

Research on Existing Problems and Countermeasures of Music Education for Early Childhood

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Abstract: The music education for early childhood constitutes a significant part of kindergarten education, plays a positive role in the mental health and personal growth of children, and makes a contribution to the comprehensive development of China's early childhood education. The analysis based on the meaning of the music education for early childhood can better highlight the importance of preschool music education and propose innovative strategies for improving the music education for early childhood, aiming to better promote its development. In the modern system of early childhood education, music education plays an important part in enlightening children and raising children's keen awareness in aesthetics and art. Further promoting music education during the process of early childhood education and exploring the cultivation of preschool music education on all aspects of children's ability are vital to achieve a perfect integration between music culture and early childhood education in the new era. Carrying out music education during the process of early childhood education to improve children's aesthetic ability is the key to realize children's overall development in modern early childhood education.

Keywords: Music education for early childhood; Status quo and problems; Countermeasure research

1. Introduction

Children are extremely crucial to the whole nation. Preschool children aged between 3 and 6 are the main target of music education for early childhood. Children of this age group possess strong ability to learn new things, especially music. By carrying out music education for early childhood, children can enjoy sweet melody through the art of sound and music guidance, develop an interest in music learning, build their excellent moral character and grow up healthily, thus having their each phase of life being positively influenced[1].

2. The Significance of Music Education for Early Childhood

Music is full of fun and colorful. Whether it is the elegance of classical music or the dynamics of pop music, they constantly convey certain thoughts and emotions to people with notes and inspire people. Music education for early childhood can enlighten children joyfully, shape their character while playing the tuneful melody, and guide children to grow up healthily and happily.[2] First of all, music education can develop children's aesthetic taste (also known as aesthetic interest). It originates from personal aesthetic ideals, influences people's aesthetic standards and comprises an important part of aesthetic education. Music education can cultivate children's aesthetic perception, imagination, creativity and judgement, and help the children to feel and appreciate

the beauty of music. Secondly, different from other activities, music can develop the imagination of children, let the children voluntarily train their imagination in an unconstrained space.

Music is another language art in addition to the normal language for human beings. Currently, under the backdrop that people gain increasingly higher music aesthetics, music education for early childhood is becoming more and more important. Music education can not only train children's singing and music instrument playing, but also enhance their hearing, language expression and aesthetics, as well as cultivate their logic thinking and imagination to purify the mind and cultivate the morality. As a result, it can lay the foundation for future basic education or music re-education. Since music education is of great significance for the children, we should attach importance to it and carry out profound research, analyze the problems existed in current situation, propose optimized plans, in order to yield the best results and promote its development.

3. Status Quo and Problems Existed in Current Music Education for Early Childhood in China

In some foreign countries with developed education, music has become a key subject in early childhood education. In China, however, the music education for children is only skin-deep and even interrupted fre-

quently. This means that the emphasis on music education for early childhood is obviously insufficient and its problems are enormous.

3.1. Relative shortage of educational resources for music education for early childhood

Shortage of musical instruments that cater to the children. Many kindergartens have invested heavily in teaching hardware, spared the multi-purpose halls for teaching and activities, and purchased musical instruments such as dulcimer, Chinese zither and violin. However, the kindergartens are short of percussion instruments suitable for children. Some teachers will make use of items such as used Coke bottles and fill them with sand, beans, etc. to make homemade percussion instruments. In this way, the variety of kindergarten instruments is enriched [4].

Shortage of specialized music textbooks. In kindergartens there are no specialized music textbooks, but comprehensive art textbooks. The use of textbook guarantees the music education, reflects the concept of curriculum and plays a pivotal role in teaching. According to the survey, 67% of kindergartens did not order music textbooks. Without textbooks, there will be a lack of systematic goals for teaching, the teaching quality will be difficult to evaluate and the capability children obtained from music education will be undermined. Because of a shortage of textbooks, the form of music activities organized by most of the teachers is extremely simplex, which in turn leads to children's loss of interests in music. If the kindergartens can provide excellent textbooks suitable for the development of children, then the children's interests in music can be increased and other aspects of the children's ability can be improved[5]. Therefore, reasonable equipment and use of textbooks are very important.

3.2. Outdated teachers' concepts of music education for early childhood

Guidelines for Kindergarten Education clearly pointed out that we should face up to shortcomings of current music education for early childhood and the urgent problem is making efforts to improve it[7]. For instance, teachers' understanding of the music education for early childhood is biased without clear teaching goals, they misunderstand that teaching children to sing and dance is enough, focus on children's tone, standard dance movement, etc., completely restrict the vision of children. Music is a creative art. Singing and dancing vary according to people's moods. Just like a melody can be sung gently or passionately. Previous rigid teaching completely restricts the thinking of children and conceals the meaning of music education. So children cannot feel the charm of music and enjoy the learning of music. During teaching activities, children should be

put in the first place, followed by music; the order of priority should never be reversed. Teachers should liberate the children's nature, not turn the music education into utilitarian activities.

Music education should not be carried out in a blind way, children should be guided to feel the music; meanwhile teachers can try to learn some music knowledge to help realize the comprehensive development of children.

4. Countermeasures for Improving Music Education for Early Childhood

4.1. Concept update in music education for early childhood

The new curriculum reform advocates quality education, and music education is an indispensable branch in quality education [8]. Early childhood education is the most basic education, so more attention should be paid to music education. The education authorities and kindergartens must establish feasible goals, ensure the time of music education, provide more platforms for music education, and arouse the enthusiasm of kindergarten teachers to carry out music activities. The creativity of teachers should be stimulated to make children recognize the benefits of learning music and actively learn the music, thus promoting the cultivation of children's musicality. Teachers should treat music education with a positive attitude, constantly innovate teaching modes, improve teaching methods, integrate textbook contents based on children's learning characteristics, select the contents catering to children's psychological characteristics and close to children's life, carry out music education from various angles to raise children's awareness of appreciating beautiful things.

4.2. Flexible and innovative teaching methods

Teachers should try to influence the children with music emotions. The younger children can participate in music games to feel and experience. The older children can take part in some competitions to train their sense of cooperation. For example, cap-passing game, hand-pulling game, music perception game and role playing.

4.3. Improvement of professional level of music teachers

According to the survey statistics, during the music education, 60% of their time is spent on teaching students singing, 29% on music appreciation, 10% on theoretical knowledge, 5% on instrument playing, 5% on improvisation and performance. Under the influence of previous exam-oriented education, teachers attach too much attention to basic education and neglect the cultivation of children's music aesthetic ability. 70% of the teachers adopt teacher-centered teaching method,

20% of the teachers carry out music education on children with extracurricular activities, and 10% of the teachers educate through situational activities and conversations. Monotonous teaching models cannot attract the attention of children. Therefore, first of all, kindergartens should organize teachers to prepare lessons and learn from each other[9]. Secondly, the education authorities can regularly select excellent teachers from various kindergartens for teaching and research activities. Some excellent and experienced kindergarten music teachers should participate in the music teaching and research activities for early childhood, outstanding kindergarten teachers should carry out music demonstration teaching in front of the students, improve the teaching level of music for early childhood. In addition, during the process of teaching, teachers should constantly update textbooks and teaching tools to arouse the interests and enthusiasm of children in learning music, thereby improving the teaching efficiency[10]. It is notable that the support of children's parents should be won to improve the influence of parents in children's music education.

5. Conclusion

Paying attention to the particularity of music education for early childhood and finding a theoretical basis to solve problems are the most outstanding problems in current music education for early childhood. However, rigorous, systematic and complete theoretical research and problem solving related to the existing problems of music education for early childhood require collaborative efforts among experts, teachers and parents, instead of the endeavor of one party. So we should promote

better development of music education for early childhood and benefit more children by making improvements.

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