

Problems Should Be Paid Attention to in the Implementation of Traditional Music in Preschool Music Education

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Abstract: With the continuous development of society, China's early childhood education has been paid more attention. During this period, many early childhood institutions have introduced music education. More and more early childhood institutions have realized the important role music education plays in children's childhood development. This education is not only to make more children have some music knowledge, but also to inspire children's learning enthusiasm and sensitivity to music. Preschool music education is essential in the growth of children, and traditional music accounts for a large proportion of it. This article will discuss how to make rational use of traditional music to make preschool children get better development under current conditions and the problems that need to be paid attention to in the process of practice.

1. Introduction

In pre-school education, the education of music and related knowledge accounts for a large part, but more and more institutions are turning this education into utility and commercialization. At the same time, the children who receive education are still young, and it is difficult to obtain freshness and comfort in this pure music teaching[1]. Therefore, the effect has not been very good. How to obtain a good effect in pre-school education has always been our concern. At the pre-school stage, It is a very important stage in children's life. The development of art and music in this period is of great help to the growth of children's life. It not only cultivates children's artistic sentiment, but also improves children's ability to appreciate music. In the implementation of preschool education, it is essential to introduce teaching elements of traditional music. During this period, traditional music in China can be further developed and inherited, and students' sense of identity and pride in national art can be enhanced[2].

2. The Significance and Current Situation of Traditional Music

The introduction of traditional music into pre-school education enriches students' learning content, cultivates their personal sentiment and improves their appreciation of art[3]. It also lays a good foundation for the future development of art. China's music art can be said to have a long history[4]. Since the last century, western pop music has gradually entered China, changing the music trend at that time. After that, due to the circulation of culture and the development of the information age, More and more foreign pop music has also poured into China, which has led many children to become addicted to these foreign music cultures, seriously affecting children's physical and mental health and development, and adversely affecting the formation of children's world outlook and outlook on life[5]. As a result, many children do not know traditional music and even have not heard the traditional music in their hometown. Therefore, it can be seen how important it is to carry out the teaching of traditional music in pre-school education in today's environment. Influenced by today's cultural diversity and the diversity of information, the problem of disconnection between our traditional culture and the existing domestic culture exists. It is difficult for people to understand the essence of the previous culture. The reason for this phenomenon is that the relevant units do not attach importance to the teaching of marine music and the courses are unprofessional. This will push the current development of traditional music into a very embarrassing situation. If this situation continues

to be allowed to develop, the disappearance of our traditional culture will even occur[6].

3. The Current Need to Face the Problem

There are few teaching methods. Today, there are many qualified institutions and schools that carry out traditional music education for school children. However, due to lack of relevant knowledge and talents, traditional folk music is only rigidly copied into the classroom and crammed into students[7]. It is too stiff and does not have basic innovation knowledge and innovation ability, not to mention imparting the ideological connotation and cultural details contained in it to students. In the process of teaching, students' ability of acceptance, understanding and self-thinking are also neglected, and students' personal characteristics and abilities are neglected, which leads to unsatisfactory teaching effect. If this kind of teaching is carried out for a long time, students will not be interested in or even actively evade this course, and they will not be able to stimulate students' enthusiasm and initiative in learning, and will even feel disgusted with the course, which has caused great difficulties in the teaching of traditional music. Teachers only focus on the teaching tasks in the classroom. They think that it is incorrect to teach students knowledge within the specified time even if they finish the tasks[8]. What is more important is that after-school activities have been vigorously carried out for the edification of traditional music, instead of putting knowledge too much in the classroom, and only grasping the tens of minutes in that classroom, the teaching time is limited, and the knowledge often taught is one-sided. It is very difficult to teach students knowledge from the beginning to the end or even in all directions. There is a serious lack of interaction between educators and students. Even if musical instruments are used in classroom teaching, teachers often give students simple methods of playing musical instruments. They seldom provide students with personal access to musical instruments, so that students' concept of musical instruments only stays at the level of watching and listening, lacking stereoscopic impression and sense of reality[9].

However, the problem that more schools need to face is the poor and lack of teaching conditions. Due to the lack of attention to music education in China, many schools lack music teaching conditions, with poor venues and even single teaching instruments. Especially in mountainous areas or some poor areas, there is no music education course at all. This has a negative impact on the confidence and enthusiasm of teaching staff to a certain extent. At the same time, relevant teaching staff lack professional knowledge and teaching quality in education. It is often taught to students immediately after learning by oneself, which leads to the decline of teaching quality and is only retained in form. It is difficult to produce good results and there is a serious lack of new progress.

4. Solutions

Changing the current environment is conducive to the mutual progress and promotion of students and teaching staff and the development of education. At this time, relevant departments should increase their investment in music education, improve the current teaching environment, purchase more complete teaching equipment for students and teachers as far as possible, increase the training of teachers' qualifications and qualifications, or re-educate teachers in music literacy at the current stage, so as to improve teachers' music level and teaching level in an all-round way. To provide a good teaching environment, more generous funds to attract music talents, vigorously introduce, and regularly carry out assessment system and education system, the ultimate goal is to form a site is very excellent and have professional quality team, to meet the basic requirements.

Table 1 Ways and means of solution

Ways and means of solution	Mode 1	Mode 2	Mode 3	Mode 4
Specific methods	Change the existing environment	Improve learning ability	Integrating teaching materials	Teaching innovation

To improve students' autonomous learning ability, in the past teaching, teachers often focused on

whether they had taught, rather than whether students had really understood what the class was going to teach. Children's lack of understanding and various abilities led to confusion among children. Therefore, we should pay attention to whether there were problems in teaching and mode. For pre-school education, The teaching mode of music should pay more attention to one-on-one training. However, due to the large number of students, it is often difficult to realize it. Therefore, the mode to be adopted at this time is to divide the students into groups and teach them in teams, and treat them individually according to their individual conditions, so as to teach students in accordance with their individual conditions and solve practical problems of each person, thus achieving the purpose of enhancing students' interest, gaining the recognition of the majority of teachers and students, and creating undeniable achievements for the construction of knowledge system.

Integrating traditional music into teaching materials, the current teaching materials are often too rigid, which makes it difficult for students to take an interest and cannot calm down to really look at the teaching materials. Therefore, it is necessary to adapt the current teaching materials to a certain extent and fully integrate traditional music knowledge, so as to make students enjoy teaching while reading, stimulate students' enthusiasm for learning, improve their enthusiasm for learning, and reasonably set teaching objectives. Let the students have enough time to review and digest the current knowledge after each class, and apply the knowledge they have learned in their lives. Music appreciation courses and music singing courses are offered, so that the students can perform and appreciate the songs according to their own abilities after learning, which is also conducive to the inheritance of the traditional national culture.

To solve the problems existing in traditional music teaching and preschool music education, we must attach importance to teaching innovation. First of all, it is necessary to distinguish traditional folk music from western music. Chinese traditional music has far-reaching significance. It pays great attention to the rendering of artistic concepts. Western modern music focuses on the performance of musical skills. In pre-school music teaching, the expression method and skill of western modern music should be traditional music, combining the presentation of artistic conception with the representation of guests, and innovating the teaching method and content of traditional music.

5. Conclusion

The future preschool teachers are a group with specific life, rich personality and continuous development. In this group, due to the different influence of family and social environment, there are great differences, we need to engage in the exploration and research of preschool education teachers. Therefore, there are still many topics waiting for us to conduct more in-depth research and discussion on the cultivation and research of music ability in pre-school education.

In short, integrating traditional music into the music education of preschool children can enable our precious wealth to be inherited and carried forward. Teachers must bear important responsibilities in a process. They must constantly improve their professional quality and teaching skills, and make more traditional music and pre-school music. A good combination. As an important carrier of traditional music, the role of preschool music education in the inheritance of traditional music cannot be ignored. In the development of preschool music education, the use of traditional music is also very important. Therefore, attention should be paid to the introduction of traditional music into preschool music education, problems should be found, and solutions should be explored so as to continuously improve the preschool education of traditional music, inherit the traditional music of our country, and promote and inherit it.

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