

Music education for preschool children in the new media environment: Development dilemmas and improvement strategies

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Abstract: *At present, preschool children's music education faces many development difficulties such as complex and changeable music learning environment, imperfect music teaching system and weak music theory literacy of teachers. It is urgent to give full play to the connectivity, interactivity and sharing of new media. Advantages promote the reform of education and teaching, so as to create a positive and healthy music learning environment, improve the construction of software and hardware facilities for preschool children's music education, and improve the music theory and professional skills of early childhood teachers.*

Keywords: *new media; preschool children's music education; early childhood music education*

I. Introduction

In the current realistic context, news websites, blogs, Weibo, forums, WeChat, mobile clients, etc., which are based on the Internet and mobile communications and whose main characteristics are interactive communication of information, are generally called new media. Compared with the four major media in the traditional sense, such as newspapers, magazines, radio, and television, people use various media characterized by the application of new technologies represented by the Internet, such as news websites, mobile newspapers, online TV, online magazines, and even blogs, Weibo, etc., are collectively referred to as new media, also known as "fifth media".

With the development of the Internet and technology, new media has gradually penetrated into all aspects of people's lives, including music education for preschool children. "Music education activities for preschool children include singing activities, rhythm activities, percussion instrument playing activities, and music appreciation activities. The characteristics of preschool children's music activities are mainly children's pleasure in music activities and the appeal and inspiration of music to children. "[1]

2. The development dilemma of music education for preschool children

2.1 Children's music learning environment is complex and changeable

The family is the cradle for preschool children to grow and the first school where preschool children receive education. The family education environment has a subtle and profound and lasting impact on the growth of preschool children.[2]At the same time, liking and being good at imitating are outstanding characteristics of preschool children. Young children like to imitate other people's language, actions and behaviors. Music played and sung by family members is also imitated by young children. Some parents often watch short videos at home, and the background music in short videos subtly affects children's orientation towards music.

As the age of Internet users decreases, preschoolers are increasingly exposed to new media and the music that fills it. Children's music programs in recent years tend to perform popular songs, and the development of preschool children is being affected by pop music. The popular music spread through new media includes positive songs, but there are also many vulgar online songs. These vulgar online songs will have a negative impact on the development of preschool children in all aspects.

2.2 The kindergarten music teaching system is imperfect

The kindergarten music teaching system includes the core of education, teaching content, teaching organization forms and methods, etc. Through research, it was found that there are some deficiencies in it.

The purpose of teaching is not scientifically clear. Affected by the education model, in kindergarten music teaching activities, teachers generally focus on singing and dancing, that is, letting children learn to sing children's songs or dance along, and teach more singing and dancing skills during the teaching process, aiming to let children learn. That is, ignoring the detailed analysis of the teaching process, content, and learning methods will cause teachers to neglect cultivating children's active learning ability and make less use of multi-sensory experiences to feel music, and cannot better improve children's aesthetic ability and realize children's physical and mental development.

The education model lacks innovation. At present, music teaching in kindergartens mostly adopts the traditional classroom teaching model. In the classroom, teachers lead children to learn songs, sing and dance in class units. The activity method is monotonous and the teaching model is limited. The hurried learning model cannot highlight the characteristics of music art, and children's personality characteristics are not fully displayed; on the other hand, even if children show their personality, it is difficult to get the attention of teachers, and children cannot learn in an effective way according to their own characteristics.

The teaching content lacks practicality. Traditional children's music teaching pays too much attention to skills, and the teaching content focuses on the singing of lyrics, ignoring the role of music in cultivating children's quality and ability. Music education content with weak practicality is not conducive to effectively training children's sensory and language abilities, playing music and improving the coordination and cooperation between children's various organs. [3] Teachers need to improve the practicality of teaching content to make music education comprehensive for children. Development plays the role of getting twice the result with half the effort.

2.3 Teachers' weak music theory literacy

At present, among the preschool education majors recruited by various colleges and universities at all levels, except for some undergraduate colleges, which have relatively better student resources, the quality of students recruited by other universities and technical secondary schools is not optimistic. And kindergarten teachers generally have low academic qualifications. Most of them are college graduates. According to the relevant data survey, we learned that there are two main reasons for college students to study preschool education. One is that their grades are not ideal, so they choose this major. This type of students has average foundation and learning ability; the other is that they believe that the content of this major has strong entertainment, such as learning art, piano, dance, vocal music and other highly operational subjects. [4]

In addition, most talent training programs for preschool education majors in colleges and universities have not yet established a complete preschool music education curriculum system. Music theory courses are rarely set up systematically, but are more focused on professional skills. As a result, students majoring in preschool education lack the knowledge of music theory and have poor learning and mastering effects. As a result, after students majoring in preschool education enter work practice, their daily training and playing and singing are just rigid and empty repetitions and imitations. As everyone knows, music theory courses play an important role and lack basic music theory knowledge and rich musical vision. They mainly include courses such as basic music theory, music appreciation, accompaniment of children's songs (music), and children's song creation and arrangement[5]. "

3. The advantages of new media and its compatibility with preschool children's music education

3.1 Connectivity

New media has strong connectivity and can break through the limitations of time and space, connecting teachers, children, and parents together. Homes can clearly and efficiently convey educational content through new media, which is conducive to promoting home-based co-education. Promote the implementation of the principle of educational consistency, and kindergartens, families and society work together to create a positive and healthy music environment for young children. New media can connect

young children to rich content beyond music itself, and integrate nature, emotion, life and other related content into music education. The research will carry out music education, enrich the way preschool children receive music education, expand children's cognitive scope, stimulate learning interest, and improve teaching effects by combining relevant videos and audios.[6]

3.2 Interactivity

"Digital media not only increases the interactivity between information, but also increases the interactivity between communicators communicating around a certain information and the interactivity between communication platforms and communication systems . "[7] First of all, in terms of information, Interactive technology relies on computer technology to comprehensively process text, sound, graphics, images and other information, making the information from abstract to concrete. This is in line with the cognitive development characteristics of children and effectively promotes children to feel and learn music; secondly, in communication. In terms of teacher communication, children can enrich multi-sensory experiences on the basis of kinesthetic, visual and auditory senses , participate more in activities , and realize the transformation of classroom leaders.

3.3 Sharability

"New media is an important tool for contemporary interpersonal communication and information transmission. This two-way, online form of communication can transmit multimedia information such as videos, pictures, and text through new media platforms." [7] To facilitate the dissemination of music information , reuse of resources, real-time reproduction of music, and sharing and dissemination of music. With the development of new media, shareable educational course resources and teaching platforms are becoming increasingly abundant. The same online music information can be used by people in different regions and in different classrooms. Both teachers and children can use various A personalized channel for music learning and music appreciation.

4. Improvement strategies for preschool children's music education under new media

4.1 Create a positive and healthy music learning environment

Teachers create a positive and healthy learning environment for preschool children. According to the language development characteristics of preschool children of all ages, avoid using vulgar and negative online songs. The music selected must meet positive requirements, meet the development needs of preschool children, and promote the development of preschool children. healthy development . Parents lead by example, teach by words and deeds, choose positive music, and create a positive and healthy music learning environment for preschool children at home . In addition, home-based cooperation and co-education can be achieved through the Internet. Kindergartens, teachers, and parents share music education resources. The kindergarten provides timely feedback to parents and provides positive music materials that are in line with the physical and mental development characteristics of children for parents to learn and experience music with their children .

All new media entities abide by laws and regulations, standardize dissemination content, and classify music. This helps parents or children to screen when selecting content and filter out music that is unhealthy and does not meet children's cognitive levels, thereby protecting children's physical and mental health. health .

Government departments should formulate standards for new media music dissemination and focus on strengthening supervision; they can also promote media literacy education to improve people's ability to interpret various forms of media information and use a wide range of information technologies to produce and deliver various media. The ability of information and the ability to use various media to obtain information to serve personal growth and social development make new media a booster for preschool children's music education.

4.2 Improve the construction of software and hardware facilities

Teachers use new media to innovate teaching models. On the one hand, we use the openness of the Internet to make full use of existing independent learning platforms ; on the other hand, we use the interactivity of computers and multimedia fields to innovate classroom interaction forms, such as

applying multi-sensory interaction design to allow children to experience multi-sensory experiences. Music includes visual experience, auditory experience, interactive behavioral experience, sound expression experience, spatial field experience and tactile experience. This method is mainly achieved by matching the above sensory experiences into hierarchies, combinations, usage scenarios and other modules. The classroom will be interacted innovations.[8] The school has increased investment in music software and hardware facilities to ensure that basic music facilities such as pianos and multimedia teaching facilities are equipped. Starting from the perspective of children's all-round quality development, combined with the requirements of music education, the multimedia technology that can be used in music education can be improved and constructed to meet educational needs.

Schools should continuously improve and strengthen the construction of electronic teaching resource libraries to ensure the systematizations, interactivity and novelty of the resource library, and set up high-quality music teaching resource libraries based on the cognitive development characteristics of children to improve the practicality of teaching content. Schools also need to strengthen cooperation with educational institutions and inter-schools, open up various information channels, enhance information resource sharing, use diversified information channels to strengthen resource sharing, and play a positive role in the smooth development of children's music education.

4.3 Improve teachers' professional quality

Teachers focus on stimulating children's interest in elegant music. Through the appreciation and learning of various types of music, children can gradually accumulate their favorite music, not just limited to pop music, Internet divine songs, etc. In the process of listening and understanding, children can improve their musical aesthetic ability and lay a solid foundation for future music learning. In addition, teachers need to properly grasp the time and avoid explaining the time longer than the practical operation time, turning the music class into a "language class". Due to the low cognitive level of the children, the children are unable to understand the content and become disgusted with music and lose interest in music learning.

Focus on optimizing teaching resources to establish a sharing platform, and teachers should pay full attention to integrating high-quality teaching resources. "In order to better promote the innovative development of preschool children's music education and ensure the scientificity, professionalism and effectiveness of preschool children's music education, teachers need to have corresponding music education literacy, solid music knowledge and professional abilities, and high artistic skills as well as aesthetic ability," [9] The intervention of the sharing platform can help achieve the above goals. By watching other teachers' excellent music course cases, you can learn and innovate in teaching design, and you can also learn about some unfamiliar music knowledge and world-famous music teaching methods.

5. Conclusion

Music education is an important part of quality education for young children and an important content in promoting the all-round development of young children. In today's era, science and technology are developing rapidly, and new media brings new opportunities and challenges to early childhood music education. The development of music education for preschool children in the new media environment requires the joint efforts of all sectors of society. By creating a positive and healthy music learning environment, improving the construction of software and hardware facilities, and improving the professionalism of teachers, we can improve the quality of music education for preschool children and promote the all-round development of children.

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