

Research on the Training of Preschool Children's Song Performance Ability Based on the Combination of Competition and Teaching

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Abstract: Music is a kind of sound art. People can feel and experience music by associating with specific sounds caused by pitch, pitch and rhythm. Children's song performance is an important part of preschool education curriculum teaching, and it is also the basic professional quality that preschool education students must possess. It is an important manifestation of the ability of students majoring in pre-school education and an important examination subject for higher vocational entrance examination. Based on the combination of competition and education, this paper studies the cultivation of preschool children's song performance ability. In the process of teaching implementation, teachers must combine the singing characteristics of pre-school education professional songs, stimulate students' interest and enthusiasm in learning, improve students' initiative and enthusiasm in learning, and promote their children's singing and performance level.

1. Introduction

Music is an essential element in the process of children's growth. It is very important for children's physical and mental health and the development of interests and hobbies to accept the education of children's songs. The core of music education is to promote students' perception and comprehension of music aesthetics through the education of music form and its emotional principle [1]. At present, many teachers have noticed the importance of cultivating children's music ability, actively guiding children to participate in music activities, and strive to organize the activities lively, but their understanding of music ability is not enough, and their guidance to children is also obviously lacking [2]. With the continuous development of quality education, kindergartens are increasingly demanding the comprehensive quality of kindergarten teachers. In the process of recruiting kindergarten teachers, the song performance ability of kindergarten songs is one of the most important items. Children's song performance ability reflects the music level of kindergarten teachers, so preschool education professional students' children's song performance ability needs to be valued by educational institutions [3]. Then we can achieve the teaching reform goal of "promoting teaching by competition, promoting learning by competition and integrating curriculum with competition", improve the quality of running a school and expand its influence.

2. The Purpose of Cultivating Preschool Children's Song Performance Ability

2.1 Pre-school children's music activities should focus on the basic elements of music psychology

Corresponding to the basic physical properties of musical tone vibration, the most basic elements constituting musical psychology are pitch, sound strength, duration, timbre, discrimination of rhythm and memory of melody. However, for the development of children's musical ability, only rigid teaching strategies can be adopted. The concept of turning and the establishment of children's dominant position have fundamentally changed the relationship between teachers and students in music teaching [4]. Through the organization and participation of the skills competition, the construction of teachers' team is promoted, teachers are allowed to directly participate in the competition to organize and guide students to participate in the competition, and teachers are

effectively promoted to fully master the job skills requirements and training needs of high-skilled talents in industry enterprises. In the music teaching of kindergartens, teachers must provide children with various material conditions for developing hearing, and carry out various training and listening games to enable young children to master the skills of listening. The setting of the singing and performance teaching objectives of children's songs is composed of a series of teaching objectives, which must be integrated into different teaching goals of different years, and also be integrated into the teaching objectives of different classes [5]. Art is another kind of "language" for children to express their understanding and emotions; children's art education should guide children to touch all kinds of beautiful things and phenomena in life, and enrich children's emotional experience and emotional experience.

2.2 The aim of preschool children's music activities should be to help children increase their sensitivity to music elements.

In music activities, teachers should pay special attention to children's basic feelings and experiences of music. The acquisition of this kind of experience and experience does not depend on the instillation of external knowledge and early technical training, but is naturally obtained through the physical participation of young children in music activities [6]. From the perspective of young children, they can first guide them to enjoy music, perceive the beat, style and movement characteristics of music, and then ask the children to express their freedom according to their personal understanding. The teacher guides the tips on the side to improve the accuracy and quality of the movement. Therefore, when setting teaching objectives, operability, flexibility and timeliness must be done. At the same time, in practical teaching, all teaching activities are carried out around the set teaching objectives. To further strengthen the training of students' skills, promote the construction of style of study, stimulate students' personality development, practical ability and team spirit, train teachers' practical skills, strengthen the professional quality of teachers, and improve the utilization rate of training resources in schools. Music is an organized and expressive sound material. Children must personally participate in the organization and performance process in music activities. In the process of writing by oneself, one can use different performance methods according to one's own interests and hobbies, constantly innovate performance modes, and integrate one's own experience and emotion into them.

3. Problems Existing in Music Activities in Kindergartens

3.1 Teachers often pay too much attention to children's mastery of teaching materials

Due to the influence of traditional educational concepts, teachers tend to focus their activities on making children master the presupposed teaching materials in a relatively short time, while neglecting the cultivation of children's musical ability [7]. Students' attitude is not correct, they can't combine playing and singing children's songs well, they are not active, they can't express the atmosphere of songs without abundant expression performances. Others are too nervous to integrate songs with accompaniment, resulting in forgotten words and disordered rhythm. Children's most natural way of activity is lively games. Because music is an auditory art, invisible, intangible, young children, weak control, concrete thinking, image, so the strength of sound, speed, height and other Abstract concepts are not understood. Children's song performance skills are low, which is related to students' lack of correct understanding of children's song performance skills, insufficient understanding of children's song performance skills, lack of relevant practical experience and other factors [8]. Preschool education majors lack understanding of children's ability to perform songs, do not accept the importance of cultivating this ability in their minds, and do not have a correct attitude towards serious study, which leads to insufficient mastery of technical skills in the learning process. Secondly, the school's education content for pre-school education majors is divorced from practice. Teachers only regard the cultivation of music ability as some empty words appearing in the teaching objectives, but lack of embodiment and implementation in the teaching process. However, when it comes to music application or formal internship, there will be tension, which is the reason for the

lack of practical application, lack of teaching practice experience, and limit the students' performance.

3.2 “Non-musicalization” in the Implementation Process of Music Activities

Kindergarten music teaching should focus on the expressive combination of various music elements. However, our music activities often begin with the appreciation of songs or music and then “run out” of music [9]. The development of music skill course teaching has not been scientifically set up and planned, the teaching content has not been combined with work practice, some education is scattered, piano course and vocal music course are carried out separately, which is not conducive to students' integration of knowledge and skills in the learning process. Children's musical ability depends on the degree of “musicality” of their learning and living environment. Planned educational work and stimulation and enlightenment of the environment can promote the initial development of children's musical ability. The students' music skills are insufficiently emphasized and cultivated. The music curriculum does not pay attention to the simultaneous vocal music and musical instrument teaching, which makes students fail to form a sense of integration of knowledge and skills during the learning process, which ultimately leads to a serious disconnect between teaching content and teaching practice [10]. In the process of singing, if students only use natural scorpions to sing, do not know how to use the atmosphere, lack of euphemism, mellow, no resonance, it is difficult to get good results. We regret to see that the result of such problems is often that the attention of young children is not in the music itself, but in other aspects of music. In the vocal music teaching for students, there is no emphasis on theoretical teaching. The students have poor theoretical foundations. They can't use theoretical knowledge well in practice. They can't understand the atmosphere of music, don't know music knowledge, music history, and can't enjoy music.

4. Ways to Cultivate Preschool Children's Song Performance Ability

4.1 According to the new demands in the current kindergarten singing activities, select the teaching contents carefully.

In the selection of teaching content, we must take into account the new needs of the current kindergarten singing activities, and try to choose representative content. The selected content cannot be divorced from the needs of kindergarten teaching. The cultivation of musical ability in the pre-school stage should be closely linked to the four properties and characteristics of musical sounds, while the design of musical activities should allow children to gradually increase their understanding of the nature of musical sounds and their perception and experience of musical structures with the help of teachers. Schools should scientifically and reasonably set up teaching courses and carry out teaching contents, teach students basic music theory knowledge, solfeggio, music history, music appreciation and other contents, improve students' comprehensive understanding of music, and help students to build a scientific view of music. Music is also a performing arts. Only by directly and personally experiencing music in the activity, perceiving the intensity, speed, rhythm, and timbre of music, young children can acquire corresponding music knowledge and skills. In the selection of teaching content, it can be classified from the content of the song, or can be classified according to the characteristics and style of the music. Some of the teaching experience, teaching ideas, teaching practice, and teaching content of the usual coaching counseling will be infiltrated into the usual teaching. It will be displayed in the course teaching and practical teaching at the same time, in order to facilitate the comprehensive training of students' song performance ability, to achieve the purpose of forming students' correct music concept and cultivating their children's song performance ability.

4.2 It can connect many disciplines and combine with the contents of many disciplines.

The singing and performance of children's songs can be combined with multi-disciplinary content. Because the singing and performance courses of children's songs are comprehensive, they

can be connected with various disciplines, such as the integration with vocal music, language and physique courses. In the change of body rhythm, let children perceive the division of musical phrases and the relationship between them; let children experience the different emotions of musical clauses and musical expressions in learning songs; slow down the learning progress of students with poor learning ability, reduce the difficulty of learning, and carry out teaching and training step by step. For students with strong learning ability and good music literacy, the teaching speed and difficulty should be improved appropriately. Children can also be mobilized to actively try. Action, rhythm, rhythm, musical instruments and other forms of expression, cultivate children's intuition, reaction ability, imagination and the ability to solve problems with different methods. The integration of competition and education has improved the students' learning enthusiasm and promoted their comprehensive ability. In class, we will compete in groups to promote learning through competition. Through group competition and competition to promote learning, students' learning enthusiasm has been greatly improved, and students' subjective initiative has been mobilized, making learning a necessity. The thoughts, feelings, styles, melodies, rhythms and singing intensity reflected in children's songs are different from each other. Therefore, it is required to integrate feelings into songs and interpret different emotions with different singing methods in singing, which is beneficial to children's understanding.

4.3 Creating a rich music environment is an important condition to cultivate children's ability to perform songs

Practice is the only standard to test knowledge, performance teaching is also a very practical course, and performance is a process of gradual accumulation and improvement. Therefore, kindergartens and families should create a good environment for children to learn music as much as possible. For example, when children are playing, they can listen to some lively music to make them have fun. The meaning of music can only be understood by hearing, and people with different experiences have different connotations. Music education is actually a sensory education by training the response to the inner expressive force of sound. Therefore, in the process of teaching, we can integrate vocal music vocalization training such as breath, position, resonance, word-biting and pronunciation into it, find out the similarities and differences, highlight the key points, and make children's song singing more perfect. It can also open a music area in the activity room and make full use of after-school time to train children's ability to listen, pronounce and respond to music rhythm. At the same time, pay attention to the combination of professional knowledge, full understanding of songs, but also the singing of songs and accompaniment integration, deduction of the process of songs, pay attention to the corresponding changes of piano accompaniment, in order to better deduce songs. Through their own analysis, this paper puts forward the students' understanding of the connotation of music works, combines their singing characteristics, and carries out a unique treatment of songs, so as to make music works more vivid in expression and exercise students' ability to control vocal music works.

4.4 Improving teachers' self-quality is the fundamental guarantee for developing children's song performance ability

Teachers, as implementers of quality education, should not only have correct aesthetic consciousness and excellent music skills, but also strengthen the cultivation of their creative qualities so as to enable them to have a wide range of interest, ability and emotional expression of art appreciation. It is very important to improve teaching management, make scientific and rational use of teaching evaluation means, and strengthen the supervision of teaching quality and content to improve students' song performance ability. Through perfect supervision and management, curriculum content can be clearly set up, every link and detail of curriculum can be perfectly managed, and teaching quality can be improved. Therefore, music activities should first be based on listening, and the role of teachers is to create conditions to obtain music experience, to guide children to continuously deepen their experience and understanding of various sounds during listening, and to help children gradually increase their sensitivity to music elements. In the teaching process, teachers can choose children's songs with different contents and styles according to the

new needs in the current kindergarten singing activities, and guide students to practice alternately and repeatedly to achieve the best singing and performing effects. Teachers infect young children with their own manners, culture, literature and art.

5. Conclusion

To sum up, pre-school education major students' ability to perform songs is the basic skill they need to master, and having good ability to perform songs is of great significance to their work practice. In music education, music is only a means, educating people and cultivating talents is the goal. What we are facing is not the simple teaching of music courses, but the cultivation of people. Singing and performing children's songs is one of the necessary skills for preschool education majors. Students will engage in music activities for children's education in the future. Singing and performing children's songs is an important teaching content. In the teaching goal, more emphasis is placed on integrating knowledge and abilities, processes and methods, emotional attitudes and values, enhancing students' interest and cultivating students' correct learning methods; teachers must pay attention to the cultivation of students' song performance ability, and the basics, step by step, Gradually master the performance skills of children's songs in order to improve students' ability to improvise songs in the process of early childhood education.

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