

Construction of Music Curriculum System for Preschool Education from the Perspective of Vocational Skills Competition

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Abstract: Preschool education students generally experience late start of music learning, long training periods of music skills, and many music subjects, which lead to the lack of support and effectiveness of existing music courses for students' music skills and literacy. This study analyzes the items and requirements of the "Preschool Education Professional Skills Contest" "Children's Songs and Song Performances", clarifies that today's preschool education needs teachers 'professional skills in music, focuses on the formation of students' professional ability, and then formulates reasonable curriculum goals and Mutual penetration, mutual integration, and mutual support for the music curriculum model, to achieve a highly correlated music curriculum system between the structure and the student's music professional ability.

1. Introduction

Analysis of the music skills and knowledge structure that preschool education students should have from the vocational skills competition.[1] The content of the music skills of the National Vocational Skills Competition is "Children's Songs Singing and Performance".[2] The purpose is to examine the pre-school students' music literacy and comprehensive application ability.[3] From the content of the competition to the analysis of the scoring standards, we can make clear that to complete the competition well, the players need the following knowledge and ability: First, good piano basics, basic music theory, keyboard harmony, accompaniment arrangement, sight singing, singing, Self-playing and singing, children's dance, or rhythmic performance as the basis for editing; the second is the need to integrate the knowledge and skills of multiple subjects to form a comprehensive presentation of overall skills.[4] From an objective point of view, the particular inherent characteristic of music learning is the nourishment of skills and literacy together. Repeated training for a sufficient period of time is an important guarantee. It is very difficult to achieve these goals in a limited number of hours, especially for improvised piano playing.

2. The current status of current preschool education music courses

2.1 The setting of music courses for preschool education majors in related schools in China

This study investigated the Yangtze River Teachers College, Maanshan Teachers College, Zhanjiang Teachers College of Basic Education, Guangdong Yangjiang Vocational and Technical College, Qiongtai Teachers College, Hegang Teachers College, Nanjing Preschool Teachers College, Lianyungang Teachers College 15 colleges and universities, Nanchang Teachers College, Liaoning Teachers College for Nationalities, Shenyang Art Preschool Teachers College, Qingdao Preschool for Teachers, Guang'an Vocational and Technical College, Mianyang Teachers College, School of Education Science, and Wenzhou University Teacher Education College The basics of preschool education courses in institutions are as follows:

2.1.1 Required course

Theoretical courses: 4 "music theory and ear training", 7 "music theory", 9 music theory, 7 "music appreciation" and 1 "children song compilation" , 2 Music Teaching Methods and 1 Orff

Music Activity.

Keyboard courses: 11 pianos; 6 piano accompaniments; 2 accordions; and 1 electronic piano.

Vocal music courses: "12Vocality" a total of;

Comprehensive courses: "2 Improvised Ping and Singing" ; "1 Vocality and Sight Training" in total ; "1 Piano and Music Theory".

2.1.2 Elective courses:

Theoretical courses: 1 Chinese and Foreign Music History; 3 Montessori Teaching Methods; 3 Orff Music Activities; 3 Music Appreciation; 3 Children's Songs "Creation".

Keyboard courses: "1Accordion"; "1 Piano"; "2 Instrumental Music"; "1Electronic Keyboard" .

Vocal music courses: "1Chorus Conductor"; "1Chorus"; "1Vocality" ; "1 Singing Tour".
1Comprehensive courses: "Children's Songs"; "1Stage Performance".

2.1.3 Total music class hours:

Preschool education major of Changjiang Teachers College: 180 hours in total; Preschool education major of Ma'anshan Teachers College: 212 hours; Preschool education major of Zhanjiang Normal College: 549 hours; Preschool education major of Guangdong Yangjiang Vocational and Technical College : A total of 384 hours; Qiongtai Teachers College Preschool Education Major: a total of 772 hours; Hegang Teachers College Preschool Education Department: a total of 456 hours; Nanjing Preschool Teachers College: a total of 189 hours; Lianyungang Teachers College Preschool Education: 296 class hours; Nanchang Teachers College Preschool Education Program: 275 class hours; Liaoning National Teachers College Preschool Education Program (five-year program): 726 class hours; Shenyang Art Preschool Teachers School (five year program) System): A total of 814 class hours; Preschool education major of Guang'an Vocational and Technical College: a total of 389 hours; Preschool education of Mianyang Normal University's School of Education Science: a total of 192 hours;

2.2 Analysis of the Music Curriculum of Preschool Education Majors in Related Schools in China

Based on the survey of the subjects and class hours of the above curriculum, we have found that among 15 schools, only one school offers only two courses in singing and music theory, and 93% of the schools offer basics in music theory, sight-singing, ear training, and piano. , Singing three major categories, this "small three" music curriculum system is universal and comprehensive. 11 of the 15 schools have all pre-school enrollment colleges, of which only 4 offer courses in piano accompaniment and vocal comprehension, accounting for 36%, 5 of which have five-year colleges, and 3 of them offer related courses, accounting for 60%; In general, professional music skills courses are incomplete, and their courses are directly proportional to the total number of lessons, that is, when there are not enough music lessons, they will choose to give priority to purely technical lessons such as music theory, sight-singing, piano basics, and singing. Comprehensive courses in accompaniment and song performance. 93% of the school's pre-school professional music courses consist of a single technical subject as the main curriculum. Only one school appears as a comprehensive music course, but the specific composition of its curriculum cannot be understood for the time being. The total amount of music lessons between schools is very different: for example, the maximum total of 549 lessons (including electives) and the minimum of 180 lessons in three years of high school; the highest total of 814 lessons of music in five years The minimum is 431 hours.

2.3 Diagnosis and analysis of the validity and reliability of the current preschool education music courses and the formation of students' professional ability

2.3.1 Music disciplines are too detailed

Most pre-school education music courses are divided into music theory, sight-singing, ear-practice, piano, vocal music, singing, improvisational accompaniment, etc., which tends to lead

to disciplinary standardization and lack of connection and mutual support between disciplines.

2.3.2 Music lessons are more important than skills

Music lessons focus on skills rather than applications, focusing on students' ability to apply. Music theory and sight-singing and ear-practice content are more theoretical, ignoring the ability to build intonation and sight-singing, which is not very practical; the piano focuses on playing skills and ignores the connection and learning with the accompaniment materials; the most practical piano accompaniment.[5] The class was not offered in many schools due to a lack of teachers, and the teaching of this class was replaced only with formal music. Vocal music pays attention to student concerts, and pays less attention to the diversity of expression and the musicality of expression.

2.3.3 Music lessons are too traditional

Music courses are traditional, paper textbooks still dominate, and inadequate application of information technology reduces the attractiveness and teaching efficiency of the courses.

3. Construction of Music Curriculum System in Preschool Education Oriented to Vocational Ability Formation

3.1 Theoretical basis for the construction of the curriculum system

Synthetic music teaching method is a teaching method originated in the United States. It is a course based on the "Spiral Rising Quality Training Outline" in the famous "Manhattanville Music Syllabus".[6] It was originally a course for professional music learning (including seven aspects of quality training: music, rhythm, Melody, harmony, melody, tonality, structure. Pitch, tone, and strength are all included in the tone). Later it was promoted to the field of non-professional music education, and it was found that the use of this teaching in music education in primary and secondary schools was better. The comprehensive music sense teaching method is a "mining creativity" teaching method with exploration and improvisation as the core. The core is: all aspects of music learning should be interconnected and integrated into a whole. Through the integration of music elements and music practice activities, as well as performance, singing, analysis, and creation, students can establish the connection between music concepts at different levels of teaching and promote the development of their musical knowledge and skills. The comprehensive music sense teaching method places great emphasis on the student's subjective status, and has completely changed the traditional teaching method based on imparting knowledge and training skills. Attach importance to organizing students to actively participate in music activities, cultivate and improve their ability to understand, analyze and solve problems, and develop their creative thinking and creativity. Because this teaching method focuses on developing students' creative thinking ability, Americans also directly call it "the teaching method of discovering creativity"

3.2 Professional ability formation-oriented preschool education music curriculum system model

3.2.1 Construction of Music Curriculum in Preschool Education Major (Art Direction) Should Focus on Training Objectives

This research Clarifies the level of music vocational skills in preschool education, and formulates curriculum categories and teaching goals reasonably. In the new period, the training objectives of the music curriculum of the preschool education specialty (art direction) in Hubei Province should closely integrate the characteristics and diversified development trends of the music curriculum of the preschool education specialty, and strive to cultivate and improve students' music abilities. The cultivation of musical ability should be understood from the following three levels: first, abandon the professionalism and theorization of traditional music textbooks, and focus on practicality; second, support "piano" and "improvised accompaniment"; third, "Vocal music" and "singing and ear training" organic combination.

3.2.2 With the formation of vocational skills as the core, develop curriculum content around teaching effectiveness

"Children's songs impromptu play and song performance" directly points to preschool education vocational skills, which requires simplification of the road, and the course content directly points to teaching goals. For example: "music sight-singing and ear-training" attaches importance to singing ability formation, and "piano" conducts basic teaching around the playing ability required for piano accompaniment.

3.2.3 Pay attention to the integration and penetration of various music courses to form a good curriculum ecology.

The teaching goals are relatively high, and the total number of music hours is limited. In particular, it tests the effectiveness of course offering. Forming mutual borrowing situations around the core goals is the key to reform. For example: music theory is closely combined with "vocal music", "piano" and "improvisational accompaniment", and the combination of "learning" and "improvemental accompaniment" is integrated. You have me, you have me; sight-singing ability Not only the teaching content of "music theory and sight-singing and ear training", it should be infiltrated into the "vocal music" teaching, and selectively into the "piano" teaching; etc.

3.2.4 Pay attention to the combination of online and offline courses, effectively expand the curriculum and increase the attractiveness of the curriculum.

From the beginning of the course to the beginning of the lesson, the lesson will always be completed with the help of online learning. Pre-class session: task-driven + flipping the classroom, learning with questions, so that students have a direction to publish the study guides (learning goals) of the lesson-style courses taught through the app; small problem-oriented videos (practical cases combined with question (Specific tasks)); (pre-test) quiz; PPT for this lesson; audio; other related maneuver-type auxiliary resources, all completed on the App. During the class: Answer questions and answers based on the pre-class quiz + practical analysis to cultivate students' creative and speculative thinking. After-school link: sort out the analysis results and publish them to the platform.

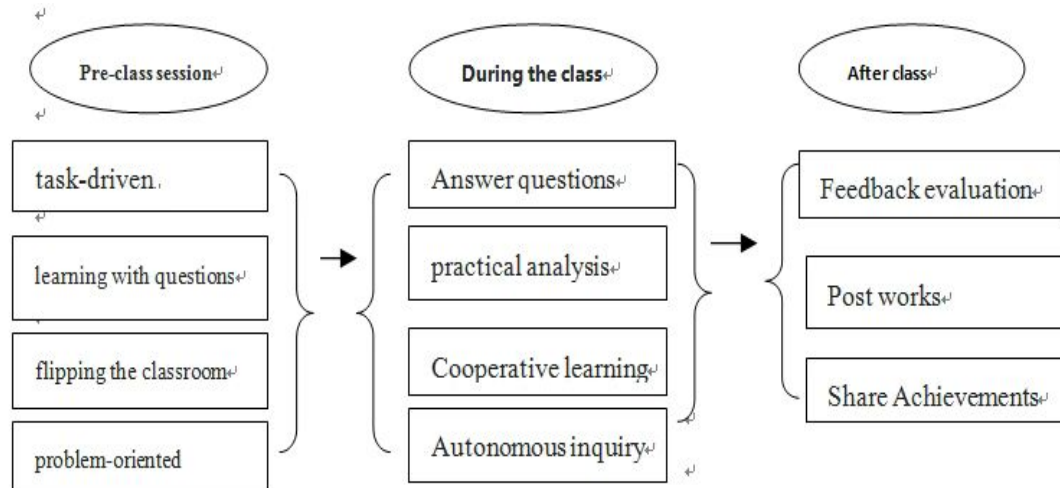


Fig 1 Teaching implementation pattern

4. Conclusion

In summary, this study investigates the current status of preschool education music courses in related universities, analyzes their existing problems, and proposes a system model of preschool education music courses in order to improve the monotonous and repeated teaching mode of preschool education. Improve the classroom's practical teaching environment. The pre-school education curriculum system constructed in this study attaches importance to the effective

combination of theory and practice, and pays attention to the practical ability and practical operation ability of preschool education students, so that the students of preschool education have a broader space for future career development.

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