

Thoughts on the Reform of Vocal Music Course in Preschool Education

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Abstract: The vocal music course of preschool education has always been a difficult course in this major. From a professional point of view, the relevant skills in vocal singing are very different from the majors that students engage in after entering the society. At the same time, with the continuous expansion of enrollment in major universities, such a large class also makes teachers lack of skills, and it is difficult to guarantee quality. How to reform the teaching of vocal music has become an urgent question for every preschool education course teacher. As a member of the vocal music teacher of preschool education, the author also carried out relevant thinking on the reform of the vocal music class, and carried out related practice. Although it is not perfect, it is also very rewarding. This paper will be about the preschool education professional vocal music class. Many viewpoints are discussed in detail.

1. Introduction

The students of preschool education are the successors of future teachers. In the teaching of professional courses, teachers should also cultivate students' professional skills in a serious and responsible manner. The "skills" proposed here are not unattainable professional skills. They are the coaching skills that a teacher should have after entering a society. As one of the compulsory courses for preschool education, vocal music is a popular course for many students, but it is also the most problematic in the course of course development. As we all know, the upper limit of vocal music is high, but the lower limit is very low. That is to say, as long as there is the most basic sense of music, you can sing. This point is also in line with the characteristics of the preschool education profession. Among the many students, there are also different issues of different musical literacy and different subjects. How to control the difficulty level has become the problem of the majority of vocal teachers. This must be in line with the laws of vocal music teaching, but also pay attention to the reality, taking into account the students' ability to accept the profession. This article will start from the current situation of the teaching of vocal music in preschool education in our country, combined with the author's practice, put forward relevant opinions on the reform of vocal music in preschool education, and find more possibilities for the development of vocational education in China.

2. Analysis of the teaching status of vocal music lessons in preschool education in China

Preschool education is one of the most popular majors in China's middle and high schools. The main reason for this phenomenon is that the social position corresponding to the profession is the grassroots teacher position, which is also known as the kindergarten teacher profession. It is also because of the low threshold that the students of this major have different levels of knowledge. Vocal music is one of the compulsory courses for preschool education. This is because music as a special language can better communicate with people of different ages and even different countries, and can bring children a happy experience.

In recent years, with the continuous expansion of enrollment in various schools, the preschool education profession has also shown a thriving trend. However, with the increase in the number of people, the original contradiction in teaching has also become prominent. In the teaching of vocal music, the primary problem is that students have different levels of music. It is well known that vocal music teaching attaches great importance to the individuality of

students. Each student has different characteristics, different problems, and not every method. For all people. This all determines that teachers need to “prescribe the right medicine” according to their personal circumstances. At the same time, many preschool education courses in colleges and universities often use the teaching mode of class-based teaching. The surge in class size has also brought a lot of trouble to teachers. If every student is taken care of, then it takes a lot of teaching time, which is a task that is almost impossible to complete. Therefore, the vocal lessons of preschool education in many colleges and universities have been converted into chorus lessons of “one thousand people”. This is not in accordance with the teaching rules of vocal music, nor is it suitable for the cultivation of students' skills. Secondly, in addition to the need for vocal learning, there must be certain In addition to the music foundation, you also need to study hard to find problems and improve problems. Many schools' hardware facilities, such as piano and electronic piano, are often not enough to meet the daily practice of students. After students have mastered the skills in the classroom, there is no place and time for consolidating training. In this next class, teachers It is also necessary to teach the previous content, which is why the teaching of vocal music in many colleges is too slow.

To sum up the above problems, the preschool education vocal music class should also carry out the necessary reforms. This reform should be comprehensive from the inside out, not only from the content and form of teaching, but also to the consideration of many comprehensive factors. Advance with the development of the times and meet the hunger for knowledge of the university.

3. Thoughts on the reform of vocal music in preschool education

3.1 Teaching content practice

Preschool education involves a wide range of majors, both liberal arts and sciences, and must learn to “speak and learn to sing”, and learning so many courses is also to cultivate the qualities necessary for future as a teacher. The teaching of vocal music in preschool education should also combine the characteristics of preschool education with the knowledge and skills of the professors. Traditional vocal music is very easy to think of bel canto or folk singing. Of course, in many colleges and universities, there are also professional courses in popular singing. However, these professional singing methods often do not play a role in teaching students to enter the society in the future. What children need is to get happiness and gain knowledge in music, and professional singing often makes children feel unintelligible. Therefore, the author suggests that in the teaching of vocal music, we and the professional singing method, let the students stick to the process of comprehension, it is better to teach more “real” content, so that they can use the knowledge learned by the school for the future. Work. Such as the vocal music class to train students' “open spectrum” ability. Although learning a new song is too long, it tends to slow down the teaching progress. This is why many teachers prefer to stay in the homework and do not want to do it in the classroom. But if we change our mindset, learning to “open the spectrum” will allow students to gradually understand how to teach people to sing in the future. Then, the process of learning becomes more important; secondly, the proper inclusion of interactive content in teaching is also a good way to exercise practical ability. For example, if students choose a favorite song to teach themselves to the whole class, or form a group study, they can exercise the students' practical ability. It can also reduce the burden on teachers. It is not a good one. Method.

3.2 Diversified teaching forms

As can be seen from the above analysis, preschool education is a profession with all-round requirements, but it is precisely the requirement that such a comprehensive profession is not very ideal in terms of the quality of students. Each student has a different degree of partiality. Some are good at painting and some are good at music. This determines

that most students in a class have never been exposed to music, not to mention vocal music. In the teaching, the teacher and his students' breathing techniques, such as breathing methods and biting words, are better to change the teaching ideas, and let students enjoy the vocal music subject in a variety of forms. "Examples" is one of the best ways to turn some complex knowledge points or techniques into things that are common in life. If the position of the breath is taught, many students who have not studied vocal music often cannot find the position of breathing and do not use the breath flexibly. At this time, the author often asks students to find the feeling of the abdomen when coughing, let them feel the vibration of the diaphragm. It can help the sound that is emitted, so that it can solve the problem of the position of the breath and help it find the feeling of sounding. Of course, as the saying goes, "Imitation is the best teacher." Appropriate addition of vocal-related video and audio for teaching can accelerate students' understanding of the subject of vocal music, and let students feel how to make sounds in both visual and auditory sense. If you join some world-renowned teaching methods or music games to let students learn vocal music at the event, these well-known teaching methods often have a perfect knowledge system, and the applicable age range is also very wide, such as Orff, Kodak, etc. Teaching methods, learning these can not only activate the classroom atmosphere, let students learn knowledge in a happy atmosphere, but also apply to future practice and become an important social skill.

3.3 Extensive knowledge system

A large part of the reason why students' vocal music cannot be broken is due to the lack of other relevant knowledge of music. Especially for the freshmen, many students do not recognize the score, which also adds a lot of obstacles to teaching. Therefore, as a vocal teacher, there is a responsibility and obligation to help students establish a sound music knowledge system, which not only helps the teaching of vocal music, but also lays a good foundation for the future development of students. In teaching, teachers should also earnestly popularize the music knowledge of students in the principle of being responsible for teaching. At the same time, it is also possible to add some music knowledge after the students are exhausted, such as some interesting stories in the history of music, which can help students to understand the music first; and the explanation of music theory can help students to quickly understand the spectrum, even if it is Music appreciation can also effectively enhance students' musical literacy.

4. Conclusion

In summary, many people think that the vocal music teaching in preschool education is not so easy to teach as many people think, and there are many obstacles that teachers need to use rich teaching experience to deal with. The author has been engaged in vocal music education for many years and has a relatively good understanding of preschool education. The methods described in the article are also a summary of the author's teaching experience. In the future teaching, the author will continue to carry out research, which will contribute to the improvement of the quality of preschool education.

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