

TEACHING CHILDREN'S SONGS IN EARLY CHILDHOOD EDUCATION

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Abstract

Children's songs in kindergarten settings are far from being just ambient soundtracks; they are woven into the fabric of educational experiences, offering joy and learning in equal measure. They create an environment where education and entertainment merge, orchestrating a harmonious blend of growth and discovery for tomorrow's leaders. Many famous educators oppose the separation of education from the lives of young children. Education should be closely related to the lives of young children, emphasizing that early childhood education should return to the world of young children's lives. The content of kindergarten curriculum should be based on the actual lives of young children. This article presented (1) the connection between children's songs and children's lives; (2) children's songs; (3) children's songs with ancient poetry as lyrics; (4) teaching children's songs and children's songs in early childhood education.

Keywords: Teaching; Children's Songs; Early Childhood; Education

Introduction

Curriculum content, organization, and implementation are all centered around children. Organize a group of children to engage in long-term and in-depth exploration activities in the form of small groups, using various methods and approaches that are close to objective things and subjective experiences, for real life events and phenomena in daily situations. Create many dialogues and opportunities for them to participate in different activities, guide children to

fully immerse themselves in real exploration, experience and experience some roles in life, share their opinions and experiences, and learn to solve practical problems in life (Yuan, 2023).

Great importance to the connection between early childhood education and life, inheriting the theory of life education proposed by Mr. Tao Xingzhi. He believes that life education theory is composed of three major educational principles: first, "life is education", second, "society is school", and third, "integration of teaching and action". "Life is education" is the center of Tao Xingzhi's theory of life education. Zhang (2024) advocates that life is education, believing that as long as there is a life for people, there should be education, and education should be based on life to meet the upward needs of life. If children's lives are their education, we should liberate them from the cruelty of adults. Zhao (2024) opposes the use of textbooks as the center of early childhood education and believes that early childhood education should be linked to the actual lives of young children. The "behavioral curriculum" he proposed is the core of his early childhood education philosophy.

Zhai (2024) said, "Life is education, and the practice of children aged five or six living in kindergarten is a behavioral course. This course is like a general course, but it is completely based on life. It comes from life, starts from life, and ends from life, unlike activities that are completely limited to textbooks. Therefore, he opposes the use of textbooks as the center, opposes adults using textbooks to instill ready-made ingredients in children, advocates respecting children's characteristics, must be connected to children's lives, guide children to learn in natural and social environments, and cultivate children's vitality. His proposition is consistent with Tao Xingzhi's theory of "life education "at that time.". The theoretical system of "living education" proposed by Li (2023) believes that "nature and society are both living textbooks", requiring the curriculum content of kindergartens to be combined with children's daily lives, and to be regulated by "Five Finger Activities". Five finger activities form an educational network in children's lives, organized, systematic, and reasonably woven into their lives. This course basically reflects Mr. Chen Heqin's early life education concept of "learning by doing".

Great importance to paying attention to the lives of young children in the field of early childhood education and proposes the concept that kindergarten curriculum should be life oriented. He believes that compared to education in

other age groups, early childhood education should return to life, and kindergarten curriculum should be more life oriented. The so-called return to life early childhood education is not about turning young children into life training, nor equating early childhood education with daily life. The essence of returning to the world of young children's lives is to acknowledge and respect the existence of life and the reality and needs of life growth, allowing young children to learn and live in an environment that truly belongs to them and can allow their lives to sprout in reality, sensibility, and truly demonstrate subjectivity. Only by providing children with life-oriented courses can they achieve appropriate and effective development, and have a beautiful childhood (Hao, 2023).

Early childhood education is an important activity for cultivating children's life skills. Enhancing children's experience, promoting their acquisition of meaning, and reflecting the vitality of life are the core characteristics of life oriented early childhood education. The theory of early childhood teaching life proposed by him believes that teaching and life are an interactive relationship, and the meaning of early childhood education and the educational significance of early childhood life are internally consistent and unified. Early childhood education should return to life, integrate with children's lives, and transform learning into the actual content of children's main life (Xue, 2024).

The Connection Between Children Songs and Children's Lives

Early childhood educators also attach importance to the connection between Children songs and children's lives, believing that music is a part of children's lives. They advocate combining early childhood music education with children's lives, bringing music into life, and making music reflect children's lives.

Su (2023) advocates for "original music". He believes that children songs are "the original music", different from simple music. They are closely integrated with movements, rhythms, and language; It is a type of music that people must participate in themselves, that is, they participate not as spectators, but as performers. At the same time, it is also close to the soil, natural, organic, and can be learned and experienced by everyone, suitable for children. The original music was about people themselves as performers, experiencing the

charm of music through their own life experiences, thus advocating for music education to return to the origin of music. Yuan (2024) focuses on how to use children's song music education to bring music back to the lives of young children, emphasizing the basic feelings and experiences of people towards music. He does not advocate knowledge imparting or skill training for children, but rather allows them to spontaneously and naturally obtain beautiful feelings and love music through personal participation in a relaxed and happy mood. Guo (2014) focuses on using Children songs to practice children's intuition and hearing. He emphasizes the study of music and insists on practicing repeatedly every day to form a habit. He also advocates that music training should be best conducted at home, as a good family environment can better influence children's interest in music learning. Educating children is not just about teaching them certain music skills, but more importantly, it is about cultivating their abilities to face life, solve problems, and challenge themselves, that is, teaching them how to be a good person. During this process, Children songs are very meaningful (Ma, 2023).

The idea of "musicalizing children's lives" was the true value of music lies in our contact with music, which can resonate and resonate with the body and spirit through the beauty of rhythm, and the actions that express rhythm can make people feel harmonious and unified through the beauty of harmony, and then develop harmony through the beauty of melody, making people feel permanent unity, and cultivating unity. Therefore, children's songs can penetrate into children's lives with the vitality and interest of music, so that children can consciously unify, act in harmony, and express spiritual joy whether they are working, playing, or working, making children's lives musicalized. Family music, school music, and social music should be integrated into one furnace, so that children's entire lives can reach the realm of music (Wu, 2023). Children songs are the favorite activity for young children, and music, like games, has endless temptations for young children, becoming an essential part of their lives. Therefore, for the life and growth of young children, music is the spiritual nourishment for their happy life. Music is a tool for them to express their thoughts, communicate emotions, and interact together, inspiring their life and intellectual vitality (Chen, 2023).

Lin (2023) believes that children's song music is inseparable from life. She proposed that children's music education should return to the essence of education. Children's music education should guide children's interaction with music, endow music with meaning, reflect self-existence, and thus construct their living world. Cui Hongying's proposal of "Research on Early Childhood Music Education Returning to Life" is neither a direct interpretation nor a simple replica of "Research on Education Returning to Life", nor a simple criticism of the current situation of early childhood music education. We must hold a perspective of connection, and in the examination of the relationship between music and education, modern music and ancient music, Chinese music and world music, we must find the essential connection between "music", "life" and "education". Based on this, we can truly solve the problem of "theoretical construction and practical innovation of early childhood music education returning to life".

Su (2023) believes that children songs can be integrated into daily life, allowing children to observe, imitate, and perceive the rich artistic materials in life, laying the foundation for artistic perception and expression. To bring children's art education back to life, educational resources should be obtained from daily life, and art education should be combined with children's unique and beloved way of life. Children's song education is related to our daily life. It not only reflects our spiritual world, but also inspires us to express our emotions. We should closely connect children's song music education with their daily lives, create a wonderful music education atmosphere, and integrate their daily experiences into their music learning. Only in this way can we truly cultivate a caring and intelligent child. By integrating music education into daily life and continuously improving its quality, we can make it more relevant to our daily lives. In this way, our children's nursery rhyme music activities can bring more joy to children, and music activities can become their way of life. Children's lives will be filled with poetic music. The life of young children is the source of art. The subtle influence of children's song education activities is conducive to the daily life of kindergarten music education. The rich and colorful children's song education activities can not only penetrate into children's daily lives, but also have a positive impact on other educational activities.

Children's Songs

Definition of children songs: Children's songs are concise and rhythmic musical compositions specifically crafted or performed for the young audience. Their content is typically characterized by a playful and child-friendly nature, closely aligned with children's daily experiences. These songs aim to impart knowledge, evoke emotions, or introduce cultural elements in an enjoyable manner. The melodies employed in children's songs are generally straightforward and easily learned, often featuring repetitive lyrics that facilitate memorization and participation by children. This musical genre transcends its artistic value and assumes an educational role, guiding children in language acquisition, world exploration, emotional expression, and other developmental areas through the medium of music education. As a crucial component of children's literature and music education, children's songs seamlessly integrate aesthetic, educational, and entertainment functions, rendering them particularly significant for children's early development.

The role of children songs: Children's songs play multiple roles in their growth process. Firstly, it is an important tool for children's early language learning. By singing children songs, children can learn new vocabulary and language structures in a relaxed and enjoyable atmosphere, promoting the development of language abilities. Secondly, children's songs, with their rhythmic melodies and repetitive lyrics, help improve children's memory and musical perception. In addition, the fables or life knowledge typically contained in children songs play an important role in cultivating children's curiosity and cognitive abilities towards the world around them. Through interactive activities related to children's songs, such as gesture dancing and role-playing, children can also develop emotional and social skills, enhance self-confidence and cooperation awareness in social interaction.

The value of children songs: Children's songs have an undeniable value in the comprehensive development of children. From an educational perspective, children's songs can convey a wide range of knowledge and cultural values to children in an intuitive and vivid form, and are an effective means of integrating education with entertainment. Through children's songs, children absorb moral concepts, social customs, and humanistic spirit invisibly, which has a positive impact on their formation of correct worldviews and values. In terms of art and aesthetics, children are exposed to and experience different music styles and

forms of expression through children's songs, stimulating creativity and imagination, and cultivating the ability to perceive and appreciate beauty. In the process of interacting with children's songs, children can also develop their ability to express emotions and regulate them. Children songs have become a channel for them to express joy, sadness, and other complex emotions, playing a positive role in psychological health and emotional development. Therefore, children's songs are not only a popular form of music for children, but also an important resource for promoting their physical and mental health growth.

Categories of children songs: As an important component of children's culture and education, children's songs can be classified into various categories based on factors such as content, function, and style. The following are three common types of children songs and their introductions and examples:

(1) Educational children's songs: The main purpose of this type of nursery rhyme is education and enlightenment, covering language learning, mathematical foundations, life knowledge, moral standards, etc. Through catchy melodies and vivid lyrics, educational children songs aim to promote young children's learning of knowledge, skills, and moral standards through educational entertainment. For example, "Two Tigers" (learning music rhythm and language) and "One Penny" (introducing the value of currency and basic arithmetic concepts) are very typical educational children songs.

(2) Poetry and children's songs: Poetry and children's songs are a form of combining traditional poetry and Children songs. By combining the written content of ancient poetry with catchy melodies, they not only inherit China's rich classical cultural heritage, but also adapt to the aesthetic and receptive abilities of young children. This type of nursery rhyme aims to cultivate children's interest and hobby in traditional poetry, while promoting the development of language perception, literary literacy, and aesthetic emotions. For example, the children's song version of "Ode to the Goose" combines the famous line of Luo Binwang's poem "Goose, Goose, Goose, Song to the Sky, White Hair Floating in Green Water, Red Palm Picking Clear Waves" with a soft melody, allowing young children to experience the charm and artistic conception of traditional poetry while singing. Through poetry and children's songs, young children not only learn the beautiful content of classical culture, but also strengthen their perception of language rhythm and literary art through the form of music, which helps to improve their literary literacy and artistic aesthetic ability. At the same

time, this way of cultural inheritance is also highly creative and educational, allowing young children to unconsciously come into contact with and fall in love with traditional Chinese poetry culture.

(3) Entertainment children's songs: Entertainment children songs focus on the pleasure of music and rhythm, and the content is usually light and interesting, aimed at entertaining and regulating the emotions of young children. This type of nursery rhyme helps to stimulate children's imagination and creativity, while promoting their emotional development and social communication skills. For example, "Little Stars" (humming the beauty of the starry sky and the tranquility of the night) are all children's songs with high entertainment value (Li, 2023).

These nursery rhyme categories each have their own characteristics, and they achieve the goals of education, cultural inheritance, and entertainment through different themes and forms, playing an important role in the comprehensive development of young children.

Children's Song with Ancient Poetry as Lyrics

Children's songs with ancient poetry as lyrics not only inherit traditional Chinese culture, but also promote the development of children's language and aesthetic abilities. He believes that incorporating ancient poetry into children's songs can not only increase the fun of learning, but also subtly enhance children's understanding and interest in excellent traditional Chinese culture, laying a good foundation for their future in-depth learning of Chinese culture.

Setting ancient poetry as lyrics for children's songs can effectively stimulate children's interest in learning ancient poetry, while cultivating their language and musical sense through the interaction between music and poetry. He proposed that this method provides children with a more intuitive and vivid learning platform, making the learning of ancient poetry more vivid and interesting.

The role of children's songs with ancient poetry as lyrics in cultivating traditional cultural emotions and enhancing creativity in young children. Research has shown that this type of nursery rhyme not only deepens children's understanding and feelings of traditional culture, but also stimulates their imagination and innovation ability in the creative process, promoting their

comprehensive development. Using these children's songs can effectively enhance children's literary literacy and aesthetic appreciation ability. She believes that this kind of nursery rhyme can not only provide rich cultural nutrition for young children, but also improve their comprehensive quality through the combination of music and literature (Zhang, 2024).

Teaching Children's Songs and Children's Song in Early Childhood Education

Teachers should adopt innovative teaching strategies by studying the application of children songs in early childhood education, such as combining children's interests and life experiences, selecting or creating children's songs that are close to children's lives, in order to increase the fun and effectiveness of teaching, promoting nursery rhyme teaching through gamified teaching methods, allowing children to learn in a relaxed and enjoyable environment.

Teachers should use multimedia and information technology in nursery rhyme teaching, such as using audio-visual materials such as animations and videos to enrich the expression forms of children songs, and improve children's interest and participation in nursery rhyme learning. Using interactive learning platforms to allow children to interact with the content of children songs while singing, enhancing their learning experience. The application of children songs in interdisciplinary teaching and proposed that teachers should combine children's songs with subject content such as language, art, and science, and design interdisciplinary comprehensive teaching activities. Through nursery rhyme teaching, not only can children deepen their understanding of nursery rhyme content, but also expand their knowledge in other subjects and promote their comprehensive development.

Personalized teaching strategies are highly effective for teachers in teaching children's songs. This includes selecting or adjusting nursery rhyme content and teaching methods based on the interests and learning characteristics of each child, as well as setting appropriate learning difficulties to improve the personalization and differentiation of teaching, ensuring that every child can obtain a successful experience in nursery rhyme learning. Teachers should focus on cultivating children's musical literacy when teaching children songs, including training in basic musical abilities such as rhythm and melody. Through purposeful music activities and exercises such as rhythmic clapping,

melodic singing, etc., children's learning and understanding of basic music knowledge can be strengthened, thereby improving the educational value of nursery rhyme teaching (Yuan, 2023).

New Knowledges

The subject matter of songs for kindergarteners encompasses everyday life, like friendships, as well as fantastical voyages with creatures and legendary figures. The material is designed to be engaging and thought-provoking, sparking inquisitiveness and promoting investigative play. In today's digital era, children's songs have expanded beyond the confines of the classroom, establishing a presence on digital platforms such as YouTube. Outlets like "Little Action Kids" and "The Learning Station" present an extensive selection of animated songs complete with lyrics, broadening their reach to an international audience.

Conclusions

Children's songs in kindergarten settings are far from being just ambient soundtracks; they are woven into the fabric of educational experiences, offering joy and learning in equal measure. Education should be closely related to the lives of young children, emphasizing that early childhood education should return to the world of young children's lives. The content of kindergarten curriculum should be based on the actual lives of young children.

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