to help children set up correct life goals.

### **3. Problems of Integrating Multiculturalism Education into Preschool Music**

**Disordered Teaching.** According to the current situation, most preschool teachers have a certain deviation in the understanding of music multiculturalism education. Most teachers do not have a normative guidance in the classroom, so children do not feel the real significance of music in the classroom, which would affect the growth process of children. Music teaching is not only to achieve classroom goals, and music teaching is not just a form of classroom, what it needs more is to let children feel the charm of different national music culture. In order to activate the classroom atmosphere and stimulate students' interest, most teachers focus on music and only care about the students' fun, and the classroom is disordered and chaotic.

**Stereotyped Teaching Form.** In the process of children's music teaching, the real purpose should be to let children relax to learn cultural knowledge, so as to stimulate children's autonomy. In this process, many teachers may ignore that children should be in dominant position, and they intervene a lot in the classroom, which leads to children's inability to play their own advantages in music.

**Insufficient Teaching Materials.** Music teaching is inseparable from the guidance of knowledge theory of teaching materials. However, many kindergartens only to meet the interests of children, ignoring the practical teaching. The reduction of teaching material expenditure in kindergartens will lead to the lack of teaching materials, so multicultural teaching has no theoretical support and children cannot learn theoretical knowledge in the teaching process. At the same time, the content of teaching materials cannot meet the standard of professional knowledge, and the distribution of resources is unreasonable. Therefore, the lack of professional cultural knowledge in the field of music art, teachers' professional skills and knowledge is not comprehensive, will result in lack of experience in the process of music curriculum education.

### **4. Measures of Embodiment of Multiculturalism in Preschool Music Education**

**Integrating Multiculturalism into Music Practice.** At present, preschool music education must cultivate children's interest, and let children integrate into it through practical activities, and let children realize the importance of culture and the diversity of music by combining with multiculturalism. The inspiration of art comes from life, and music is also the interpretation of culture. If children want to better integrate into music, they need to strengthen their multiculturalism awareness, find themselves in the music class, and stimulate their yearning for life [3]. Therefore, teachers must gradually guide children, through holding music activities, to create classroom atmosphere, and inspire children. In the classroom, children can feel the charm of culture through the exciting or light melody brought by different national culture, and further improve the quality of education. For example, teachers can organize students to enjoy the song "clap hands and shake". Through the interaction between the students to feel the melody of the song, let the students practice in groups, to be familiar with the lyrics, and have a group competition. This is conducive to the promotion of classroom atmosphere, through the melody to make students feel the light music, relax mood to imagine the future of a better life. The most important thing is to let children feel the music characteristics of different stages in the music classroom. Through the combination of multi-cultural

education ideas, teachers can better cultivate children's music comprehensive quality and realize the integration of moral education.

**Integration of Chinese and Western Cultures.** China's culture has spread to the west, and it has different cultural characteristics compared with western culture. But culture has no borders, and music has no borders, eight. What we need to do in the preschool music education is to learn from the excellent culture of other countries. In terms of children's education, it is more necessary to carry forward the excellent traditional culture of our country. In addition to combination with the characteristics of the national music, we can also constantly integrate new elements into the music curriculum, which exactly adapts to the development direction of the new curriculum reform [4]. The design of music curriculum is not only the embodiment of national culture, but also a process of integrating into culture. Through the combination of education and cultural concepts, children can feel the charm of excellent culture and be influenced by culture since childhood. Under the situation of multiculturalism, what teachers need to do is to connect culture and music education closely, so that children can absorb the essence of their own culture, learn from foreign excellent music culture, and then feel the concept of music expression in different countries. In the process of educational practice, teachers can organize more multicultural music festivals, which can also let children experience cultural diversity in practice. Music education is not only a course, but also a symbol of multinational culture, and the music style also reflects the different demands of each country. In the process of preschool music education, the combination of other national cultural elements and local ethnic culture would conform to the trend of contemporary development. Therefore, preschool music education must consider the current and traditional cultural ideas, and bring children with different classes. China's traditional culture has been in the history of thousands of years. If we want to better inherit it, we must innovate, extract its essence, and remove its dross. Design of preschool music curriculum must be integrated with this concept, so as to better adapt to the development of education.

**Improve Teachers' Professional Quality.** In the process of preschool music education, teachers will play an auxiliary role and they are required to guide children. Teachers' professional quality directly affects whether children can better learn multicultural music, so teachers need to constantly improve their self-cultivation, change the traditional education mode and re-recognize the concept of multicultural education [5]. In the development of children's intelligence development, teachers need to constantly encourage children, and actively open the logic of thinking. For instance, with the help of teachers, children understand the characteristics of music culture in different countries. At this time, teachers need to correctly answer children's questions with professional quality, and it also tests the comprehensive quality of teachers. Through this process, teachers need to constantly improve their professional knowledge and ability, provide professional music and cultural guidance for children, let children enjoy the charm of culture in the process of music education, enhance children's cultural self-confidence, and help children develop independent exploration of things, actively think about problems, and be good at expressing and asking questions. Children's thinking needs to be opened, so they can actively express their views and enjoy the joy of exploration in the process of growth. What the school needs to do is to recruit high-quality professional teachers with high salary, set up excellent teachers through professional training of the school, strengthen the excellent teachers of the school, and provide high-quality cultural education for the school.

**Cultivate Children's Comprehensive Quality through Music Teaching.** The traditional education concept advocates the cultivation of children's traditional virtue thought, so as to carry forward the excellent traditional culture and strengthen the ideological and moral construction of students [6]. However, how to put the ideas in education into practice and embody them through multiculturalism is a problem worth thinking about. In order to promote the ideological quality of students through music teaching and moral education, it is necessary to analyze the teaching content in the classroom and guide students to establish correct ideological values. Nurturance education is only to provide students with a big education direction, specific training also needs children to start from the little things around them. Good behavior habits are not formed in one day, but are acquired through accumulation, and schools need to help children to make practical actions. Schools can paste civilized

slogans on the classroom corridors, and use these slogans for subtle education, so that children always remember to be a good student with civilized behavior. Teachers could provide more real case materials in music activities, carry out ideological education for students, and provide students with opportunities for practical action, or organize children to participate in music group building activities to cultivate children's sense of teamwork and good quality of helping others.

## **5. Conclusion**

In short, the embodiment of multiculturalism in preschool music education is the trend of contemporary education development, which is conducive to the cultivation of children's values. It is not only about the development of children's comprehensive quality, but also an innovation in the way of education. The integration of multiculturalism breaks through the traditional music teaching classroom model, giving young children the opportunity to understand the culture of different countries. At the same time, it also embodies the culturally inclusive situation, and in the classroom, it pays attention to the comprehensive development and the cultivation of professional qualities of children, and to a certain extent, it also opens up the eyes of children. In addition, it is also conducive to the development of children's good behavior habits, which can help children form correct thinking and cognition, actively treat life and learning, clarify their own behavior norms, and develop civilized behaviors.

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