

# Research on Practical Teaching of Comprehensive Music Course for Infant Care Major in Secondary Vocational Schools

Nan Yue\*

Beijing Changping Vocational School, Beijing 102206, China

\*Corresponding author: Nan Yue, 13651210106@163.com

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**Abstract:** “Kindergarten Education Guidance Outline (Trial)” proposed to “integration,” and “penetration” concept to guide the education reform in the field of preschool education. As an important part of kindergarten education, the comprehensive music curriculum is of great significance to the research on the education reform of preschool nursing specialty in secondary vocational schools, which requires preschool teachers to have higher comprehensive music literacy and strong practical teaching ability. This paper puts forward some views on how to carry out comprehensive music course practice teaching for preschool care majors in secondary vocational schools, and further improve the comprehensive music literacy of students majoring in nursing.

**Keywords:** Children’s comprehensive music activities; Secondary vocational school; Early childhood care major

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## 1. Introduction

The Ministry of Education promulgated the “Guidelines for Kindergarten Education (Trial)” (hereinafter referred to as the “Outline”) proposed to guide the education reform in the field of preschool education with the concept of “integration” and “penetration.” Music education for children plays an important role in the cultivation of children’s aesthetics, the improvement of intelligence, imagination and creativity, and the shaping of children’s personalities. Preschool music education has been paid more attention and practical research, preschool teachers’ music literacy and ability to carry out musical activities have a direct impact on the level of children’s musical ability. As the cradle for the growth of the future preschool education workers, the setting of music teaching and the quality of the curriculum for the secondary vocational care major have an important influence on the quality of music education in Chinese kindergartens.

## **2. The significance of the integration of kindergarten music activities**

The Outline emphasizes the idea that “the contents of various fields should be organically linked and permeate each other.” Children’s music education should also reflect the child-centered, aesthetic as the core, and play as a way to highlight the cultivation of children’s creative ability. At present, it is the development trend of “integration” of children’s music activities to connect, infiltrate and combine various art forms such as song, dance, music, appreciation, painting, and other related disciplines. Through art teaching activities in kindergarten, children can further appreciate and love the beauty of nature, life and art, actively participate in art activities, and express their emotions and feelings, gradually achieve aesthetic feelings and happiness by participating in art activities, promote children’s interests and hobbies, happy to feel art, and develop musical ability at the same time. It is of great significance to improve children’s healthy aesthetic taste and to form a healthy personality for children <sup>[1]</sup>.

## **3. Kindergarten comprehensive music activities for teachers’ requirements**

Through the research on the teaching system of early childhood music at home and abroad, the study found that the Orff teaching method, Dalcroz teaching method and other early childhood music teaching systems have fully reflected the comprehensive teaching concept. For example, Dalcroz believes that the teacher of body rhythm must have the ability of improvisation; Karl Orff, the founder of the Orff teaching method, believes that teachers should have the ability to sing, movement rhythm, improvisation accompaniment, composition and so on <sup>[2]</sup>. From the domestic perspective, preschool teachers carrying out music activities is a high embodiment of their comprehensive music literacy, which means that preschool teachers should have the ability to music knowledge, music skills, music connotation analysis, music education and the integration of related music disciplines.

Through the preliminary research, the study learned that while the quality of music activities in kindergartens continues to improve, the music literacy and music skills of many preschool teachers cannot meet the needs of preschool institutions for music education for children, and many kindergarten teachers arranged music education activities for children. This fully reflects the large gap between preschool teachers’ ability to carry out music education activities and the requirements of kindergarten music quality <sup>[3]</sup>. As the cradle for the training of preschool educators, preschool education in secondary vocational schools offers comprehensive music activity courses for children, which is an effective way to improve the music literacy and educational ability of kindergarten teachers in the future, and to cultivate preschool teachers with all-round development, healthy aesthetic and innovative mindset <sup>[4]</sup>.

## **4. Secondary vocational school music curriculum problems**

### **4.1. The music curriculum emphasizes specialization, and the cultivation of comprehensive music literacy needs to be improved**

According to this study, many preschool teachers in colleges and universities are setting up traditional music teaching mode, emphasizing the training of students’ professional music skills, and students spend a lot of money on *bel canto* singing, piano art music playing and dance skills training. There are deficiencies in the teaching content of children’s singing, children’s song playing and singing, children’s dance editing and creation from the positions of preschool teachers <sup>[5]</sup>. However, the traditional teaching mode cannot adapt to

the rapid development of the kindergarten education concept and the single and mechanical training of a single skill cannot be integrated into the kindergarten music education and teaching activities, and cannot meet the needs of kindergarten music education and teaching activities. Colleges and universities do not pay attention to the integration of music courses, and the teaching method is single. Restricting the realization of the goal of talent training for children's music education.

#### **4.2. The music course is separated from the post requirements, and the teaching ability of music activities needs to be strengthened**

In the process of music teaching practice, many music education graduates have been observed to face challenges when carrying out music-teaching activities for children. There are significant differences between the content of music courses learned in college or graduate school and the teaching ability of music education required by kindergarten teachers. For example, when organizing music education activities, it is important to skillfully integrate children's song-playing and impromptu accompaniment into them, design diversified music games, and reasonably integrate singing, percussion, music appreciation and other teaching contents<sup>[6]</sup>. The main reason is that in the process of training music education talents, colleges and universities have insufficient understanding of the actual needs of kindergarten music education and teaching work, which makes it difficult for graduates to quickly adapt to and effectively carry out work.

### **5. Comprehensive music activity curriculum reform practice**

#### **5.1. Orientation of music curriculum training objectives for preschool care majors**

The positioning of music courses for the preschool care major in secondary vocational schools is that graduates can effectively organize and carry out early childhood music education activities in the early childhood education work. In the overall structure of the music curriculum, in addition to offering music skills training, more attention should be paid to the cultivation of students' overall music literacy and music education practical ability. The curriculum combines the "Outline" to propose activities in the field of kindergarten art, and gradually integrates into the relevant content of professional education of early childhood care. The diversified teaching of children's music knowledge and skills should deepen the integration of kindergarten students' musical experience, feelings, emotional expression and artistic creation education concepts, and truly achieve the integration of art teaching and early childhood education<sup>[7]</sup>. It should also pay attention to the learning situation, analyze the basis of students, seize students' learning advantages, guide students to master the education and teaching content of children's song playing, children's dance creation, children's musical and other aspects often used in kindergarten teaching, highlight the practicability, increase the music basic appreciation course, and cultivate students' music appreciation ability and performance ability.

#### **5.2. Optimize and integrate the adjustment of the music curriculum construction system of the preschool care major in secondary vocational schools**

Music course is the basic course for the cultivation of talents for early childhood care professionals, and its standards and contents should be combined with the professional of early childhood care, the standard of early childhood care posts, the standards of early childhood teachers, and the requirements of talent training goals, and integrate into the "integration" and "penetration" concepts of the Outline<sup>[8]</sup>. Through learning, students can master the implementation methods of children's music activities, improve music art and comprehensive

literacy, and lay a foundation for engaging in the preschool teacher industry in the future<sup>[9]</sup>. Based on the post ability and students' cognitive rules, the music course can be adjusted to include music foundation, children's singing and playing and impromptu accompaniment, dance foundation, children's dance rhythm compilation and creation, children's comprehensive music activities implementation, etc.

### **5.3. The implementation course of comprehensive music activities for children shall be provided**

To realize the integration of Orff, Dalcroz, Kodaly and other music education concepts and the core content of teachers' organization in the field of music activity design is an important topic in the field of music education at present<sup>[10]</sup>. These ideas cover many aspects of music teaching, such as singing, music rhythm, music appreciation, percussion instrument playing, music games, etc., and organically integrate them to form a complete and systematic music education system.

In this process, attention should not only paid to the pluralistic integration within the music curriculum but also closely integrate music with sister arts<sup>[11]</sup>. For example, literary elements were integrated into music activities and cultivated students' imagination and language expression ability through the understanding and creation of lyrics. Combining drama performances, allowing students to practice themselves in musical plays to improve their stage presence and emotional expression<sup>[12]</sup> Complementing with visual art forms such as artworks and operas will help students understand and interpret musical works from multiple perspectives so that they can get rich artistic experience both visually and aural.

This kind of integrated music education aims to create a comprehensive and three-dimensional music education model, allowing students to learn music through experience and perception, to improve their musical literacy and aesthetic ability<sup>[13]</sup>. The reform of the comprehensive music curriculum for preschool care majors in secondary vocational schools is an important task in the current education field. The introduction of this reform is not only to help students better master music skills and techniques but also to promote the two-way improvement of students' professional ability and comprehensive literacy in early childhood care.

Through the reform, students will be able to better grasp the core content and teaching methods of early childhood music education, and improve their ability to carry out comprehensive music activities<sup>[14]</sup>. This will not only help students' personal growth and development but also deliver qualified and high-quality teachers to kindergartens. Only by ensuring that preschool children receive scientific and appropriate music education can the quality of music teaching be optimized, promoting the sustainable development of preschool education.

Therefore, the reform and practice of comprehensive music curriculum carried out by preschool care majors in secondary vocational schools is not only to improve students' music skills and comprehensive literacy but also to optimize the quality of preschool education and promote the continuous development of preschool education in our country. This reform has important practical significance and far-reaching influence.

## **6. The significance and prospect of practical teaching of integrated music courses for preschool nursing majors in secondary vocational schools**

The reform and optimization of the practical teaching of the comprehensive music course is particularly important in today's educational environment. With the progress of society and the popularization of



art education, people have realized the importance of music education to the cultivation of students' comprehensive quality <sup>[15]</sup>. The practical teaching of a comprehensive music course helps students to deeply understand music theory, improve performance and singing skills, and enhance musical expression and creativity through practical activities such as actual performance, singing, and creation, to comprehensively improve their musical literacy. In addition to improving their skills, strengthening the practical teaching of integrated music courses can also cultivate students' teamwork ability and problem-solving abilities. In practice, students need to learn to communicate, coordinate, and cooperate with others to jointly complete the performance and creation of music works. This ability is very important for future students in careers such as early childhood education. After all, in early childhood care work, music education is not only a manifestation of professional skills but also an important means to cultivate children's comprehensive quality and innovative abilities.

As society attaches more importance to early childhood education, the comprehensive music course teaching of early childhood care specialty will certainly get more attention and input. Universities and preschool education institutions need to actively respond to social needs, constantly improve the quality of music education, and innovate teaching methods and technical means in line with the characteristics of children's physical and mental development, so that graduates can better adapt to and promote the development of early childhood music education in our country. For example, by carrying out music activities with distinct themes, creating a contextualized learning environment, and using modern technological means to assist teaching, students' creativity, imagination, and expression are stimulated.

To sum up, the reform and optimization of practical teaching of comprehensive music courses are of great significance to improving students' music literacy and cultivating talents with comprehensive quality. All colleges and universities and preschool education institutions should actively explore and practice, constantly promote the innovation and development of music education, and contribute to cultivating more excellent music talents.

## **7. Conclusion**

The practical teaching of integrated music courses for preschool nursing majors in secondary vocational schools is an important method to improve students' musical accomplishment and practical ability. However, there are some problems at present, schools and teachers need to take active measures to improve, and optimize teaching content, innovate teaching methods, strengthen practical teaching links, etc., to improve the teaching quality of the course. At the same time, we need to recognize the significance and value of practical teaching of a comprehensive music curriculum and provide strong support for its future development and improvement.

## **Disclosure statement**

The author declares no conflict of interest.

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