

Research on the Implementation of Music Course for Preschool Education Major

Yu Hui

Shangrao Children's Teachers'College, Jiangxi, China, 334000

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Abstract: This paper studies the present situation of the implementation of music curriculum in preschool education specialty, analyses the existing problems and their causes, and puts forward feasible countermeasures for various problems. It optimizes the setting and implementation of music curriculum in preschool education specialty from the aspects of personnel training scheme, strengthening the construction of teachers, textbook construction and diversified assessment methods, so as to make the music curriculum of preschool education specialty more in line with the characteristics of preschool education specialty, better serve the students' work, and better adapt to the requirements of kindergarten teaching.

1. Introduction

With the continuous innovation of people's educational concept, people are fully aware of the importance of the cultivation of students' comprehensive ability. Creativity, imagination, artistic feeling and appreciation are the key factors for children to form good personal qualities. Society, teachers and parents are increasingly aware of the important role of music education in children's growth and education. Pre-school professional music education to guide students to feel the beauty of art has become a hot topic in the process of music education. It will lay a stable foundation and provide a strong impetus for the good cultivation of students' artistic talents to carry out research on the implementation of music curriculum in preschool education specialty and to make full use of its teaching advantages in a scientific and rational way. The quality of preschool education students' study in school directly affects the development of preschool education. Therefore, how to improve the quality of music teaching in preschool education has become an urgent research topic under the new situation.

2. The implementation situation of music course for preschool education major

Although many preschool schools have the awareness of professional music curriculum development, and the development of this education has achieved some preliminary results, due to various reasons, there are still many unsatisfactory aspects in the process of curriculum development. At present, there are still some deficiencies in music curriculum for preschool education major, as shown in Figure 1 below.

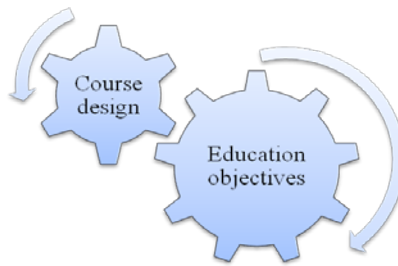


Figure1. The basic deficiencies in music curriculum

2.1. Situation of pre-school education objectives

In the process of carrying out professional music curriculum education in many preschool colleges, the formulation of teaching objectives is seriously lack of clarity, ignoring the effective guidance for the development direction of students' comprehensive quality, which makes many students unable to acquire ideal music skills through preschool education. Therefore, the curriculum objectives lack clarity and need to be improved.

2.2. Situation of course setting

The curriculum setting of talent training program is the carrier of education and the concretization of the training objective of preschool education. The curriculum structure directly affects the quality of students majoring in preschool education. The new basic education has reformed the curriculum, while retaining the traditional subject curriculum, it has made significant adjustments to the curriculum of basic education, and strengthened the curriculum of cultivating students' practical skills and scientific literacy. The proportion of courses in science and integrated practice is on the rise. At present, the curriculum of preschool education is still dominated by traditional subject courses, while comprehensive courses and practical courses are obviously inadequate. Due to insufficient practical courses, teaching practice and probation time, students lack the ability to solve practical problems and use knowledge flexibly. Many students are not competent for early childhood education after graduation.

3. Problems existing in the implementation of music course for preschool education major

3.1. Talents training programs

The training objective of music teaching in preschool education specialty is not clear, and the characteristics of music teaching in preschool education specialty and the complete curriculum system are not formed. Because of the deviation of the objectives, preschool education specialty does not have the characteristics of preschool education and the quality of talents is not high. The music teaching of preschool education specialty needs to clarify the direction of its music teaching reform fundamentally and the music training accepted by the students of preschool education specialty is to lay a foundation for the development of music teaching activities in kindergartens according to the characteristics of music teaching activities in kindergartens after they go to work. The characteristics of music teaching in kindergartens should be highlighted in the goal setting of talent training program.

3.2. Implementation of music course for preschool education major

The problems existing in the implementation of music curriculum for preschool education specialty lie in teachers, students, teaching implementation, teaching materials, evaluation methods and teaching conditions. As shown in Figure 2 below.

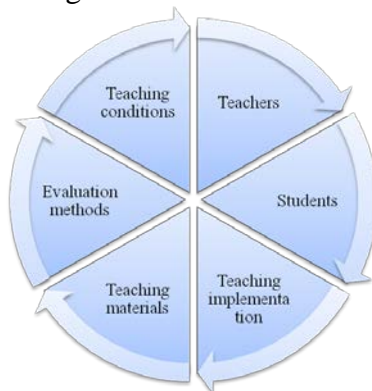


Figure2. Problems existing in the implementation of music curriculum

Firstly, the structure of teachers is single, and there is a lack of compound teachers. Secondly, in terms of student resources, the enrollment expansion of colleges and universities in recent years has made great changes in the results of pre-school education students and students' quality. According to the questionnaire survey, most of the pre-school education students have not undergone systematic music training. Moreover, in the implementation of music curriculum, the practicability of the curriculum is not proportional to the proportion of undergraduate courses, and teaching is divorced from the reality of kindergartens. In addition, most preschool education majors do not have unified authoritative textbooks, lack of unified direction and regulations, which brings a lot of inconvenience to teaching. In terms of evaluation methods, there is lack of communication among music disciplines. Teachers in different disciplines are not able to evaluate students' overall learning situation. Students can not establish an overall learning plan for music curriculum reform research in pre-school education. Finally, in terms of teaching conditions, with the aging and wearing of equipment and the lack of basic music teaching facilities, which also exacerbates the implementation of music curriculum.

4. Countermeasure of implementing music course for preschool education major

4.1. Revision of talents training program and optimizing course settings

To cultivate the sustainability of students' development is the idea of the new round of basic education curriculum reform. The new round of basic education curriculum reform pays more attention to the unification of students' comprehensive development and personality differences. Firstly, we should make it clear that the music curriculum offered by preschool education specialty needs kindergarten education and teaching activities. In this process, we should grasp the characteristics of students as normal students and build a platform for general education for them, so that they can not only improve and develop in general education, but also balance their musical ability with their educational background. Therefore, in the setting of music courses for preschool education majors, we should attach importance to the cultivation of students' ability to continue learning and lay a solid foundation for their majors during school.

4.2. Improving the course implementation process

First of all, we should strengthen the construction of teachers, depending on the construction of teachers, and always put the construction of teachers in the first place in teaching work. We should follow the laws of education and teachers' growth and development to promote educational equity. Secondly, students with professional foundation should be recruited reasonably according to the teacher-student ratio. At the same time, we should strengthen the music aesthetic curriculum, prevent the marginalization of the music aesthetic curriculum, integrate the music curriculum, highlight the characteristics of pre-school education, and combine with the actual teaching in kindergartens. Furthermore, we should strengthen the construction of textbooks, combine the needs of students with the needs of society, unify the ideological and artistic quality of textbooks, and promote the mutual penetration of music knowledge and skills and music activities. Finally, we should introduce diversified evaluation methods. The establishment of students' diversified evaluation system will contribute to the overall development of students' quality, tap students' potential and promote students' all-round development. In addition, the maintenance of existing hardware facilities should be strengthened from the perspective of economy and rational utilization. Only by paying attention to the construction of hardware facilities and improving teaching equipment, can the orderly teaching be guaranteed and the quality of music teaching in preschool education be improved.

5. Conclusions

With the continuous innovation of educational concept, new standards and requirements have been put forward for preschool teachers. At present, there are many problems in music teaching of preschool education specialty, such as unclear orientation of training objectives and low quality of talents. This requires that the curriculum design and implementation of preschool music education specialty in normal universities be improved. Therefore, this paper optimizes the setting and implementation of music curriculum in preschool education specialty from the aspects of personnel training program, teacher construction, student source, textbook construction, diversified assessment methods and hardware facilities, so as to better serve students' work and better adapt to the requirements of kindergarten teaching.

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