

# ***Analysis on Effective Application of Children's Song Singing Method in the Teaching of Vocal Music Course in Preschool Education***

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**Abstract:** With the rapid and stable development of social economy, China has paid more and more attention to and support for early childhood education, which directly provides a large space for development for preschool education. To realize the comprehensive development of children, vocal music courses need to be further implemented in preschool education. The children's song singing method has its own unique advantages, which can vastly improve the overall effectiveness of vocal music teaching. Therefore, this paper analyses the importance of the teaching of vocal music in preschool education and the problems existing within it and explores the effective application of children's song singing method in the teaching of pre-school vocal music.

## **1. The importance of vocal music teaching in pre-school education**

In the growth of children, the pre-school education stage is very important. It is not only the crucial period for children's physical and mental health growth, but also the main stage for children's general development. Therefore, pre-school education has received profound attention from all walks of life. The important prerequisite for the healthy growth of young children is to participate in good preschool education. In this regard, preschool teachers pay great attention to the various activities in teaching, and in these activities, vocal music teaching plays a key role.

Therefore, pre-school teachers must try to adopt diversified measures to improve children's song singing ability and lay a solid foundation for the smooth progress of preschool education activities. Since pre-school education is highly concerned by all sectors of society, it is imperative to promote the improvement and development of the pre-school education personnel training system. This requires vocal music teachers to have adequate attitude, serious and responsible. Based on the characteristics of preschool education, organically combine theoretical knowledge and practical training, innovate traditional vocal music teaching patterns, inspire children's interest and proactiveness in children's song singing, and provide help to the following vocal education work.

## **2. The main problems in the teaching of vocal music in preschool education**

### **2.1. Monotonous content**

Regards of teaching style, content arrangement, assessment and evaluation, etc., all are based on

the professional vocal music teaching pattern, that is, too much emphasis on passing down theoretical knowledge. In fact, vocal music course professional knowledge is very complex, emphasises on the artistic quality of the work, pays attention to vocal practices. Moreover, in terms of song selection, practicality and entertainability are lacking, and there is a shortage of active and effective interaction between teachers and students. In addition, neglecting the effective application of multimedia teaching resources, the classroom atmosphere is too depressed, and cannot meet the employment needs of normal students.

## **2.2. Shortage of vocal music materials**

In the process of vocal music teaching in pre-school education, when choosing textbooks, the scope is too narrow and restrictive, and the professional level of teachers is relatively poor. Many teachers rely on textbooks and do not extensively explore the ideas and ways of song selection. In the choice of children's songs, the inadequacy shows. Because of the limitations of the choice of teaching materials, during the deep exploration of children's voice classification, there is a serious lack of emotional expression in children's songs and singing ability's transfer. (?)

## **2.3. The student's weak music foundation**

From the perspectives of teaching purposes, student sourcing, and artistic accomplishment, preschool education is obviously different from vocal music teaching in colleges. In the teaching of pre-school vocal music, the professional characteristics are neglected, too specialized, and not rationally divided according to the employment characteristics of students. Or develop a scientific and targeted teaching plan, and regard students with poor music foundation as art students who have received professional training. However, because the theoretical knowledge system of normal students in music is not perfect, sound literacy needs to be improved, their timbre discrimination ability is also weak, these makes the teaching difficult and hard to adapt quickly, which will inevitably have a direct impact on teaching efficiency and quality.

## **2.4. Lack of specific teaching methods**

At current stage, the pre-school education vocal music teaching model still uses the traditional education method, that is, the centralized teaching method. Although the teaching cost is low, it is difficult to effectively distinguish the individual differences of students due to the large number. Moreover, this one-size-fits-all approach is unsatisfactory in terms of individual singing instruction and assessment teaching, resulting in students being unable to receive scientific and effective guidance, or it being difficult to digest. In addition, boring chorus-style teaching will directly degrade students' enthusiasm, in the process of teacher demonstrating and student learning and singing. This will seriously weaken students' interest in learning. In the long run, they will become reluctant to learn and halt students' progress.

## **2.5. Lack of fostering of practical teaching ability**

Vocal music teaching in pre-school education should strengthen vocal education training based on practical perspectives, to clearly point out that students must be proficient in theoretical knowledge and could integrate knowledge, vocal methods, singing skills, children's singing characteristics, etc. Pay attention to the cultivation of practical teaching ability. However, at the present stage, in the teaching of vocal music, the teaching methods are too singular, mainly consist of class, class evaluation, trial and other aspects, but directly ignore the students' ability to master

and ultimately direct children's songs and so on. Hence, the sound quality, tone, volume, etc. of children's songs cannot be fully tested, resulting in comparatively low enthusiasm, lack of practical experience, which directly degrades the efficiency and quality of vocal teaching in preschool education.

### **3. The Effective Application of Children's Song Singing Method in the Teaching of Vocal Music Course in Preschool Education**

#### **3.1. Proficiency in children's songs**

The goal of vocal music teaching is for students to use the correct method when sing. In pre-school education, due to the lack of innovative teaching materials, it is necessary for teachers to seek some children's songs that can meet the requirements to teach students, so that the vocal music course is more distinctive. In addition, the difference between children's songs and folk songs is obvious. Therefore, teachers should gradually emphasise children's songs, based on the knowledge of such.

In kindergarten, music teaching is very important. Music is a way for children to express emotions. In children's growth, singing can help to express children's emotions and make them happy. The characteristics of children's singing are 'unconstrained, free to do whatever they want, regardless of time and place'. The kindergarten teacher should keep the correct pronunciation and clear bite when singing children's songs, because the child is in the stage of physical and mental development, the behaviours and language of the kindergarten teacher will be directly emulated, which directly affects the child's pronunciation. Therefore, in the teaching of vocal music, standardization and effective guidance should be given to students, to improve students' expressive ability. In the pre-school education stage, the child is about 6 years old. At that age, children have not yet possessed a strong memory and hearing. Therefore, the kindergarten teacher should choose the monophonic singing method when singing, and appropriately reduce the difficulty, to express it concisely. Vocal teachers should diversify their selection of songs during teaching, to enrich their teaching content, but they should also pay attention to the organic integration of children's songs and children's characteristics.

#### **3.2. Comprehensively strengthening the effective practice of singing**

Vocal music teaching is a systematic project that can cultivate sentiment and inspire the mind, make people positive and express their emotions. As the main course of preschool education, students must pay attention to the vocal music course and actively learn to absorb relevant knowledge to cultivate good singing ability and specifically singing ability of children's songs. Through the course teaching, students can master the ability to sing children's songs and the way of expression within those songs, so that children can feel the beautiful expression in the learning. In the classroom teaching process, teachers should not only let students master the good singing skills and vocalization methods, but also encourage students to master good expression skills. There are significant differences between children's songs and folk songs, but they are intimate. This is mainly because when sung by children, their voices are tender and characterized by high-pitched, crisp and bright. Therefore, in the teaching process, attention should be paid to the teaching of children's songs' characteristics. In teaching, teachers should focus on the way in which children's rhythm is cultivated and how to master the rhythm of students' songs. In addition, teachers should also urge students to sing by themselves and motivate students' enthusiasm. It is the real goal of vocal music teaching, to sing children's songs in the best way, to make students learn to sing. Under the correct guidance of vocal teachers, students can master the scientific vocal skills and methods to

form a unique singing style, which is the main task of pre-school vocal music teaching. At the same time, in daily life, students should also exercise their own guts in a moderate manner, exercise physically and mentally based on the stage, and improve the learning outcome.

### **3.3. Further developing critical appreciation teaching**

Young children have strong learning ability, mainly because of their good imitation ability, they can quickly complete the learning task through imitation. Therefore, to improve the learning effectiveness of young children, teachers should appropriately add some appreciation-based teaching. Teachers can search for audio and video content with good learning value based on the Internet and demonstrate through multimedia devices to achieve good teaching results. In addition to the specialised video files for children, we can also introduce some famous works, use high-quality documents, improve the learning effect, and further realize the students' artistic training. Moreover, students can also participate in competitions or exchanges and other studies, and conduct appreciation-based teaching through a more practical approach to achieve good learning results.

### **3.4. Enriching teaching resources fully**

Although the children's learning ability is strong and they are also very talented, but in general, children love to play, they may not show too much interest and enthusiasm for boring learning. Therefore, when teaching, teachers should enrich teaching resources according to actual conditions, to attract students' attention and interest, and achieve scientific and effective teaching.

In the change of breathing rhythm in vocal practice, only using plain demonstration method cannot attract students' interest and enthusiasm. However, teachers can adopt grouping method and encourage students to feel the rhythm and respiratory changes by feeling their chest and stomach. Students are arranged to play different tones, and teachers use piano or vocal performances, students will stand up when different tones are played. Taking a variety of curriculum activities to help young children devote themselves to learning, and thus achieve better learning results.

### **3.5. Adopting scientific and reasonable teaching methods**

To obtain better feedback on learning outcomes, teachers should use the teaching methods appropriate to student, because the students are young, and their mental development is not complete. Si even if the they make mistakes when practicing singing, the teacher should not directly point out, should first be positive about the merits, and then guide the students to learn the correct singing. Teachers should not blindly perform song singing demonstrations, they should first help students appreciate and, after fully understanding the deep connotation of songs, then carry out teaching work. Only in this way can we better promote students to integrate emotions into singing, and sing with quality and connotation, fully satisfying the learning needs of cultivating sentiment and improving literacy.

## **4. Conclusion**

In summary, alongside education system innovation, the level of preschool education has improved significantly. In the teaching process of kindergarten, music teaching is very important, and children's song singing is an important part of music teaching, which has become an essential skill for kindergarten teachers. When children's songs are sung, the kindergarten teachers should acquire the ability to sing, play, dance and many others, especially singing ability. The kindergarten teachers should sing and dance while performing, which helps to cultivate children's sense of

rhythm. Therefore, in pre-school education, vocal music teachers should strengthen the ability of students to sing children's songs, to promote children's healthy growth and comprehensive development throughout the kindergarten phase.

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