Study on the Interaction between Music and Games in Preschool Music Education

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Abstract. A series of problems have aroused our broad thinking in preschool music education, such as how to cultivate children's interest in music, cultivate their sensibility expression and creativity to music according to children’s psychological and physiological characteristics, how to further inspire children to learn actively; what kind of learning and teaching methods can meet the needs of young children, etc. Game as a basic kind of activity in children's life is quite important in the whole preschool education. "Game" as the main clue and the interactive relationship between preschool music education and game as the research object, this paper has a further exploration on how to combine preschool music education in the game and puts forward the corresponding teaching strategies based on practice and case analysis through extensive literature collection, sorting and analysis, so as to provide beneficial practice guidance and help for current kindergarten music teaching.

1. Introduction

In December 2004, Game and Toy Professional Committee of China National Society of Early Childhood Education held a seminar on kindergarten game and curriculum and teaching relations in Xiamen. At the meeting, Prof. Feng Xiaoxia, Director of China National Society of Early Childhood Education and Prof. of Beijing Normal University, gave a lecture on the theme of "Game - Practice" in the kindergarten curriculum. Professor Liu Yan, Director of the Game and Toy Professional Committee of China National Society of Early Childhood Education, gave a summary called "Thinking about the relationship between kindergarten games and courses and teaching form the perspective of educational practice". It can be seen that the relationship between the game and teaching has attracted widespread attention. It can be seen that the relationship between the game and teaching has attracted widespread attention.

Liking games is a child's nature, and also the basic form of interaction between children and the surrounding environment[1]. Games can bring children joy and satisfaction, and at the same time promote their cognitive and interpersonal skills and emotional development. Game is the basic activity of children. From the process of individual development of children, it is related to the needs of children's physical and mental development, and game also represents the objective needs of children's physical and psychological development. Music is a kind of art that has strong informative and technical characteristics. It manifests emotion or thoughts through sound in a direct and vivid way. But its form and content are highly abstract. So how to build a bridge between “difficult” music and naive children? How to communicate with children by means of music? With the help of games, the difficulty can easily be solved.

This paper tries to prove the close relationship between games and preschool music education through the preliminary exploration of the interaction between games and children music education. This is an effective way to improve the development of early childhood music education, and a beneficial enlightenment to the organization of children’s musical activities. And some problems in children's music education can be solved by means of the above mentioned exploration.

2. The Guiding Strategies of Preschool Music Education In Games

The child is not only the active learner but the master of his growth. As teachers, we should not ask children to cooperate with us, but walk into the inner world of children, change the traditional
role positioning, and mobilize their enthusiasm. Let us become the "supporter, partner and guide" of children's learning games, and develop better teaching strategies according to the needs of children and the teaching content as well.

At present, with the rapid development of education, making young children learn independently and construct actively has become a primary trend in preschool education industry. How to carry out high quality teaching activities is an eternal topic for preschool teachers. Putting games in children's music education refers to considering the game as a means of music education, and the content and goal of education are reflected in the game created by teachers and run through the whole teaching activities. After the above discussion, we can find that the game as a child's main learning methods plays an irreplaceable role in the child's music education. Combining games with children's music education more appropriately and putting it into practice is the center of this research.

2.1 Teaching Objectives

Determining the teaching objective is indispensable in the process of preparing lessons for teachers, and also it is one of the most basic steps to carry out high quality teaching activities. When we review the past history of early childhood education, we know that in the 1980s, the teaching goal is entirely from the teaching material and the teacher itself. While in the 1990s, with the enactment of the kindergarten work schedule, focusing on children's own interests and needs becomes the theme of that time. Thus teachers tried to determine the teaching goals, taking the interests and needs of young children into account. And now, under the guidance of the kindergarten education guide, teachers begin to change their roles, and the teaching concept of giving priority to teachers and teaching materials has changed into a teaching concept based on the needs of children and children act as the main body.

2.2 Teaching Environment

Good teaching environment is the core to arouse young children's learning interest. Therefore, it is also vital to create a good environment in music games; because it can not only arouse children's learning interest but also make the children have a more real experience in the game process. In the kindergarten teaching practice, some gamification teaching situation is often created to achieve the purpose of children's active learning and love learning[2]. Teachers should create a unified environment in the process of the game based on the subject of teaching content through stimulating the children's sensory perception, so as to stimulate children's creative inspiration. For instance, in music performance game "I love the prairie", teachers in the classroom can hang up the Inner Mongolia prairie scenery figure, and can also dance with the prairie music wearing Mongolian clothes. Through the intuitive sensory experience, Young children can feel the true beauty of the prairie, where there are lovely sheep and Mongolian yurt. In the teaching process, it's important not only to create a good learning environment, but also to create a free and pleasing psychological environment for young children. Children like adults also want to be appreciated by others, to be respected by teachers and classmates. Therefore, teachers should respect children's ideas in the teaching process, carefully adopt each of the children's statements, and offer them opportunities to show themselves. Children can learn more effectively only in this kind of equal and respected environment.

2.3 Teaching Contents

The goal of children's music education is realized through the teaching content of children's music education. Teachers ought to ensure the authenticity of children's experience in learning when choosing teaching content. In the selection of the game related to teaching content, there are some rules to obey. First, teachers should have an in-depth analysis and research on the teaching content, and then choose corresponding games Only in this way can games and teaching have a more harmonious combination, which maximize the educational value of the games to children's music education[3]. In the process of children's music education, such as singing activities, dance performances, rhythm activities, percussion instruments, music appreciation, and many activities can be displayed through the game. Teachers should ensure that teaching content can be displayed in a diversified way to the classroom more interesting. For example, the methods available in the
song "dwarf and giant" are: role play, body language to reflect the mood and expression, Blow and two fluid to show the characters and parent-child activities to reflect the content of songs and so on.

2.4 Teaching Methods

How to make the game and music education combines more harmoniously can be summarized as the following from the perspective of teaching methods: firstly, Language is an important medium for both teachers and children in communication. The interrogative voice should be more used with a rise pitch, combining proper body language to arouse children's attention. Especially in an activity class based on the story plot, the vivid language description of teachers and the coordination of body movements can bring children more imaginary space. For example, in the game “Cat and Mouse”, teachers may explain the story vividly combining the background of the game, which to some extent help children's understanding and arouse their learning desire. Secondly, in the teaching process, it’s necessary to encourage young children to explore freely and participate in music performance actively in order to stimulate their creativity. Psychologist Piaget once said that operation is the source of thinking. In the music game, we should strive to provide rich music materials and equipment to let children explore freely in the operation. Thirdly, in the teaching process, the full use of body language is essential to show the theme of the game[4]. The main way of children's learning music and dance is to write their body with music and create body language, which is also one of the most natural ways to experience emotional expression. In music games, through the body language children not only can freely express themselves, immersed in the world of imagination, but often burst forth spark of creation. When children listen to three waltzes, they dance with music expressing the beauty of spring with different kinds of movements. Some imitate birds to fly happily, some take pictures with cameras, and some act as beautiful flowers. Children influence each other and inspire each other. They are not satisfied with simple repetition, but begin to innovate actively. Fourthly, in the process of teaching, when children feel music through game, their development of thinking will be stimulated. So we can say that when children's music education is based on feeling music, children's self-confidence and desire to show can easily be stimulated. Teachers in the process of music education have the obligation to guide children to appreciate music on purpose. Teachers should be patient with children, since for young children, they need some guidance and encouragement, and should not be given too much mental pressure. Therefore, in the teaching process, teachers should understand the children’s psychological and physiological characteristics of his age, fully observe and know the advantages and characteristics of every young children, and intentionally cultivate each child's divergent thinking, so that they develop a good habit of thinking both in life and study. Fifthly, the music game can teach children appreciate beauty, develop personality, and encourage innovation. Teachers design and organize creative music education games mainly aim to cultivate children's innovative consciousness and creativity; meanwhile, we should attach great importance to the cultivation of innovative consciousness. To this end, teachers should follow the guiding spirit of the "outline", so that children become the subject of learning, they walk into music, integrate with music, and develop children's creativity in music games. Teachers should also pay attention to the characteristics of each child, be good at observing children's ability to accept things and understand things, then gradually deepen the difficulty of the game content, so that they feel the joy of creation, and gradually develop their happy and self-confident personality traits. Teachers should also attach great importance to the cultivation of children’s sense of cooperation in the collective life. Different ways of cooperation can be used in teaching, such as group contest in the game, collective performances, etc., during which tacit spirit and collective sense of collaboration will be cultivated.

2.5 Teaching Evaluation

In children's music teaching, artful evaluation is a crucial link. Under the influence of education, children's self-consciousness will be further developed. However, throughout the early childhood, children's self evaluation ability is still poor. Therefore, the evaluation of adult on children should be appropriate, too high or too low evaluation is not conducive to their confidence in progress. However, in teaching practice, part of the teacher's evaluation on young children is only understood as the appreciation or affirmation of children, and vice versa for children's false performance they
give a negative evaluation, simply called "result oriented evaluation system." But in fact, children's thoughts and standings are reflected in the whole process of the game, teachers should carefully observe and guide and respect their voice. Therefore, the evaluation of the game should be paid attention to the process rather than the results. In other words, the evaluation can not only focus on the results, but give up the process. Not only that, the evaluation process of children's games should be a dialogue among children or between children and teachers[5]. The appropriate evaluation of the results of the game can not only stimulate children's love for learning, but also enhance their self-confidence. However, if the evaluation of children is beyond the acceptable range of children, it’s detrimental to the development of young children. Such as, high evaluation may cause children arrogant, while low comments will hurt them. Only realistic and appropriate evaluation can stimulate their interest in learning, so that they find their strengths and weaknesses in the process of the game.

All in all, the teaching strategy can be summarized as follows: the teaching objectives must be clear in the minds of teachers while concealed to the children; the teaching environment should accord with children's interests, giving children warmth and reality. The teaching contents should be based on children's needs and moderate, reflecting the initiative of children; take the game as the basic teaching activity, take appropriate teaching methods, teach students in accordance with their aptitude, treat each child with equal heart, and give them opportunities to show. In order to make children learn happier, various kinds of activities should be carried out in the form of game, so that children can learn from the game. Language, science and art are possibly penetrated into the game; in the teaching evaluation, focus on the experience of the process, rather than blindly emphasize the results. Each child is given appropriate evaluation, neither too high nor too low.

3. Conclusion

Children's games are based on children's original life and knowledge experience to promote the growth of them in learning happily. In fact, children's games and learning are complementary and integrated[6]. Children's games promote their knowledge of music learning, on the contrary, music knowledge bring topics for games, enriching varieties of games. Therefore, today's preschool teachers should let children become the main body of teaching activities, trying to take game as the most basic teaching activities for children's music education. As a result of the use of the education mode that adapt to children's physical and mental characteristics, child games often receive good effect in practice.

In this paper, writer tries to make a comprehensive analysis from the perspectives of the characteristics of child games, children's psychological and physiological characteristics, the music elements contained in the games and children game case. Finally teaching strategies are put forward that combine children's music education with games. With the deepening of the new educational philosophy, further study of children's music education, and social and national attention to the study of early childhood games, I believe that the research and development of children's games will become the subject of universal concern.

4. References


