

Music Activity Guidance Strategies for Education Majors

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Abstract: Music is an important educational activity in kindergartens that contributes positively to the development of children's appreciation and expressive abilities. With the growing awareness of music activities, more and more people are concerned about how to improve children's ability to perceive, understand, and express music creatively through activities that promote their overall physical and mental development. In this study, the researcher observed and analyzed the teaching behaviors of kindergarten teachers in Hefei area during music teaching activities. Music teaching activities were observed in 20 kindergartens for 20 weeks and the researcher collected a large number of activity cases and teaching videos to investigate the current problems in kindergarten music teaching activities and proposed specific strategies for music teaching activities.

Keywords: Preschool education, Music teaching, Activity strategies, Preschool education majors.

1. Introduction

(1) Background of the study

With the rapid development of education and the promotion of reform of basic education, preschool education majors in higher education are also gradually receiving attention and concern from all walks of life. How to improve the professional quality of early childhood teachers has become a key task to improve the quality of kindergarten teaching. While increasing the investment in preschool children's education, the state has also issued relevant documents and guidelines one after another. (Ministry of Education of the People's Republic of China, 2020). In the "Professional Standards for Kindergarten Teachers" and "Qualification Examination Standards for Primary and Secondary School and Kindergarten Teachers" promulgated by the Ministry of Education and the "Guidelines for Learning and Development of Children Aged 3~6", it is clearly stated that early childhood teachers should lead preschool children to feel and appreciate artworks with specific goals and to better express and create artworks.

(2) Literature review

The promulgation of this series of documents has put forward higher requirements on the comprehensive music literacy and ability of early childhood teachers. The goal of higher preschool education is to cultivate professional composite early childhood education talents for the society, and the teaching level and quality of the school are closely related to whether the teachers have good literacy. Since China vigorously develops preschool education, many kindergartens and other institutions start to focus on cultivating the comprehensive quality of young children, especially music ability, but the music quality and music practice ability of the cultivated preschool graduates are far away from the requirements of employers (Ministry of Education of the People's Republic of China, 2022). Therefore, as a higher vocational preschool music teacher, it is more important to analyze the current situation, explore the reform of the curriculum, improve the teaching quality of

higher vocational preschool music class, closely focus on the "Kindergarten Education Guideline" (for trial implementation), set up music education as an independent field, and make a useful investigation for cultivating applied kindergarten education talents.

(3) Theoretical Framework

The teaching model is based on Posner's cognitive theory of conceptual change, which sets the conditions revealed by the theory. Compared with the traditional teaching model, the teacher's teaching philosophy, teaching style and role in the teaching process are fundamentally changed in the "4E teaching model", and the individual learning style is also changed. Instead of teaching conceptual knowledge, the teacher acts as a guide for individual knowledge construction, combining inspiration, cooperation, question and answer, discussion and evaluation, while students move from passive indoctrination to independent participation in inquiry to build a knowledge framework. The "4E Teaching Model" is a teaching model that promotes conceptual transformation, and the 4E Teaching Model refers to the "Experience-Explore-Experiment" process. -The 4E model refers to the "Experience-Explore-Express-Innovate" learning process because all four steps begin with the letter "E". Because all four steps begin with the letter "E", they are called the "4E Teaching Model".

Research Objectives:

Through interview and filming teachers' activities, this paper aims to:

1. analyze the teaching situation in music education;
2. identify the problems and shortcomings of teachers' teaching processes in music teaching; and,
3. put forward activities that can improve the effectiveness of teacher-child interactions to optimize the behavior of teacher-child interactions in music teaching activities.

Music plays an important role in people's lives as an attractive, emotionally charged, and positively enjoyable art form. As music has become more important to people, the role of music activities in the development of young children has

also become more evident. Not only do these activities help children enjoy music and feel the unique charm of music, but they also help children gain exposure to a variety of music and improve their musical appreciation. Through research, we found that although preschool music activities have been carried out for many years, there are still many problems in the current practice of the activities. This study analyzes the problems in music appreciation activities and explores organizational strategies with the support of a large number of real-life activity cases and the 4E theory as the core, in order to provide practical suggestions to kindergarten teachers and provide some practical guidance for the development of the activities and help preschool music activities to be carried out better.

2. Design and Methodology

(1) Research paradigm

The main purpose of this study is to understand the basic situation of music teaching activities in preschool education, explore the problems and causes, and then make suggestions for improvement based on the results of the study. The following are the main contents of the study.

First, from the two aspects of music activity design and guidance requirements and 4E theory, we made careful observation of the teaching situation in semester education music teaching activities to understand the basic situation of music teaching activities.

Second, the problems and shortcomings of teachers' teaching processes in music teaching activities were studied in depth to support the research on music teaching activities in preschool education. A survey of relevant teachers was also conducted to understand the factors that may affect music teaching activities.

Finally, based on the problems and influencing factors in music teaching activities, suggestions that can improve the effectiveness of teacher-child interactions are discussed to optimize the behavior of teacher-child interactions in music teaching activities.

(2) Design and Methodology

Problem setting

The main purpose of this study is to analyze "the problems of music activity curriculum in preschool education" and to propose further teaching improvement strategies in the context of the "4E" teaching model.

In order to reach this study, the interview survey outline in the Appendix can be used to conduct the survey:

Study population and location

This study was conducted by observing teachers' teaching behaviors in music teaching activities in SIJING kindergartens in HEFEI area. A total of 50 videos of teachers' teaching behaviors in music teaching activities were collected during the 20 weeks of my investigation in 20 kindergartens.

Data collection tools

The main source of data for this survey came from the interview survey outline for the teachers' inquiries through the appendix, and the teachers' answers and thoughts were recorded through notes as the main realistic basis for this article.

This article was further strengthened by video filming of the teachers' music teaching activities and by comparing the

content of the interview data with that of the existing survey.

Ethical considerations

Although the appearance of video as a tool has benefited a lot from teaching and learning research, not all classroom interactions can be observed and expressed. For example, when a teacher walks off the platform during the class discussion and cooperation, and makes a tour of the class, the teacher may speak but does not give guidance. It is often impossible to judge just by classroom video.

The ethical consideration of video-based research is important, which should be recognized and solved. The influence of the presence of video equipment and its operators on the classroom environment must be considered, because they inevitably interact with the environment. In addition, in order to provide more sufficient evidence sources for teaching analysis, it is better to collect information by using various methods to form multi-angle data sets, except for the problems that video recording needs to solve urgently.

3. Results and Discussions

Deepen the integration of industry and education, school-enterprise cooperation

Article 10 of the Vocational Education Law promotes the comprehensive strengthening of in-depth cooperation between schools and enterprises. Vocational colleges and universities should be based on their own characteristics and talent training needs. In 2012, the Ministry of Education issued the "Professional Standards for Kindergarten Teachers (for Trial Implementation)", proposing that kindergarten teachers should have the ability to plan and implement educational activities, and the "Guidelines for the Learning and Development of Children Aged 3-6", issued in the same year, divided the indicators of children's artistic development into two dimensions: feeling and appreciation, and expression and creation. To carry out music activities in kindergarten, teachers should first write scientific and reasonable kindergarten music activity lesson plans according to the Guidelines and the age characteristics of children, including activity goals, activity preparation, activity methods and activity processes, and then improve children's aesthetic feeling and appreciation, and children's artistic expression and creation through practical operations. In the process of designing and guiding music activities in preschool education, teachers should take this as an important and difficult point of the curriculum to help students improve their music activity design and practice skills.

Increase practice and improve technical skills

Article 6 of the Vocational Education Act launched a pilot 1 + X certificate system to further play a good role of academic certificates, solid foundation for sustainable development of students, and encourage students in vocational colleges and universities to obtain academic certificates while actively obtaining multiple types of vocational skills level certificates to expand their employment and entrepreneurial skills. Preschool education students in kindergarten teacher qualification interview music activities are mainly song playing for song performance and song playing for music game design and simulation courses, preschool education music activities guidance should train students' practical skills for the test.

Promote innovation awareness

With the development of the times, kindergartens have diversified in their mode of operation, special education and main items. A number of kindergartens with music as a special feature have gradually developed. In such a context, the need for kindergarten teachers to design and implement music activities also requires them to break with tradition and dare to innovate and practice, to be good at exploring and thinking about music education, and to become innovative teachers in the field of music teaching.

"Experience" - perceiving preschool music activities

Preschool music activity design and instruction is a comprehensive discipline that integrates creativity, artistry, and practicality. In order to develop preschool education, it is necessary to change the teaching mechanism that emphasizes classroom rather than practice, improve the teaching mode that emphasizes theory rather than skills, and strengthen the cultivation of students' comprehensive ability, professionalism and creative ability, so as to make students into professional kindergarten education talents who can adapt to the social market demand.

Students' learning cannot stay in books, we have to learn by doing and experience and perceive kindergarten music education activities in practice. First of all, college teachers should take on the role of kindergarten teachers and college students take on the role of kindergarten children to organize a kindergarten music education activity (singing activity, rhythm activity, percussion activity, music appreciation activity). Secondly, they should go out of school and lead the students to the kindergarten to experience the music activities in the kindergarten (music games, music environment decoration). Such a classroom format is conducive to students' first experience of the process and educational style characteristics of kindergarten music education and stimulates students' interest in learning.

"Explore" - Designing preschool music activities

How do you design and write a lesson plan for a preschooler's music activity? The first step is to explore musical materials from the age characteristics of the children in this class as well as their recent developmental interests and developmental problems. The music pieces are chosen to be imaginative and stimulating to the kindergarten, with simple and clear lyrics and positive content. The form is simple, and the song structure has repetition and contrast. It meets the developmental level of the young children's musical abilities.

The first activity goal, the activity goal subject for the children, is written in three aspects: cognitive, skill and emotional. Second activity preparation, activity preparation should be written from two aspects: material preparation and experience preparation. Material and environmental preparation teachers should provide children with charts and other props that help children understand and remember lyrics and rhythms, various teaching aids for children to express the role of songs or games, musical instruments for accompaniment, audio and video materials, players and multimedia equipment in advance. Experience preparation, teachers must be familiar with the songs must also learn to analyze the materials, analyze the thematic ideas and educational significance of the songs.

The third activity method, the common music education models in kindergarten are: the model of integrating movement, the model of creating a situation, the model of starting from lyrics, the model of starting from song patterns,

and the model of integrating games. In music education strong band oh music games, reduce the proportion of teaching, so that children in a happy atmosphere subtle development of musical ability.

The fourth activity process, the activity process is generally three major sections, firstly, the introduction of music materials, then the main music materials and the organization and implementation of music games, and finally the summary to enhance. The process pays attention to the pre-determined teacher's response and summary, to make timely response and summary enhancement to the children's performance.

The teacher gives the music materials and students work in groups on the same lesson. Students discuss how to design the plot, flow and games, etc., and write lesson plans for music education activities for preschool children. The teacher provides students with excellent lesson plan examples, examples of kindergarten teachers' quality music activity classrooms, music materials and professional books on Learning Pass, which students can study independently. Finally, the teacher reviewed and adjusted each group's teaching activity design, sharing and learning to help students with scientific design.

"Exhibit" - a simulation of preschool music activities

The demonstration includes on-campus practical training and off-campus practical training. The on-campus practical training consists of two practical training programs: the practical training of lecturing, which requires students to state clearly the reasons for designing the music activity plan for group work, and the ability of lecturing is a key ability for students to participate in vocational skills competitions and entry exams; the practical training of simulated teaching, which requires students to simulate kindergarten teachers and organize a music teaching activity, which is a necessary ability for students to participate in teacher qualification interviews.

In the case of school-enterprise cooperation, off-campus practical training is a top-up internship in kindergartens and other preschool social institutions where students must complete certain music teaching activities, prepare activity plans, teaching videos and activity reflections, and be coached by university teachers and kindergarten teachers.

Taking "two-way double integration" as the main way, it integrates multiple resources, reorganizes the teacher team, builds a platform by relying on practical education bases, strengthens the cooperation between schools and enterprises, runs in both directions, employs both teachers and each other, and realizes the joint construction of curriculum. We build a structured faculty team with "integrated functions, reasonable structure and clear tasks". Give students the opportunity to showcase all aspects inside and outside of school.

"Innovation" (Experiment) - keep trying and be innovative

Innovative teaching forms: student-centered, teacher-directed, teaching to promote learning and teaching to learn. Adopt various teaching forms such as task-driven, role-playing, lesson plan analysis, collective performance and group creation, etc. to cultivate students' innovative ability, and teachers give individual guidance, review and comprehensive evaluation, and students score each other in the form of mutual evaluation (Peng Peng,2018). The knowledge and skills of art education courses are interpenetrated to improve the practicality of teaching activities and achieve good teaching effects. At the same time

also use a variety of information technology means to achieve the classroom teaching, learning and doing together

Open up the second classroom and improve the innovative practice ability. The higher vocational preschool education students set up associations related to their majors, such as college dance group, choir, drama club, instrumental ensemble group, etc., to improve students' professional practice ability (Zhu Junfeng, 2018). Various kinds of colorful college students' art practice activities in provincial and urban areas expand students' horizons, enhance students' stage performance and extend classroom teaching content.

The 4E classroom teaching model has proved to be conducive to cultivating students' positive learning emotions, developing good learning habits and forming effective learning abilities. The process of learning music is no longer a passive acceptance process, but an active participation process. The strong interest in learning and active participation in the process of learning music enable students to achieve different achievements according to their own characteristics, so that students turn "hard learning" into "happy learning" and gradually transform their interest into stable learning motivation, which lays the foundation for students' lifelong development. The foundation for students' lifelong development is laid. Of course, with the gradual progress of the curriculum reform, we will also do more in-depth exploration and research based on the existing achievements.

4. Conclusion

Based on the findings, the following conclusions can be drawn:

1. These are the basic situation of music teaching activities: Designing and guiding music education activities for preschool children in one of the five major areas of preschool education, which is the core curriculum.

2. A number of shortcomings of teachers' teaching processes in music teaching include the following: ignoring the subjectivity of children; neglecting the cultivation of children's aesthetic ability; the formulation of teaching objectives does not meet the development level of children; ignoring children's interest in learning; and, the Impact of social unhealthy factors on kindergarten music teaching activities.

3. Several activities can improve the effectiveness of teacher-child interactions in order to further optimize the behavior of teacher-child interactions in music teaching activities.

Recommendations

Based on the foregoing findings and conclusions, the following recommendations are forwarded:

1. Adopt more various teaching forms such as task-driven, role-playing, lesson plan analysis, collective performance and group creation to cultivate students' innovative ability, and teachers give individual guidance, review and comprehensive

evaluation, and students score each other in the form of mutual evaluation.

2. Under the influence of "Vocational Education Law", "4E" teaching method, must be taken by students as the main body; change the teaching content through the informationalized teaching platform; insist on the integration of industry and education; explore the "dual" education mode of school and enterprise; and, expand the classroom to the front line of work.

3. Improve students' ability to adapt to jobs and compete for certification.

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