

The Reviews of Early Childhood Teacher Education Music Major in University in China

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Abstracts

In recent years, China has been increasing the support for preschool education. The Outline points out that "early childhood education is an important part of basic education, and should lay a good quality foundation for the development of young children throughout their lives." The National Medium and Long-term Education Reform and Development Plan (2010-2020) clearly state: "actively develop preschool education, vigorously develop vocational education, take reform and innovation as a strong driving force for educational development, and actively reform teaching content, methods, and means."

Keywords: Early Childhood; Teacher Education; Music Major

Introduction

In 2021, the State Council issued the Decision on Accelerating the Development of Modern Vocational Education, proposing that "accelerating the development of modern vocational education is a major strategic plan made by the Party Central Committee and the State Council." This is the background of rapid economic development and increasing social demand for vocational skills personnel. The State Council has proposed positioning vocational education to highlight its modern characteristics. Vocational colleges and universities that train preschool education students should continue to study and interpret the relevant policies introduced by the state, respond positively, keep pace with the times, and follow the right path to develop and move forward to produce more excellent early childhood teachers for the country. This article reviews early childhood teacher education music majors at a university in China.

The Plan for the Construction of Modern Vocational Education System (2017-2022) proposes to "insist on running secondary vocational education with employment as the guide." The development of vocational education should be planned with a strategic vision, and the vocational education system should be built from an international perspective. The status of vocational education in society is increasing, and the future is bright.

The preschool education program in vocational colleges is developing rapidly. With the adjustment of China's population birth policy and the demand for rapid development of preschool education, preschool education majors are getting more and more attention from vocational colleges and universities. They will become a new hot spot in vocational education. Graduates of preschool education majors in secondary schools are employed in large quantities in early childhood education institutions, and the proportion of teachers in early childhood education institutions is increasing to meet the actual needs of society. Society has more demands on the comprehensive quality and ability of preschool education students and higher

expectations of vocational skills. It has become an important task and primary issue for secondary schools to cultivate people with comprehensive solid quality, and high skill levels required by the preschool education market through the continuous deepening reform of preschool education curriculum (Ye, 2014 : 65).

In 2015, the Ministry of Education issued the Opinions on Deepening Teaching Reform of Vocational Education and Comprehensively Improving the Quality of Talents Cultivation, which requires the reform of vocational education from all aspects of society. Regarding specific reform contents, the vocational education curriculum should be reformed and studied. A real application-driven teaching reform mechanism will be established through the joint efforts of all parties concerned. The curriculum reform of vocational education is inevitable, and the curriculum reform should work on the teaching content, optimize the teaching process, and innovate the teaching methods.

As the state pays more attention to preschool education, a series of policies such as "Kindergarten Education Guideline (for trial)" and "National Medium and Long-term Education Reform and Development Plan (2010-2020)" have been issued, and the quality of preschool education and the development of early childhood teachers have received unprecedented attention. Graduates of secondary preschool education majors are an important part of the preschool education teaching force, and improving the professionalism of early childhood teachers positively contributes to improving education quality. Music skills are one of the basic skills of preschool education majors, and improving students' music literacy plays a vital role in developing students' comprehensive abilities. It is found that the music courses of middle school preschool education majors are strong and not connected with practical teaching, the student's learning effect is unsatisfactory, and their ability to adapt to the job is poor (Peng, 2013 : 34-37).

With the liberalization of the second-child policy, the number of school-age children has increased dramatically, and there is a shortage of early childhood teachers. Presently, the graduates of preschool education majors in secondary schools are still the main force of early childhood teachers in China, so it is especially important to train a group of early childhood teachers with high quality and high skills who have strong adaptability to their jobs. Therefore, under the guidance and support of the national policy, we should seize the opportunity to shorten the time of professional adaptation of early childhood teachers by strictly controlling the export barrier (Huang, 2018 : 54).

The music course is one of the compulsory courses for preschool education majors, and it is a professional skill that students must master. Music education, as a branch of art education among the five major fields, focuses on cultivating children's ability to appreciate music, feel the music, understand music, improve children's aesthetic ability and comprehensive literacy, and help children's physical and mental health development. Traditional music teaching, with its strong specialization, low correlation between courses, and low interest in learning, could be more conducive to students' overall development and improvement of their overall musical quality. This requires that in the training of early childhood education coins, to integrate and constantly improve the students' music comprehensive literacy and professional adaptability of China's secondary school preschool music courses, the content of the lectures and music majors are similar, away from the actual teaching needs of kindergartens, which not only increases the learning difficulty of students, but also makes some students because they cannot learn for a long time, the music courses have become resistant, reducing the students' This is not conducive to the improvement of students' overall quality, but also makes students unable to adapt to

teaching positions soon after graduation, resulting in the loss of kindergarten teachers (Wang, 2004 : 88-92).

Chinese Research Study in Early Childhood Teacher Education Music Major

With economic development and social progress, the degree of attention and support for vocational education in China has been increasing. It has risen to a strategic level, and relevant policies have been introduced. Domestic scholars' theoretical research on secondary school curriculum reform has also increased and accumulated certain experiences. The literature includes various aspects such as theoretical research, policy interpretation, Chinese and foreign comparison, and practical argumentation. From the year of publication, the number of research literature has increased year by year, covering different perspectives and different specialties. The research results of the previous literature can be found in the literature for reference and support of the subsequent research. The research results of the previous literature can be useful for subsequent research.

The results were reviewed from January 1, 2001, to December 31, 2018, and 1474 documents were obtained. Under the category of "Title," 11 results were obtained by combining the terms "secondary education + curriculum + reform + preschool education" and the period of publication from January 1, 2001, to December 31, 2018; Under the category of "Title," 11 results were obtained by combining the terms "secondary education + curriculum + reform + preschool education" and the period of publication from January 1, 2001, to December 31, 2018. Under the category of "Title," 12 results were obtained by combining the terms "secondary school + music curriculum + preschool education" and the period of publication from January 1, 2001, to December 31, 2018.

Considering the relatively small scope of the subject study, the four perspectives of secondary school, reform, preschool education program, and music curriculum were intended to be studied, so the research scope of previous literature was defined. The literature in the categories of secondary school curriculum reform, secondary school curriculum reform policies and interpretations, and preschool professional curriculum in secondary schools were mainly reviewed and interpreted to ensure the breadth and accuracy of the literature review, which is conducive to an accurate grasp of the current situation of the study.

The research on curriculum reform of secondary schools in China is mainly reflected in the following aspects: setting of curriculum training objectives, selection of curriculum contents, and teaching materials.

The research on curriculum reform in Chinese secondary schools is mainly in the following aspects: curriculum cultivation goal setting, selection of curriculum content and teaching materials, setting of different specialties in the curriculum, curriculum implementation process (including teaching mode, teaching method, and learning process of the curriculum), evaluation of the curriculum (including evaluation of teachers and evaluation of students), and interpretation of national policies related to secondary school reform.

Current situation of research on curriculum training objectives

Most existing literature analyzes the training objectives with schools as individual cases, and some studies analyze them with their provinces and cities.

Some of the studies are conducted in their provinces and cities. From the current situation, the training objectives of preschool education majors generally consider the needs of the development of the times, the requirements of national and provincial standards, social needs and knowledge and skills requirements, and employment requirements. For example, some scholars mentioned that the purpose of schooling should focus on the demand side - the requirements of kindergartens and parents - and establish the goal of "competence-based" orientation(Wu, 2018 : 47-50).

However, the research literature mentions that there are still some things that could be improved with goal setting. Although there is a certain hierarchy and progressiveness in setting the goals of the music curriculum, the content is often general, and there are no quantitative assessment indicators; the goals often need to be more consistent with the needs of the kindergarten institutions where students are employed. Therefore, analyzing the training objectives in the music curriculum reform is necessary.

1. Choice of curriculum content

The current status of research on curriculum content selection in the existing literature mainly includes the construction of teaching materials. The research and development of teaching materials about multicultural music education should be strengthened (Cai, 2014: 66-69.); there is a focus on the selection of course difficulty, but not enough attention is paid to the actual situation of students. There needs to be more understanding of the current situation of employment needs and an insufficient grasp of curriculum reform in early childhood education institutions. Some scholars have proposed the concept of curriculum resources (Miao, 2017: 321-322). and suggested countermeasures to strengthen the construction of curriculum resources, including the development and construction of teaching materials resources, the development and construction of teaching activities resources, and the development and construction of teaching environment resources.

For the selection of curriculum content, different schools in different provinces and cities have different criteria. First, there are many kinds of national catalogs of vocational planning materials, which are chosen differently. Second, each school has its school-based materials, and third, each school's professional teachers have their teaching preferences, all of which have different effects on curriculum selection. Therefore, it is more relevant and practical to analyze this topic with the curriculum content selection of this school.

2. Curriculum specialization

The existing literature has more research on curriculum specialization. Some scholars suggest that in the curriculum, professional courses are not linked to students' majors and employment in the selection. Vocational schools should consider the interpenetration of professional courses and mandatory ones (Song, 2015 : 11-12). There is a disconnection problem between curriculum and theory, and the curriculum needs more employment orientation. There is a large duplication in the curriculum setting, and the ratio of teaching and practice needs to be coordinated. The setting of professional courses is based on something other than the actual situation of students, and the arrangement of class time is not reasonable (Li, 2017 : 23-25). Some other scholars propose to enrich the professional courses of students' elective classes to broaden their horizons and expand their skill levels, such as specializing in improvisation accompaniment classes (Gong, 2012 : 107-108).

The research on the problems of curriculum specialization and the direction of reform in the literature is mainly focused on the integration with the actual needs of practice and employment.

Many problems are explained on this basis, and many useful and effective research explorations have been conducted. Since the situation of employment enterprises and ECE institutions is different in different schools in different regions, we should analyze and solve the problems concerning the actual situation of our school and the employment and practice ECE institutions to which the students belong when we start the research on curriculum reform.

3. Curriculum implementation

Problems in the implementation of the course, the current status of the study includes teaching mode problems, traditional indoctrination, duck-filling, and dull teaching; the use of multimedia teaching, but the multimedia form is simple, not rich in content; teaching content is not related to the actual situation of the needs of early childhood education institutions; teaching focus on theory, not careful consideration of practice.

The improvement measures proposed include: teaching in layers according to students' differences and teaching in context according to students' future employment environment simulation. Some scholars have also proposed the concept of an ecological classroom (Chen, 2016 : 39-41.), where the student is the main subject, looking at his or her needs and consciousness requirements and using modern teaching methods so that teachers and students can achieve co-development and unified development.

The current state of research shows that curriculum implementation plays a significant role in the curriculum reform of preschools in secondary schools and is more likely to be influenced by the professional lecturers' consciousness, level, and knowledge composition. In the current network information era, the curriculum implementation mode and means also need to follow the trend of the times more closely and need more design updates.

4. Course evaluation

We can see from the literature that secondary schools and professional teachers attach great importance to curriculum evaluation. However, the current state of the research literature needs to give more attention to the evaluation of teachers. However, only a little of the literature focuses on teachers' curriculum evaluation, mainly including teachers' self-evaluation, mutual evaluation, and school-level evaluation. However, few studies in the literature focus on teachers' curriculum evaluation, including teachers' self-evaluation, mutual evaluation, school-level evaluation system, and evaluation by external experts. However, the issue of synergy and consistency among evaluations remains to be addressed. However, the synergy and consistency among evaluations need to be studied in depth (Cai, 2018 : 8).

Some scholars suggest that classroom, stage, and final evaluation should be combined for student evaluation. Some scholars suggest combining classroom evaluation, stage evaluation, and final evaluation. It should not be limited to the teacher's evaluation of students but should also include students' self-evaluation and other students' evaluation of the students. The evaluation of the student should be added to the student's self-evaluation and other students' evaluation of the student (Feng, 2016 : 110-112). The course evaluation in the face of professional teachers is an important way to measure the results and effectiveness of the curriculum reform. In the follow-up study, the focus is to analyze how to form a set of evaluation systems for the teacher's course evaluation, consisting of different evaluation methods, and how to make the evaluation more effective. In the follow-up study, we will focus on how to form an evaluation system for teachers' course evaluation, consisting of different

evaluation methods, and how to make the evaluation more reasonable, timely, and scientific.

International Research Study in Early Childhood Teacher Education Music Major

Some countries have formed more mature and operable curriculum models, so the research on VET curriculum models is more important.

The U.S. adopts the "2+2" VET curriculum development method, which organizes schools and community college teachers to develop the curriculum and modify the program together to reduce the repetition of the same curriculum and strengthen the practical training. The training objectives of preschool education are clear, the standards of each category and level are oriented to professional practice ability, and the specific requirements are constantly refined and highly operative (Wu, 2018 : 47-50). The curriculum content is also set from the perspective of professional practice. Its professional courses focus on integrating knowledge and practice when teaching and implementing, and the curriculum design is centered on the needs of students. Its course assessment or assessment or evaluation is also organically integrated with the study of practice. The U.S. early childhood teacher preparation curriculum is divided into three parts: basic courses, specialized courses, and practicum courses. The U.S. early childhood teacher preparation curriculum is divided into foundation courses, specialized courses, and practicum courses. Approximately one-third of the school day is devoted to the practice of teaching and learning. The early childhood teacher preparation curriculum in the United States is divided into basic, specialized, and practicum courses.

In Germany, secondary vocational education is based on a dual curriculum model in which one element refers to the vocational school, and the other refers to the company that provides internship training for the school.

In Germany, secondary vocational education is based on a "dual" curriculum model. One element refers to the vocational school, and the other refers to the company that provides internship training for the school. This model pays particular attention to the close connection between theory and practice. This model pays particular attention to the close connection between theory and practice. The "dual system" can better train students to apply their practical skills after employment and help them to improve their overall vocational ability and quality. The "dual system" can better train students to apply their skills post-employment, which will help them improve their overall professional abilities and qualities. The model's core is to focus on various practical activities of the profession. The core of the model focuses on various practical activities of the profession, and training and education content is gradually deepened and upgraded. The goal of training and education is gradually progressive and improved so that the core of the model is to focus on various professional practice activities. In German vocational institutions, the content of music education In Germany, music education in vocational institutions focuses more on expanding students' comprehensive artistic ability and cultivating aesthetic ability.

In Singapore, there are ongoing reforms in preschool teacher competencies and training, curriculum resources, and quality assurance. Reform. In "Policy Development of Preschool Education in Singapore: Focusing on Key Reforms in Kindergarten Education," Tan Ching Ting, a scholar, discusses Singapore's policy development in preschool education. In "Policy Development of Preschool Education in Singapore: A Focus on Key Reforms in Kindergarten Education," Scholar Tan Ching Ting explains Singapore's ECE reform policies that began in 2000. Singapore values the training of high-quality preschool teachers is a joint

effort between vocational schools and kindergarten institutions to develop training tracks and frameworks to ensure consistent training standards. The framework ensures consistency in training standards. It is good at using self-evaluation tools and thinking about ways to explore more beneficial educational The UK is currently using vocational education modules (Tan, 2007 : 35-43).

The UK is currently using a modular approach to vocational education, with government departments developing the secondary curriculum into several modules. The modules are then divided into levels according to the different difficulty levels of each course. All modules are connected and related to each other. This approach is conducive to the management and improvement of each module to Facilitate the management and improvement of the modules to serve to teach and learn better.

Comparing the Chinese and international research in preschool education major

In the domestic literature, the number of research results of middle-level curriculum reform in preschool education majors is much lower than the number of research results of middle-level curriculum reform as a whole, and there are even fewer research results from the perspective of the music curriculum. This is inconsistent with the national emphasis on preschool education and the requirement of accelerated development, and it is inconsistent with the requirement of the quality of practitioners engaged in preschool education. This is not in line with the national emphasis on preschool education and the accelerated development of preschool education. It is outside the increasingly high requirements for the quality and ability of practitioners in preschool education. Therefore, it is necessary to conduct similar research on reform from a more professional perspective, and the results produced will be of great significance for subsequent research.

The existing domestic literature and policy research are more, and the practical research is relatively less. Although our government has issued more detailed policy-oriented documents about preschool education majors in recent years, the specific measures of mature, standardized, and nationally promoted secondary curriculum reform of preschool education majors still need to be improved and refined. Meanwhile, with social progress and development, the requirements of the state and society for preschool education are also changing with the times and becoming more and more refined. The corresponding research results must be continued to combine theory and practice as soon as possible.

The foreign research literature on the curriculum reform of preschool education in secondary schools is relatively small. Few domestic scholars have studied and compared foreign policies and the current situation, making it difficult to draw on subsequent research. This study mainly starts from China's national conditions and conducts specific problematic argumentation and analysis while taking the experience of developed countries' vocational education curriculum reform as a reference. For example, the models in the United States and Germany are similar to our school-enterprise cooperation and application needs as the goal. When studying countermeasures, we can explore the development of teaching materials for school-enterprise cooperation accordingly, considering vocational education.

The combination of credit systems and modularized teaching content also has good implications for curriculum reform and content innovation research. Combining a credit system and modularized teaching content also has good implications for curriculum reform content innovation research.

Conclusion

At present, the employment of preschool students in secondary schools and the demand for kindergarten teachers in kindergarten education institutions do not reach a balance between supply and demand. The quality level of graduates' skills and comprehensive quality still needs to be improved, so it is necessary to solve such problems in the continuous reform of secondary schools and strive to achieve a seamless connection between learning and employment goals. To build a modern vocational education system, we must pay attention to curriculum reform, which is the key to realizing the reform goal. In recent years, with the reform and rapid development of preschool education, there have been some problems in the curriculum practice of preschool education majors in secondary schools, such as the unclear orientation of professional curriculum, unreasonable curriculum structure, and unreasonable selection of curriculum content. In recent years, with the reform and rapid development of preschool education, there have been some problems in the curriculum practice of preschool education majors in secondary schools, such as the unclear orientation of professional courses, the unreasonable structure of courses, the gap between the selection of course contents and the requirements of employment practice, and confusion in the use of teaching materials. Suppose these problems are still being solved in time. In that case, they will affect the development of vocational education, restrict the realization of the goals of the curriculum, waste educational and teaching resources, and seriously affect students' learning motivation, which hinders the efficient development of preschool education in secondary schools.

The existing secondary school curriculum has achieved some of the reform goals. However, there are still many problems that need to be solved by education departments and personnel, and the reform of the secondary school preschool curriculum needs to be deepened continuously. Accelerating the reform and innovation of vocational education teaching materials is not only an inevitable requirement of the state to vigorously promote vocational education teaching but also an important part of the reform of "three kinds of education." In recent years, China's vocational education has been developing rapidly, and the construction of a vocational education teaching materials system has been steadily promoted. The vocational education teaching materials system should reflect the concept of lifelong education and have Chinese characteristics to meet the needs of vocational education development. However, students in higher vocational colleges and universities need strong readability of the content of teaching materials. Therefore, it is necessary to actively optimize the teaching content to make it closer to students' reality and meet their practical needs. Higher vocational colleges and universities also need to speed up the process of informatization in the teaching process, make full use of the real-time means of informatization, improve the traditional teaching mode, and promote the reform of teaching contents and methods in vocational education.

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