

CHALLENGING FOR DEVELOP MUSIC EDUCATION IN PRESCHOOL STUDENT IN CHINA

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Abstract

At present, there is a positive side in the music education of preschool children in China and the music education of preschool children is moving towards a more healthy and all-round development, creating a good condition and environment for children's music learning and growth. Some preschool education institutions and schools have begun to realize the importance of music education for the comprehensive development of children, so they have gradually increased the curriculum and resource investment in music education. They may add music courses, purchase music teaching materials, instruments and equipment, and provide a richer and more adequate music learning environment for young children. This article presented (1) early childhood teaching methods, (2) challenging for develop music education in preschool students in China.

Keywords: Challenging; Develop; Music Education; Preschool Student

Introduction

In preschool education, continue to try innovative teaching methods, such as introducing gamification teaching, music activities, etc. These activities not only make the learning process more interesting for preschool children, but also stimulate their strong interest in learning and active participation. Through diversified teaching methods, the learning needs and interests of different children can be better met.

Not only that, through the establishment of school-community cooperation, co-organizing various music education activities and competitions. It provides an opportunity for children to show themselves, and also creates a good learning atmosphere and communication platform. Provide a wider range of learning opportunities and display stages for young children.

Some education experts and music educators actively carry out research and training work to improve the education level and teaching quality of teachers. They may hold various seminars, lectures and training courses to share teaching experience and the latest educational ideas to help teachers better understand the importance and methods of early childhood music education. By continuously improving the professional level of teachers, we can promote the development of preschool music education and provide better educational services for children.

However, the current music education method for preschool children in China still has the following problems. Due to the continuous high living standards, the education of children is becoming more and more advanced, and the demand is growing. However, the education of preschool children is a stage that is often neglected. It was once believed that children should focus on entertainment at this time, but with the development of The Times, people begin to pay more and more attention to the development of this period. They believe that enlightenment education at this time plays a crucial role in the future development of children. This puts a lot of pressure on teaching to some extent (Miao, 2017).

Early Childhood Teaching Methods

The core of preschool teaching methods is based on a deep understanding of the developmental stages and characteristics of children, and the use of teaching strategies and activities that meet their cognitive, emotional, social and physical development needs. The following are the core elements of the early childhood teaching approach:

Interactive learning: Encourage children to actively participate in classroom activities and discussions, establish positive interactions between teachers and students, students and students and learning environment, and promote the construction and sharing of knowledge. Interactive learning for preschool children is a teaching method for young children that aims to promote their all-round development through active interaction and participation. This teaching approach emphasizes the interaction between young children and teachers, parents and peers, creating colorful learning experiences through activities such as play, exploration and cooperation.

Interactive learning for preschool children is a child-centered teaching method, which focuses on cultivating children's curiosity, exploration spirit and cooperation consciousness. In interactive learning, young children are encouraged to actively participate in various activities and interact with teachers, parents and peers, thereby establishing a positive learning atmosphere and good interpersonal relationships.

The core of interactive learning is to create a rich and diverse learning environment that provides young children with a variety of interesting learning experiences. In this learning environment, children can explore the world independently and develop their cognitive, language and social skills through games, exploration and practice. Teachers and parents play the role of guides and companions, exploring knowledge with young children and guiding them to learn to observe, think and express.

Interactive learning can not only satisfy children's curiosity and thirst for knowledge, but also promote the comprehensive development of their comprehensive literacy. Through the interaction with teachers, parents and peers, children can establish a good interpersonal relationship and team sense, develop self-confidence and independent learning ability. This way of learning not only conforms to the developmental characteristics of children, but also can stimulate their enthusiasm and motivation for learning, laying a solid foundation for their future learning and life (Chung, 2022).

Experiential learning: Through a variety of experiential activities, children can deeply understand and master knowledge through hands-on operation, perception, practical exploration, etc., and cultivate their creativity and problem-solving ability. Preschool children's experiential learning focuses on children's personal experience and perception in the learning process. This teaching method stimulates children's curiosity and thirst for knowledge and cultivates their ability of observation, exploration and discovery by providing a variety of practical activities and situational experiences. In experiential learning, children can deeply participate in learning through hands-on operation, sensory experience and situational simulation, and transform abstract concepts into concrete perceptions, so as to better understand and master knowledge.

Research has shown that preschool experiential learning has a positive impact on young children's development. For example, by participating in various practical activities, children can develop their hands-on ability and operational skills, improve self-confidence and autonomy. In addition, experiential learning can also promote children's language development, social ability and emotional expression, and lay a solid foundation for the all-round development of their comprehensive literacy (Peng, 2013).

Gamified learning: Use games as the carrier to design interesting and challenging teaching activities to stimulate children's learning interest and enhance their learning motivation and participation. Play-based learning for preschool children is a kind of teaching method based on games, which aims to stimulate children's learning interest and motivation and promote their all-round development through various interesting game activities.

The play-based learning of preschool children takes the game as the main means of teaching, which is characterized by its interest, participation and inspiration. In game learning, teachers integrate learning content into games by designing various forms of game activities, so that children can learn and play in school. This teaching method can not only stimulate children's curiosity and thirst for knowledge, but also cultivate their observation, thinking and problem-solving ability.

The core of play-based learning for preschoolers is to create a learning environment full of fun and surprises. In such an environment, young children are free to explore and experiment, using their imagination and creativity. Teachers play the role of the guide and organizer of the game, according to the interests and abilities of children, design and organize a variety of suitable game activities, and guide them to actively participate in learning.

Play-based learning can not only improve the learning effect of preschool children, but also promote their physical and mental health and social emotional development. By participating in various games and activities, children can exercise their physical coordination, develop a sense of teamwork, and enhance self-confidence and social skills. This way of learning not only conforms to the developmental characteristics of children, but also can stimulate their enthusiasm and motivation for learning, laying a solid foundation for their future learning and life (Sun, 2018).

Emotional education: Focus on cultivating children's emotional literacy and social emotional ability, and promote the development of children's emotional cognition and emotional management ability through activities such as emotional communication, emotional experience and emotional reflection. Preschool children's emotional education is an educational method that attaches importance to cultivating children's emotional development and social emotional ability, aiming at helping children establish positive emotional attitude, effective emotional management and good interpersonal relationship.

Preschool children's emotional education focuses on cultivating children's emotional awareness and emotional expression ability. In emotional education, teachers guide children to understand and recognize their emotions through various activities and situation creation, learn to express their emotions in words and behaviors, and cultivate the ability of emotional expression. In addition, emotional education also focuses on cultivating children's emotional understanding and empathy, helping them learn to understand and experience the emotions of others, and cultivating a good sense of interpersonal relationships and cooperation.

The core of preschool children's emotional education is to create an educational environment full of love, care and respect. In such an environment, teachers establish a close emotional connection with children, pay attention to and understand the emotional needs of each child, respect and accept their emotional expression, and give them full support and encouragement. Through this kind of care and support, children can establish a positive sense of self-awareness and self-worth, and establish a healthy emotional attitude and confidence.

Preschool children's emotional education can not only promote children's emotional development, but also play a positive role in promoting the overall development of their comprehensive literacy. Through emotional education, children can learn positive emotional regulation and coping styles, enhance the ability to resist setbacks, and improve self-control and adaptability. This way of education can also promote children's social emotional development, cultivate their teamwork spirit and social skills, and lay a good foundation for their future study and life (Gong, 2012).

Diversified teaching resources: A variety of teaching resources and media means are used to enrich teaching content and forms, provide diversified learning experiences, and meet the different learning needs of children. Diversified teaching resources for preschool children refer to a rich variety of educational tools, materials and environments designed to meet the different learning needs and interests of young children and promote their all-round development. Diversified teaching resources include but are not limited to educational games, toys, books, audio, video, pictures, teaching tools, experimental equipment, etc. These resources can provide diverse learning experiences that stimulate young children's curiosity and thirst for knowledge and promote their cognitive, linguistic, emotional, social and motor development. Among the diversified teaching resources, educational games are an important part. Through a variety of fun game activities, children can learn by playing, from which they can master knowledge and skills. Educational games can cover various fields such as mathematics, language, science and art, as well as aspects such as social skills and emotional management, and adapt to the learning needs and interests of different young children. Diversified teaching resources also include libraries, art rooms, music rooms, nature exploration

areas and other learning environments. These environments provide a rich and colorful learning experience for young children, allowing them to explore, discover and learn in different scenarios, and cultivate comprehensive literacy and creativity. Educators and parents can carefully select and design diversified teaching resources according to children's age, interest and development level to promote their all-round development. By providing rich and diverse learning experiences to help young children build self-confidence, spirit of exploration and sense of teamwork, to lay a solid foundation for their future learning and life (Ran, 2019).

Cooperative learning: Advocating cooperative learning and teamwork among children, cultivating children's social communication ability and team spirit through group activities and cooperative projects. Cooperative learning is a teaching method designed to promote learning and development by allowing students to collaborate with each other, explore and solve problems together. The following is an introduction to cooperative learning:

Cooperative learning emphasizes mutual cooperation and collaboration among students, rather than learning in isolation. In cooperative learning, students are organized into small groups or teams to work together on learning tasks and projects. They gain knowledge and skills through mutual communication, discussion and cooperation to solve problems and complete tasks together.

The core concept of cooperative learning is mutual assistance and mutual support among students. In a group or team, each member can play to their strengths, share their ideas and perspectives, and promote learning and growth between each other. By working with others, students can not only deepen their understanding of knowledge, but also develop teamwork and social skills. Examples include group discussions, joint research, collaborative projects, etc. In these activities, teachers play the role of organizers and guides, providing students with appropriate learning tasks and guidance, and guiding them to effectively carry out cooperative learning.

Research shows that cooperative learning can promote students' learning effect and motivation, improve their academic performance and study satisfaction. By working with others, students are able to actively participate in learning, enhance self-confidence and the ability to learn independently, and develop critical thinking and problem-solving skills.

Reflection and evaluation: Evaluate and reflect on the teaching effect regularly, adjust the teaching strategy and activity design according to the evaluation results, and continuously improve the teaching quality and effect. Through the reflection and evaluation of the following aspects, the problems in teaching can be found in time, and the methods and strategies for improvement can be found to continuously improve the teaching quality and promote the comprehensive development of preschool children.

The setting of teaching objectives: Firstly, the rationality and feasibility of teaching objectives should be evaluated. Teaching objectives should conform to children's age characteristics and development level, and can promote their all-round development. At the same time, it is necessary to consider whether the objectives can be achieved by current teaching methods, whether they are measurable and operable.

The selection of teaching content: The teaching content is evaluated to see whether it meets the cognitive level and interests of children. Whether the content can trigger children's learning interest and active participation, and whether it can promote their thinking development and emotional experience.

Teaching methods and activity design: Evaluate current teaching methods and activity design to see if they are effective in stimulating motivation and active participation in young children. Whether it can provide a rich and diverse learning experience to meet the diverse learning needs of young children.

Organization and management of the teaching process: Reflect on whether the organization and management of the teaching process are proper, including the arrangement of the classroom environment, the arrangement of teaching time, the interaction between teachers and children, etc. Whether it can

create a positive learning atmosphere and promote good teacher-student relationship and peer relationship.

Finally, it is necessary to evaluate the teaching effect to see whether the expected teaching goal has been achieved. Teaching effectiveness can be evaluated by observing children's learning performance, listening to feedback from parents and colleagues, and testing learning outcomes.

Challenging for Develop Music Education in Preschool Student in China

Excessive Emphasis on Skill Training: In the context of early childhood music education in China, there may be a tendency to overly focus on skill training. Teachers might prioritize activities aimed at improving children's rhythm, pitch, and scale proficiency, overlooking their emotional expression and musical experience. This emphasis on technical training could lead to children feeling bored or resistant to music learning, as it may turn music into a tedious task rather than an enjoyable experience. For instance, some music classes may excessively concentrate on note reading and rhythm practice, neglecting children's emotional resonance and expression (Bai, 2019).

Lack of Personalized Teaching Methods: Personalized teaching methods may not be widespread in early childhood music education in China. Teachers might adopt standardized teaching approaches without tailoring lessons to individual children's learning styles and interests. This could result in some children losing interest in music learning because the content does not meet their learning needs or feeling frustrated because they cannot keep up with the pace of instruction. For example, some teachers may overlook individual differences among children and use the same teaching methods and materials for all, failing to address diverse learning needs and developmental levels.

Insufficient Reference Materials: Teachers in Chinese's early childhood music education may face a shortage of reference materials. This means that they might struggle to find appropriate textbooks and reference materials for lesson preparation and teaching. This shortage could limit teachers' teaching proficiency and innovation, leading to outdated or inadequate teaching

content. For example, some teachers may rely on a few textbooks for instruction, unable to access a wider range of teaching resources and materials.

Shifting Societal Values: With societal development and changes in parental attitudes, the expectations of parents regarding early childhood music education in China are also evolving. While parents previously focused more on children's academic and exam performance, they are increasingly recognizing the importance of music education for comprehensive development. This change brings new demands for schools and educational institutions to provide better music education resources and environments. For instance, some parents may actively participate in school music education activities or support their children's participation in additional music training courses (Cai, 2018).

New Knowledges

There are challenges in early childhood music education in China, there are also positive aspects. Schools and educational institutions are increasingly recognizing the importance of music education for children's overall development and are gradually increasing their investment in music education resources and curriculum.

Conclusions

Innovative teaching methods and cooperative relationships between schools and communities are creating opportunities for children to showcase their talents and fostering a supportive learning environment. Additionally, ongoing research and training activities by education experts and music educators are raising teacher professionalism and improving teaching quality. Through these efforts, early childhood music education in China is moving towards a healthier and more comprehensive direction, providing children with better opportunities for music learning and growth.

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