

# Research on the path of improving the effectiveness of vocal music teaching in preschool education

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**Abstract:** *Vocal music is one of the basic courses in preschool education, and with the development of teaching, preschool education has been paid more and more attention to and has been popularised in people's lives. As the core of students' enlightenment and preschool education, vocal music teaching can make students develop their artistic talent and artistic cultivation, and cultivate them to form hobbies. This paper discusses the problems of vocal music teaching in preschool education, analyses the causes of the problems, and puts forward teaching reform guidelines for reference.*

**Keywords:** *preschool education; vocal music teaching; knowledge teaching; timeliness path*

## 1. Introduction

Pre-school vocal music education takes physically and mentally immature students as the teaching object, cultivates their basic singing ability and musicality, infects students' emotions through music learning, promotes the development of their artistic cells, helps them learn basic vocal music skills, and lays the foundation for the subsequent professional learning of voice. Pre-school education as the starting point of education, teaching ability and teaching quality have higher requirements, but at present, there are still many problems in the preschool education vocal programme, which seriously affects the normal operation of the teaching curriculum, teachers should pay attention to the main position of the students, and cultivate their practical ability and professional artistic qualities.

## 2. Existing problems in the teaching of preschool education vocal music

### 2.1. Problems of training direction

Many modern preschool education professional training direction is too single, usually to train students to teach theoretical knowledge, too much emphasis on students' theoretical knowledge learning, ignoring the students in the vocal skills and practical music theory of the learning part. In the learning process, most of the courses are used for theoretical knowledge learning, while the actual performance and vocal exercises and other application courses are few and far between, which leads to most students, although the theoretical knowledge mastery is comprehensive, in the future to participate in most of the written exams to achieve excellent results, but in the actual performance of the problem often occurs, will only be talking about, on paper, but even the basic singing skills is difficult to ensure that the future development of the students is also limited to the theoretical level. The future development of students is also limited to the theoretical level, such a training direction is difficult to cultivate students' real art cells and cultivate students' artistic qualities.

### 2.2. Problems of Curriculum Arrangement

The richness and diversity of the curriculum can promote the students' ability to accept knowledge and improve the teaching effect. However, at present, in preschool education, there are many problems such as single curriculum content, chaotic and unreasonable curriculum arrangement, backward teaching structure, and there is no professional teacher in the school to arrange the curriculum reasonably. At present, many educational institutions are unable to reasonably allocate the two parts of the preschool vocal teaching curriculum: professional basic courses and professional technical courses. This lack of modern teaching courses has resulted in many students having difficulty effectively learning the basics of vocal teaching and understanding the theory of music. As a result, their study of music only stays at a superficial level, and their ability to sing, write songs, and

perform is relatively weak. Consequently, this poses great challenges for students' subsequent learning of more advanced courses. Such basic quality ability brings great difficulties to students' subsequent course learning [1].

### ***2.3. Neglecting the cultivation of practical ability***

In preschool education, students' practical ability is particularly important, especially in vocal music teaching, practical teaching is an essential part. However, at present, some educational institutions do not understand the actual needs of preschool education on the vocal course, and even the general art school education concepts and educational methods directly copied into the preschool education, many preschool teachers have not studied professional student teaching songs, and in the preschool education is the direct use of the education school songs, which leads to preschool students are difficult to accept this way of learning. There are also some educational institutions rarely carry out practical teaching activities, which limits the development of students' practical ability, and these institutions lack of professional practical teaching equipment and environment, students are difficult to apply what they have learnt, the learning progress is slow.

### ***2.4. Outdated and Innovative Teaching Methods***

Teaching methods are the most critical factors affecting the effectiveness of teaching activities, good teachers and educational institutions can use today's teaching methods for students to implement remedial teaching, not only to meet the needs of students daily students, but also for students in the teaching of knowledge not mastered in the implementation of complementary teaching to make up for the students' deficiencies. However, currently, a large number of teachers still adhere to traditional lecture teaching as the main method of instruction. This approach results in passive knowledge absorption by students, making it difficult for them to assess their own learning progress and recognize their weaknesses. Consequently, this hampers students' enthusiasm and initiative to learn and leads to difficulties in comprehending subsequent knowledge, creating a knowledge gap. Moreover, some educational institutions neglect the utilization of modern educational technology. Although modern information technology can significantly enhance teaching efficiency and diversify teaching methods, its application is lacking in certain educational institutions. As a result, the educational environment remains outdated, and the use of obsolete teaching methods persists. This, in turn, limits the adoption of advanced educational technology and hinders the development of teaching methodologies [2].

## **3. Vocal music teaching reform guidelines for preschool education majors**

### ***3.1. Change the concept of teaching, abide by the principle of teaching***

According to the current preschool education professional vocal teaching problems, the teaching concept of old and outdated is one of the core reasons affecting the quality of preschool education professional vocal teaching. Teachers of preschool education should actively change their outdated teaching concepts. They should not only focus on theoretical knowledge teaching in vocal music, but also pay attention to the unique advantages and learning characteristics of students in vocal music learning. It is important to acknowledge the significant differences between each student, as they are individuals with independence and uniqueness. These differences, including the influence of the learning environment, can cause a considerable gap in terms of music level, musical characteristics, and learning enthusiasm among students. In vocal music teaching, teachers should follow the following principles; unity of academics and ideology, scientific and systematic principle, step by step principle, intuitive principle, consolidation principle, inspirational principle, practical application principle, and the principle of teaching according to the ability of the students. In addition to teaching, attention should also be given to students' physiological conditions to ensure their safety and well-being during the learning process. This includes taking steps to prevent physical injuries that may result from music-related activities. Furthermore, it is crucial to protect students' vocal cords and voices, as this will maintain a safe environment for learning and preserve students' enjoyment and enthusiasm for learning. In the vocal music teaching method, there are mainly sight-singing teaching method and listening teaching method. Listening teaching method is also known as demonstration method or modelling method, the main teaching method is to let the teacher lead the students to practice: the teacher sings one line, the students follow one line, this method is the

traditional teaching method, there are multiple teaching methods in teaching. Such as: group modelling, individual modelling, modelling with the piano, letting students with better singing skills teach singing, etc. This way can stimulate students' interest in learning, enhance the teaching effect, avoid the fear of difficulty and boredom, and improve students' practical singing ability; sight-singing teaching method can increase students' ability to read music, and help students to sing with sight-singing music, but sight-singing teaching method requires that the students have a certain degree of knowledge of music theory, and have relevant singing experience, which can improve students' rational cognition more, and this can improve students' ability to sing. In the specific teaching process, students' rational cognitive enhancement can effectively cultivate their self-learning ability. As a result, students can individually contact and engage with music. The teacher has the capability to break down the elements of music by segmenting it, which highlights the students' auditory experience during the teaching process. The sequence begins with appreciation and feeling towards the music works, followed by the teacher's performance. Consequently, students acquire certain knowledge regarding the internal rhythms, styles, emotions, etc. This knowledge serves as a basis for studying the music score and engaging in sight reading and practicing sight-singing sheet music. These two methods are widely used in vocal music teaching, and the combination of the two helps to improve the teaching ability of teachers, stimulate students' enthusiasm for learning, accelerate students' learning progress, and promote the development and practical application of vocal music teaching [3].

### ***3.2. Reasonable arrangement of the curriculum, increase students' basic skills***

A perfect curriculum system is a prerequisite for learning, but also one of the objective factors to enhance the teaching effect. Schools and other educational institutions in the preschool education professional voice teaching process, should be based on the actual teaching conditions and teaching links continue to optimise the curriculum arrangement, do a good job of optimising the curriculum structure, rational planning of the curriculum level, and strengthen the development of school-based curriculum.

#### ***3.2.1. Optimisation of course structure***

With the continuous development of the times, the demand in the field of preschool education is changing. The traditional single teaching talent is gradually becoming inadequate and being eliminated. Composite talents are now the mainstay of preschool education vocal courses. Therefore, teachers should start from the perspective of the development of the times and constantly optimize the course structure. This will urge the students to develop comprehensively and adapt to the times. For example, teachers can make full use of information technology in the teaching process of preschool education. They can increase the application of information technology in vocal music teaching and other related aspects of the curriculum.

#### ***3.2.2. Reasonable division of the curriculum level***

different courses in different teaching objects in the positioning and role of the greater difference, teachers should be for the positioning of the students and learning ability of the students to learn the curriculum level of division, to do according to the ability to teach, have to teach without class: for different students to take different courses and teaching methods.

#### ***3.2.3. Strengthen the development of school-based curriculum***

National and local curriculum is comprehensive enough, but for students inevitably lack of relevance, in order to make up for the lack of national and local curricula, the development of school-based curriculum is particularly important, is one of the current trends in curriculum and teaching, the development of school-based curriculum can be adapted to the local situation, combined with the characteristics of the students' learning, the design of school characteristics, in line with the needs of the students to teach the curriculum.

### ***3.3. Enhance students' practical ability, innovative teaching methods***

In order to enhance the timeliness of preschool vocal music teaching, we should pay attention to the cultivation of students' practical application ability. In the reform of teaching methods, a good job of curriculum adjustment should be done, with attention given to the development of practical courses. These practical courses should be regarded as core courses, along with theoretical courses, and the number of practical teaching courses should be increased. It is important to ensure that the proportion of practical teaching in the curriculum is not less than 50%. In order to improve the quality of

teaching, an integrated curriculum model of theoretical and practical courses should be built. However, some educational institutions focus excessively on teaching knowledge and skills, often implementing mechanical skills training without paying attention to the cultivation of musical emotion or the process of participation in art practice. Additionally, some teachers dilute the teaching of knowledge and skills. To address these issues, it is essential to integrate singing skills training with the performance of the art of singing, abandoning the single mechanical training method and shaping students' music emotion and music art. Furthermore, attention should be given to the construction of the teaching environment, optimizing the teaching environment's air quality, teaching space, and overall quietness. Vocal equipment purchase and maintenance work should also be prioritized to ensure that students have good teaching conditions and equipment. Finally, there should be an expansion of the practice of teaching to reach a wider audience, integrating singing skills training with singing art performance. It is crucial to connect preschool education and voice teaching by fostering timely cooperation between campuses. By leveraging the advantages of both schools and addressing their shortcomings, faculty and students from both schools can collaborate, developing and enhancing students' practical abilities [4].

### ***3.4. Establish a perfect evaluation system***

In the vocal music teaching programme, students should establish a corresponding mutual evaluation system to help students complete self-knowledge and understand their own strengths and weaknesses. For the art profession, a reasonable evaluation system can help students enhance their interest in learning, but the existing evaluation system is already a little backward, teachers should be on the reality of learning progress and learning situation of the actual investigation, the use of teaching the status quo to develop a reasonable evaluation system, in order to supervise students' learning, so that students are clear about their own learning progress, their own ability to have a more accurate evaluation [5]. But learning achievement should not be completely evaluate a student's standard, in addition to student achievement, student's specific singing and ability, daily performance, etc. should also be included in the student evaluation system, for the learning achievement is currently poorer, but more efforts or progress of students should be encouraged to enhance their self-confidence, inspire their enthusiasm for learning [6].

## **4. Other measures**

At present, in the teaching of preschool education, due to the mixed qualifications of teachers, the gap between their teaching ability is huge, some teachers do not have good teaching ability and professionalism, in the treatment of students in the process of teaching is not serious, passive and negligent situation occurs from time to time. Some teachers are also seriously inexperienced in teaching, and in the process of teaching, they simply set tasks and provide students with duck-type education, which seriously hampers the sustainable development of students.

The main way to ensure the ability of teachers is through a professional level certificate system. The student's learning effectiveness is highly dependent on the teacher's professional abilities. Therefore, it is crucial to implement a certificate system during the teacher selection process in order to choose teachers with better teaching abilities. In addition, teachers should be supported in acquiring certificates and encouraged to gain a large amount of teaching experience. This approach ensures that teachers possess not only theoretical knowledge but also practical experience in the field of music [7].

## **5. Conclusion**

In vocal music teaching, students are the main focus. They are considered subjective and active participants in the learning process. As teachers, it is important to adopt a "people-oriented" teaching approach, whereby students are regarded as the primary agents. Consequently, teachers should foster students' initiative to learn by engaging them with the teaching materials. During the teaching process, teachers should take the lead and provide guidance, while encouraging students to embrace a proactive attitude towards learning. For vocal music courses, special attention should be given to nurturing students' personality and fostering their independent growth. Recognizing each student as an individual, it is crucial to establish a student-centered teaching system that facilitates timely and effective instruction.

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