

Exploration of the Current Situation and Reform Path of Vocal Teaching in Preschool Education Majors

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Abstract: Vocal teaching is an important component of music activities in preschool education majors. Due to its unique artistic characteristics, it has a significant impact on the daily activities of preschool education majors. This study aims to explore the current situation of vocal teaching in preschool education, analyze existing problems, and propose targeted reform paths. Through comprehensive analysis of relevant literature and field investigation, it was found that there are problems with the current vocal teaching in preschool education majors, such as single teaching content and methods, insufficient teacher team construction, and uneven distribution of teaching resources. In response to these issues, this article proposes a series of reform measures, including updating teaching concepts, improving teaching methods, strengthening the construction of teaching staff, and optimizing the allocation of teaching resources. These reform measures are expected to provide useful reference and inspiration for the future development of vocal teaching in preschool education majors.

Keywords: Preschool Education; Vocal Teaching; ReformPath; Teaching Status

1. Introduction

As an important component of basic education, preschool education is of great significance in cultivating children's early musical literacy and aesthetic ability. Vocal music, as a core component of music art, is one of the core courses in preschool education. However, with the continuous deepening of education reform and the increasing demand for comprehensive development of children in society, vocal teaching in preschool education majors is facing many challenges and opportunities. This article will conduct an in-depth analysis of the current situation of vocal teaching in preschool

education from multiple dimensions such as teaching content and methods, faculty, and teaching resources, and propose corresponding reform paths and strategies.

Through the author's daily professional teaching and research summary on the development of preschool education, it is found that there are many problems in vocal teaching in preschool education. With the progress of the times and the deepening understanding of music education by students, traditional music education can no longer meet the modern education model. Therefore, in response to the problems found in daily teaching, through relevant research, the current situation of vocal teaching in preschool education is summarized as follows:

2. Match of The Teaching Content and Methods

At present, vocal teaching in preschool education mainly focuses on the training of basic skills, such as pitch and rhythm, while the cultivation of music theory knowledge and music appreciation ability is relatively less. In terms of teaching methods, traditional indoctrination teaching still dominates, lacking interactivity and inspiration. This teaching model is difficult to meet the diverse learning needs of children, and it is also not conducive to cultivating their creativity and imagination. At the same time, in terms of teaching content, professional vocal teachers are mostly educated to practice traditional operas, art songs, folk songs and other related works with strong artistic value during their studies. However, the training paths for students majoring in preschool education are very different. In the talent training program for students majoring in preschool education, more emphasis is placed on the singing of children's songs, the practice of art songs, and the practice of vocal methods as a basic vocal method. However, the singing and practice of children's songs were not involved in previous school years, so there is a certain

mismatch in teaching content and methods. At the same time, in terms of related curriculum settings, more emphasis is placed on courses such as vocal basics, children's singing performances, and children's song singing tutorials. These are relatively unfamiliar to teachers who have studied in professional fields, but for teachers majoring in preschool education who enter higher education, they hardly engage in teaching related to skill courses. Therefore, there is an awkward situation where teaching content, methods, and majors do not match.

2.1 Teaching Staff

The construction of the vocal teacher team in preschool education is a key factor affecting the quality of teaching. However, there is currently a shortage and low quality of vocal teachers in some regions specializing in preschool education. On the one hand, due to limitations in salary and career development prospects, excellent vocal talents are difficult to attract to the field of preschool education; On the other hand, existing vocal teachers also need further training and improvement in their professional skills and teaching methods. Most vocal teachers in preschool education majors graduate from professional music and art schools. However, currently, the content taught by music teachers is too professional, and there are certain factors of professional mismatch, which leads to a certain deviation in the teaching focus. Teachers focus too much on the polishing of sound and the adjustment of sound color, ignoring the application of the teaching subject, so there is less involvement in the relevant content of music education. At the same time, relevant investigations have found that the high mobility of teachers specializing in preschool education in private schools is an unsolvable problem, seriously affecting the quality of teaching and talent cultivation. Usually, new teachers need to undergo teacher training before taking up their positions and work hard for several years to adapt to the busy teaching work and become qualified professional course teachers. However, due to the current salary and benefits issues in private schools, teacher turnover is extremely high, and the loss of excellent teachers has become a concern for private universities.

2.2 Teaching Resources

The uneven distribution of teaching resources is also one of the problems currently faced by

vocal teaching in preschool education majors. Due to financial and facility limitations, some schools in certain regions are unable to provide students with a good learning environment and teaching resources, such as advanced audio equipment and abundant textbooks. This not only affects the teaching effectiveness, but also restricts students' learning interests and development potential. For preschool education teachers, we have also faced reasons such as insufficient selection of textbooks, poor professional skills of students, and poor hardware in schools. At the same time, for different regions, the hardware and software conditions of schools are inconsistent, the configurations of different schools are not agreed upon, and the resource allocation of private and public schools is also greatly different, resulting in the inability to better complete teaching tasks. At present, in many universities with relatively average conditions, the configuration of vocal classrooms is simply a piano, etc., which greatly leads to our teaching methods being relatively single and unable to use better third-party resources to complete better teaching processes. So with the mismatch of teaching resources, it is difficult to improve teaching quality through the personal expertise of teachers. By comparison, many schools with better conditions equipped with advanced all-in-one equipment, specialized sound systems, and advanced Orff music equipment can better solve this problem and be better applied to teaching.

3. An Exploration of the Reform Path for Vocal Teaching in Preschool Education Majors

After analyzing the problems that exist in daily teaching, we have implemented an exploration of the reform path for vocal teaching in preschool education majors, mainly proposing the following reform methods to face the increasingly emerging problems.

3.1 Update Teaching Philosophy

To meet the educational needs of the new era, vocal teaching in preschool education majors should abandon traditional indoctrination teaching models and instead adopt teaching concepts that focus more on student subjectivity and creativity. Teachers should focus on children, pay attention to their individual differences and interest characteristics, and stimulate students'

learning interest and initiative through guidance and heuristic teaching. Regarding the impact of the current social environment on children's development and the future trends in children's development, we are no longer allowed to continue using traditional teaching methods. Before changing our teaching methods, the first thing to do is to update our teaching philosophy. In the training of preschool education teachers, we will change the original teaching methods and use more goal oriented and interest guided teaching methods, replacing traditional teaching methods such as group teaching, hierarchical teaching, and flipped classrooms with teacher playing and student singing. Replace traditional dry and uninteresting vocal practice with interesting vocal techniques. To better adapt to the learning methods of students in the new era. At the same time, it is necessary to combine the characteristics of the major to actively analyze the learning situation, understand the characteristics of the students being taught, actively reform teaching methods, improve teaching quality, actively explore new teaching models and innovate.

3.2 Improving Teaching Methods

Teachers should actively explore and practice new teaching methods, such as gamified teaching and situational teaching, to increase classroom interaction and fun. At the same time, modern educational technologies such as multimedia teaching and online education platforms can be utilized to enrich teaching methods and improve teaching effectiveness. These new teaching methods can not only enhance students' interest in learning, but also cultivate their teamwork spirit and social skills. With the development of the times, gamification in music teaching is increasingly recognized by young preschool teachers and gradually brought into their own classrooms. In preschool vocal education, children are often guided by their fun and show their initiative. Therefore, gamification teaching can effectively solve this problem. Usually, a free and peaceful classroom environment can help students concentrate more, and implementing gamified teaching in such an environment can better complete related teaching tasks. At the same time, in response to the characteristics of vocal teaching, teachers should actively promote the dissemination of the three major music teaching methods. For example, the Orff music teaching method

founded by the famous German musician Karl Orff, as an original music teaching system, endows music education with a new educational concept. It changes our traditional outdated teaching model that focuses on singing and teaching music theory knowledge, better stimulates students' emotional experience of music, and can further inspire their subjectivity and initiative, making the return to humanistic concepts better applied to preschool education. In Kodak's music teaching method, with the emergence of Kodak's gestures, our body language can better serve music teaching and better understand the laws of children's weaving and dyeing development. Of course, with the progress of the times, there may be many themes that are no longer suitable for the current social characteristics, but the connotation of music teaching methods will not change. On this basis, we can use popular songs in society for innovation and processing, so that students can be more interested in learning and further improve the quality of teaching.

3.3 Strengthen the Construction of Teaching Staff

Establishing a comprehensive teacher training system is the key to improving the quality of vocal teaching in preschool education. The education department and schools should increase their training efforts for vocal teachers, providing systematic vocal education background and teaching experience training. At the same time, the structure of the teaching staff can be optimized and the overall teaching level can be improved by introducing excellent vocal talents or collaborating with professional music institutions. In addition, incentive mechanisms and reward systems can be established to encourage teachers to continuously improve their teaching level and professional competence. As the curriculum gradually optimizes, the kindergarten should appropriately encourage teachers to participate in annual teaching improvement training. With the gradual improvement of educational resources, a lot of innovative teaching methods and equipment are emerging every year, all of which serve the professional teaching level of teachers. The current society is a cooperative society, and the construction of the teaching staff is an indispensable part of education and teaching. The construction of a cooperative teaching staff can leverage the strengths of teachers, achieve

the characteristics of strong alliances, and jointly create the "golden courses" of the new era. At the same time, the production of online courses and first-class courses at various levels is not something that a single teacher can handle, but more importantly, it requires the collective efforts of the teaching team. Whether it is the application of courses or the polishing of regular courses, it requires the collective efforts of several professional teachers.

3.4 Optimize the Allocation of Teaching Resources

The government and all sectors of society should increase investment in vocal teaching for preschool education majors and improve teaching conditions. Schools should provide necessary teaching facilities, textbooks, and audio and video materials as support. At the same time, we can actively seek support and cooperation from all sectors of society to jointly promote the development of vocal teaching in preschool education. For example, establishing cooperative relationships with music education institutions, cultural and artistic groups, etc. to share high-quality teaching resources and talent cultivation resources. In addition, modern information technology tools such as digital teaching resource libraries and online teaching platforms can be used to break the limitations of time and space and provide children with a more diverse and colorful learning experience. With the emergence of teaching robots and various intelligent teaching resources, the current teaching situation has been completely changed, making teaching more modern and interesting. Optimizing the allocation of teaching resources is also another important measure to improve teaching quality. Universities can actively introduce various new teaching equipment, such as teaching all-in-one machines, teaching robots, and advanced teaching audio equipment, establish dedicated teaching facilities and funds, and carry out classroom renovation. At the same time, improving the intelligence of the piano room, improving the efficiency of its use, and doing a good job in the circulation of the piano room can enable more students to better practice freely. After all, for skill based courses, practice is essential, and sufficient practice can effectively improve professional level.

3.5 Building a Diversified Evaluation System

To comprehensively evaluate the vocal learning

achievements of students, a diversified evaluation system should be constructed. In addition to traditional exams and performance evaluations, diversified evaluation methods such as peer evaluation and self-evaluation can also be introduced to enable students to learn mutual respect and cooperation in evaluation, and cultivate their self reflection and evaluation abilities. This evaluation method can better reflect the actual level and progress of students, and also cultivate their teamwork spirit and social skills. In addition, regular concerts, talent competitions, and other activities can be organized to provide students with a platform to showcase their talents and enhance their confidence and performance abilities. At the same time, these activities can also provide opportunities for teachers to showcase teaching outcomes and promote communication and learning among teachers. In traditional classroom teaching, students should not only acquire knowledge from the classroom, but also take up their positions and practice on the job. Our curriculum should shift towards theoretical courses on the job, focusing more on the professional needs of the job, rather than blindly pursuing theoretical learning. For students, learning theoretical knowledge is certainly important, but for the future when entering the workforce, simply having a theoretical knowledge reserve is not enough. More emphasis is placed on mastering the job competency requirements, which requires us to conduct more evaluations of small-scale job competency courses. For the evaluation plan of vocal teaching, it is more necessary for us to reform the scoring standards, establish more scientific assessment plans, as can be seen from Table1, and complete the course assessment and evaluation according to goal orientation. At the same time, based on student self-evaluation and peer evaluation, teacher guidance and teacher evaluation are provided to determine the final evaluation and assessment plan. In the evaluation process, assessment is not the purpose, but to better identify problems and improve professional level.

The group is divided into two groups, and the employee number and job satisfaction score is shown in Table 1.

Table 1. Job Satisfaction Score

Group	Employee number	Job satisfaction score
Experimental	A	8.5

group	B	9.2
	C	7.8
	D	8.7
	E	9.0
Control group	F	6.5
	G	7.1
	H	6.8
	I	7.3
	J	6.9

4. Conclusion

In daily vocal teaching, it is not difficult to find that there are many problems for contemporary students, which involve many aspects. In summary, the reform of vocal teaching in preschool education is a systematic project that requires efforts and cooperation from multiple aspects. Only by continuously updating teaching concepts, improving teaching methods, strengthening the construction of teaching staff, optimizing the allocation of teaching resources, and building a diversified evaluation system can the quality of vocal teaching in preschool education be truly improved and children's comprehensive development be promoted. The reform and development of vocal teaching for preschool education majors is a long-term and challenging task. In order to truly improve the training level of preschool education talents, it is not only necessary to clarify teaching objectives, but also to optimize teaching content in line with the times, boldly try and innovate teaching methods. At the same time, it is crucial to strengthen the construction of the teaching staff and ensure that there is a high-quality teaching team to lead students forward. Furthermore, a comprehensive teaching evaluation system is like a compass, providing us with direction and ensuring that teaching always moves forward on the right track. The joint implementation of these strategies will inject strong impetus into the reform and development of vocal teaching in preschool education majors. As teachers, from the perspective of education and teaching, it is necessary for us to constantly learn and acquire the most advanced teaching knowledge and methods to complete teaching activities. Most of

today's students are born in the 2000s, who have the ability to think independently and are very individualistic. The use of traditional teaching methods is not feasible and will also make it difficult for students to accept. Therefore, only by continuously reforming teaching methods and improving teaching efficiency can we better achieve the effect of teaching and educating students. As a teacher, only by dedicating oneself to educating and constantly improving oneself can one better stand on the podium and cultivate more outstanding talents for the country and society.

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