

A Study on the Development of Children's Comprehensive Literacy in Children's Musicals

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Abstract: Children's musicals are a highly comprehensive art form with significant application value in the field of children's education. Their personalized forms and enriched activities are very in line with children's nature and have a significant promoting effect on the development of children's comprehensive literacy. On the basis of elucidating the teaching and educational value of children's musicals, this article examines and analyzes the current situation and problems in the implementation of children's musicals teaching, and focuses on kindergarten education. Around the two main dimensions of kindergarten and teachers, specific strategies for the implementation of children's musicals education and teaching are proposed, which has certain practical guiding significance.

Keywords: Children's musicals; Comprehensive literacy development; Application value; Current issues; implementation strategy

1. Preface

In children's education activities in China, musicals have received increasing attention and attention due to their unique style and educational advantages, and have demonstrated tremendous effectiveness in practical applications, playing a crucial role in promoting the development of children's comprehensive literacy. However, objectively speaking, China's educational application of children's musicals is relatively late, lacking sufficient institutional guarantees and empirical basis, resulting in the problem of being mere formality in educational and teaching applications, and not fully utilizing the advantages of children's musicals. It is necessary to conduct a systematic study on the educational value, application problems, and implementation strategies of children's musicals based on practical experience, starting from the practice of kindergarten education, in order to further broaden the application boundaries of children's musicals and promote the deep evolution of children's education reform in the new era.

2. The Value Expression of Children's Musical Drama in the Development of Children's Comprehensive Literacy

The value of children's musicals in the development of children's comprehensive literacy is mainly reflected in two aspects: teaching value and educational value, as follows:

2.1 Teaching value

2.1.1 Improve children's various skills.

Children's musicals are a highly comprehensive art form, with music, dance, and performance being the three core components. Therefore, through the teaching of children's musicals, it can promote the development and improvement of children's related skills, especially singing skills, dance skills, and performance skills. And these three major skills are the basic skills of musical actors. Through targeted and effective training, children's physical and artistic literacy can be effectively improved.

2.1.2 Cultivate and improve artistic creativity.

Children's musicals perfectly combine art and life. Children engage in emotional empowerment during performances and present themselves through various artistic means. This is a process of creating beauty, and this process has strong openness, which can effectively stimulate children's creativity and promote their thinking development. In addition, in addition to imitation learning, children can freely

play and boldly express themselves in the world of performance, which will further highlight the subjectivity of children's learning.

2.1.3 Cultivate and improve aesthetic abilities.

On the one hand, through learning children's musicals, children can master more music categories and styles, guide them to fully appreciate the beauty of sound, and improve their auditory and aesthetic abilities. On the other hand, through the learning of children's musicals, children can appreciate the beauty of body posture and posture in dance, and improve their visual and motor aesthetic abilities. In addition, through the learning of children's musicals, students can experience the beauty of the overall structure and emotional implications during the performance process, improving their perception and creative aesthetic ability. That is to say, learning children's musicals can enhance their various sensory beauty[1].

2.2 Educational value

2.2.1 Strengthen children's Empathy.

In children's education, strengthening children's Empathy and avoiding children falling into the trap of self-centered growth are the most basic educational demands and practical directions. Children's musicals can achieve the above goals very well, and their theatrical performances can allow children to experience the emotions, emotions, and psychological states of their characters, use their characters to perceive the world, enrich cognition, and achieve growth through empathy. In the study of the children's musical "Mulan", teachers guide children to empathize and think about what they would do if they were Mulan. Then, in the specific performance, they fully feel her filial piety, patriotism, and sincerity not greedy for glory and wealth, and indirectly influence children's thoughts and behavior through empathy, promoting positive growth.

2.2.2 Promote the development of children's moral education.

As a comprehensive art form, children's musicals are an ideal carrier for implementing moral education. Due to the strong personality of children's psychology, the implementation of moral education must meet their age, physical and mental needs. In addition, children's self-control and cognitive understanding abilities are relatively low. Moral education implementation should focus on concrete manifestation and artistic infiltration. Obviously, children's musicals fully meet the above requirements, with novel forms and rich activities, which can help children understand relevant principles in the simplest and most fun way. It can not only stimulate children's participation enthusiasm, but also achieve flexible infiltration of moral education connotation, thereby effectively promoting the development of children's moral education.

2.2.3 Strengthen children's awareness of collaboration.

Children's musicals have a very rich range of stage performance elements, such as solo singing, duet singing, multiplayer singing, choral singing, solo dancing, double dancing, group dancing, monologue acting, group acting, etc. All activities require the cooperation and collaboration of others to complete. In addition, clothing and props, lighting and dance beauty also need to be coordinated in order to achieve the perfect performance of children's musicals. That is to say, children's musicals can effectively strengthen children's sense of collaboration, break the psychological constraints of children's self-centeredness, improve their teamwork ability, and ensure that everyone can realize their self-worth[2].

In summary, children's musicals play a very important role in promoting the development of children's comprehensive literacy. Therefore, relevant educational entities should create favorable conditions, actively construct corresponding introduction mechanisms from the dimensions of ideology, system, curriculum, teaching, evaluation, etc., in order to fully leverage the advantages of children's musicals, promote children's healthy development, and broaden the value boundary of modern children's education.

3. The Current Situation and Problems of the Implementation of Children's Musical Teaching

In recent years, more and more educators, especially in the field of preschool education, have begun to fully recognize the unique value of children's musicals in the development of children's comprehensive literacy, and have taken effective measures to introduce and apply them. This has indeed improved the popularity of children's musicals in the field of preschool education and accumulated many valuable

experiences. Practice has proven that the effective application of children's musicals can effectively stimulate children's participation in teaching activities, promote their active exploration of relevant learning content, and thereby improve the effectiveness of education and teaching. For teachers, after introducing children's musicals for related teaching activities, they have gained a new understanding of preschool education goals, providing important support for the optimization and implementation of subsequent educational activities[3]. However, objectively speaking, due to factors such as ideology, environment, system, process, and evaluation, there are still many problems in the application of children's musicals in the field of kindergarten education, which have not fully unleashed their advantageous role. The problems are mainly reflected in the following four aspects:

Firstly, many teachers have not deeply understood the logical relationship between children's musicals and the development of children's comprehensive literacy, nor have they grasped their intrinsic value. They even mistakenly believe that children's musicals are a new form of entertainment and play, so they are completely in a passive situation in the specific curriculum construction and activity implementation, unable to fully leverage the advantages of children's musicals.

Secondly, in the implementation of themed activities related to children's musicals, there are significant differences in the participation of young children, and the advantages of subjectivity have not been fully utilized. Many teachers fail to fully consider the differences and real thoughts of young children when introducing children's musicals, resulting in their basic passive participation and inhibition of innovative and creative thinking, which cannot effectively promote the development of young children's thinking.

Thirdly, the introduction channels and presentation forms of children's musicals are relatively single. Many teachers excessively rely on ready-made musicals in the introduction and application of specific teaching models, and do not actively expand resources and enrich types, resulting in relatively single content and form of musicals. In this context, children's musicals are difficult to effectively attract children's attention and participation in the long term, and may even cause them to develop a resistance mentality.

Fourthly, the collaborative innovation effectiveness of children's musicals is relatively low. This is because teachers unilaterally emphasize the implementation of children's musicals without considering the individual needs of children, and there is a problem of using them for application. Children only passively accept teacher arrangements, lack group collaboration and role discussion, and have low creative vitality. Overall, children's musicals are more of a tool and do not play their value supporting role, especially in cultivating students' teamwork ability and innovative creative thinking.

In addition, the limited investment of kindergartens in the environment, materials, classrooms, and other aspects, as well as the limited ability of teachers to arrange and practice children's musicals, are also the main reasons that restrict the sinking and application of children's musicals in the field of early childhood education. It is also necessary to draw sufficient attention and reflection.

4. The Implementation Outline of Children's Musical Teaching

To fully leverage the advantages of children's musicals, kindergartens and teachers need to make fundamental changes in their thinking and behavior, actively construct relevant guarantee systems, promote the orderly and effective implementation of relevant educational and teaching activities, enhance the logical fit between children's musicals and the development of children's comprehensive literacy, and continuously broaden the value boundary of modern children's education.

4.1 Improve ideological understanding and clarify the connotation and value

The effective application of children's musicals in the field of kindergarten education has strong practical necessity and the necessity of the times. It can not only implement precise education through children's behavioral habits and personality characteristics, but also fully meet their emotional and emotional demands, improve their artistic comprehensive literacy, and promote comprehensive and healthy development. In addition, various teaching activities carried out based on children's musicals can help young children develop a strong sense of immersion and pleasure, and deepen their understanding of the value concepts behind children's musicals through education and entertainment[4]. Therefore, the kindergarten and teachers must fully understand the connotation value and implementation points of children's musicals, actively organize and carry out teaching and research activities related to the application of children's musicals, and comprehensively improve teachers' cognitive level of children's

musicals. In specific teaching and research activities, organizers should use real cases, case data, etc. to intuitively demonstrate the positive value of children's musicals, promote the transformation of teachers' thinking concepts, and improve the acceptance of children's musicals. In addition, the kindergarten also needs to strengthen the construction of relevant institutional systems, incorporate the teaching mode of children's musicals into teaching tasks, and use it as the core indicator of teaching evaluation, forcing teachers to actively carry out relevant teaching exploration and research activities, thereby steadily improving the quality and effectiveness of children's musicals teaching.

4.2 Integrating teaching and research resources to create kindergarten based courses

4.2.1 Strengthen teaching research and learning, and create a teacher learning community.

First of all, Preschool teacher should continue to carry out children's musical teaching research and learning activities. Before the design of related teaching activities, they should fully communicate and discuss with other teachers to jointly generate a reasonable and high-quality teaching program. After completing the teaching, it is necessary to reflect in a timely manner, communicate and discuss with other teachers, share experiences, summarize problems, provide a basis for subsequent teaching optimization, and provide ideas for the improvement of other teachers[5]. Secondly, establish a normalized system for the teaching, research, and learning of children's musicals. The kindergarten should actively organize special teaching and research activities for children's musicals, encourage teachers to share cases, discuss, reflect, and brainstorm to jointly improve the teaching level of children's musicals. Finally, the kindergarten should regularly organize and carry out activities such as showcasing the teaching and research achievements of children's musicals and high-quality courseware competitions, focusing on advantageous teacher resources to improve teachers' ability in children's musicals education and teaching, scientifically formulating teaching and research plans, and strictly implementing them. It should be pointed out that in the implementation of the above activities, it is necessary to avoid being superficial and putting the cart before the horse. It is necessary to grasp the degree and not conduct teaching and research solely for the sake of teaching and research, nor rigidly execute plans. Instead, it is necessary to create a dynamic, open, and efficient teacher learning community.

4.2.2 Develop characteristic courses for kindergarten based children's musicals.

The survey found that many teachers' willingness to introduce and apply children's musicals has been affected due to the inability to find relevant textbooks. In this regard, on the basis of strengthening teaching research and learning, the kindergarten also needs to conduct empirical research and summarize the research results, and then apply them to relevant curriculum construction to create its own unique kindergarten based curriculum for children's musicals[6]. If the characteristics of a kindergarten are to promote local traditional culture, then we can explore the value points of traditional culture from children's musicals, or directly arrange children's musicals with traditional cultural themes, such as the creation of local traditional Folktale, to form a kindergarten based curriculum of children's musicals with unique local characteristics. In addition, in the arrangement of children's musicals, it is necessary to actively integrate local characteristic folk songs and nursery rhymes, as well as local characteristic dances and costumes, in order to enhance the effectiveness of children's musicals teaching, promote the inheritance and promotion of local excellent traditional culture, and ultimately achieve the "three wins" of kindergarten based curriculum construction, teacher professional development, and comprehensive improvement of children.

4.3 Strengthen practical exploration and improve teaching effectiveness

4.3.1 Targeted implementation guided by educational needs.

In the introduction and application of children's musicals, teachers must be guided by the actual needs of early childhood education, reasonably choose educational content and teaching methods, in order to enhance teaching adaptability and effectiveness[7]. If many young children cannot accept criticism from others, teachers can introduce the children's musical "The Rooster with the Golden Rooster Crown" to help them understand the reason why they cannot refuse criticism by only listening to what they like. Of course, in the specific introduction process, teachers should be good at using small games, animated videos, and other methods to make young children quickly quiet and pay attention to it, avoiding going straight to the point and going straight in. In the implementation of specific activities, it is necessary to fully consider the curious, inquisitive, and active characteristics of young children, provide them with opportunities for independent expression as much as possible, and guide them through open-ended questions to fully activate their innovative and creative thinking. For example, through suspense design,

children's subjectivity advantage in the creation of children's musicals can be mobilized. In this process, teachers should play the role of collaborators and guides, helping children complete monologue design and jointly explore specific details. This can ensure the orderly and effective implementation of activities, as well as sufficient freedom for children, which is conducive to improving the effectiveness of children's musical teaching implementation.

4.3.2 Pay attention to teaching generation and improve teaching wisdom.

In the introduction and application of children's musicals, teachers often encounter many unexpected situations or receive many unexpected answers. This requires teachers to pay attention to the flexible generation of the entire process, improve teaching wisdom, and continuously explore new innovative opportunities. In the children's musical activity of "Little Horse Freight", a young child said that the freight was too tiring and didn't want to play, just wanted to play. At this point, if the teacher forcibly requires him to participate in the performance, it is easy to stimulate his rebellious mentality. Therefore, he should discuss with the child in an equal manner, ask the child to name their favorite little animal, and then change roles, or arrange an additional "little animal" with whom to have dialogue and communication, to ensure that the child can continue to participate. Also, in the children's musical activity "Snail and Oriole Bird", some children said that if the little snail continues to climb, it may be eaten by the oriole bird. At this point, many young children playing the role of the little snail stopped participating in activities due to concerns about being eaten. At this time, the teacher can provide guidance and explanation, stating that there are many leaves blocking the grape trellis, and the oriole bird will not easily find us. And timely addition of "avoiding the oriole bird" actions, while ensuring the continuous progress of the activity, further added to the fun of the activity. In addition, when conflicts arise between young children during activity participation, teachers should, on the basis of not delaying the teaching progress, appropriately let the children solve them on their own, in order to cultivate their interpersonal communication and problem-solving abilities[8].

5. Conclusion

Children's musicals play a crucial role in promoting the development of children's comprehensive literacy, and are mainly reflected in the teaching and educational values. Kindergartens and teachers should comprehensively grasp the teaching connotation and value of children's musicals, and take effective measures to implement them, in order to fully leverage their advantages and promote the deep evolution of early childhood education reform. In summary, it is necessary to improve ideological understanding, clarify the connotation and value, integrate teaching and research resources, create kindergarten based courses, and strengthen practical exploration to improve teaching effectiveness.

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