

Thoughts on the Teaching Reform of the Course "Music Theory and Sight-Singing" in Preschool Education Majors of Applied Universities

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Abstract: In recent years, the rapid development of preschool education majors in Chinese universities has led to an increasing demand for comprehensive early childhood education professionals. In the field of music education for preschool education, music theory and sight-singing are fundamental theoretical courses that are crucial for cultivating the musical skills of students in preschool education majors. Currently, most of the textbooks and teaching methods used in these courses are directly adapted from those used in professional music colleges. This kind of professional skill training and theoretical teaching method is difficult to accept for non-music majors in preschool education. How to enable these students to master music theory and sight-singing knowledge, and how to cultivate and inspire students to apply the music knowledge they have learned in future work. These are the topics that preschool educators are thinking about at the moment. This article analyzes the textbooks and teaching of preschool education by comparing and contrasting them, and gives some rationalized suggestions.

Keywords: Preschool Education; Music Theory and Sight-reading; Applied Universities; Teaching Reform

1. Introduction

The music theory and sight-singing course in preschool education is an important component of music education [1]. It plays a significant role in enhancing children's musical perception, musical literacy, aesthetic perspectives and experiences [2]. Research on this topic commonly focuses on teaching methods,

teacher training, individualized education, and curriculum evaluation. In China, research literature and empirical studies on this subject are increasing year by year. In contrast, foreign research in this field is relatively mature, especially in course design and teaching methods, where they have accumulated rich experience. The teaching reform of the course "Music Theory and Sight-Singing" in preschool education majors of applied universities is a topic of interest in the field of music education. Xiaofei et al. (2019) discussed the importance of establishing characteristic courses in local colleges and universities to train music talents with modern educational thought and innovative spirit [3]. The development of Olunchun original ecological music as a characteristic course reflects the emphasis on utilizing local cultural resources to promote the development of students and local society. In the context of Chinese music education studies, there is a focus on education reform in teachers' colleges and universities, particularly in high schools. The systematic literature review by an Yang (2023) highlighted the significance of music theory and sight-singing ear training in the reform of music education [4]. This aligns with the idea that incorporating local folk music culture into the curriculum can enhance students' understanding of their cultural heritage and promote the development of music education. Furthermore, the study by Z. Pang and Yuanbi Liu (2021) emphasized the importance of basic music theory and sight-singing for preschool education [5]. This suggests that early exposure to music theory and sight-singing skills can lay a strong foundation for future music education. Additionally, the exploration of different teaching methods, such as the Kodály method

mentioned in the Austin Independent School District document (2014), can enhance the learning experience for students in music theory and sight-singing courses [6]. Overall, the literature review indicates a growing interest in incorporating local folk music culture and innovative teaching methods into music theory and sight-singing courses for preschool education majors in applied universities. By focusing on the development of characteristic courses and utilizing regional cultural resources, educators can enhance students' musical knowledge and appreciation while promoting the preservation and inheritance of national music culture.

2. Analysis of the Current Teaching Status of the Course "Music Theory and Sight-Singing" in Preschool Education Majors

Preschool education is a comprehensive and practical major that covers the five main areas of early childhood education. The main purpose of the various music courses in preschool education majors is to provide aesthetic education to students through music education and ultimately deliver this through music activities in kindergartens. The ultimate goal is to convey beauty to preschool children. For students with no musical background, learning basic music knowledge and skills should be introductory and foundational, the lack of music theory has caused great obstacles to their learning and singing [7]. However, the current textbooks and teaching links lack specificity and practicality [8], overly pursuing professionalism and theory while neglecting operationality and usability [9], thus dampening students' enthusiasm and leading to unsatisfactory teaching outcomes [10]. Through observation and analysis, the author summarizes the following reasons.

2.1 Textbooks Do Not Meet Actual Teaching Needs

Most of the textbooks currently used in preschool education are selected and deleted from authoritative music theory and sight-singing versions. For preschool education majors who have no musical theoretical foundation and practical ability, such professional and theoretical textbooks are obviously not suitable [11]. It has the characteristics of preschool education major, and the teaching materials do not match the

actual teaching needs. First of all, because the content of such textbooks focuses on in-depth explanations of music theory, it is often easy to ignore the actual teaching needs of preschool education students. After all, preschool music course education requires more practical music knowledge and skills, rather than overly complex music theory. Secondly, due to the limitations of the syllabus and content, teachers mainly introduce theoretical knowledge and lack the actual teaching needs of preschool education majors such as music activity design, which leads to a disconnect between the aesthetic education concept of teaching design and the actual teaching of the curriculum. Because traditional music teaching materials are highly universal, they cannot be adjusted to the characteristics of preschool education, thus neglecting the special needs of preschool education for music education, such as easy-to-understand children's songs, rhythm games, music scene stories, etc. At the same time, due to the lack of some specific practical cases and guidance in the textbooks, teachers cannot effectively guide students in practical operations, and students cannot obtain intuitive music knowledge experience through actual case studies.

2.2 Lack of Guidance and Innovation in Teaching

Teachers often focus on knowledge memorization and skill training, neglecting the cultivation of students' guidance and innovative abilities. For preschool education majors, enhancing musical aesthetics and cultivation is crucial, requiring teachers to shift their teaching approach and enhance their own cultivation to foster students' guidance and innovation abilities [12].

First of all, in terms of teaching goal guidance, teachers' course goals are often not clear enough, so that students do not know the focus and goals of learning, and are unable to invest enough energy in course learning, resulting in unsatisfactory learning processes and effects. Secondly, the teaching process of music courses is easy to be loose. Due to the lack of systematic and rigorous procedures in the laboratory, it is difficult for students to follow the teacher's ideas throughout the process. It is easy to overlook many details during the learning process, thus losing the guidance of teaching. Finally, because teachers often use

traditional teaching methods such as dictation and simple demonstrations, and lack diversified teaching methods such as multimedia, classroom interaction, group collaboration, and improvisation, students tend to feel bored during learning. At the same time, due to the limitations of teaching materials and the lack of lesson plans Outdated, teachers often use a set of teaching plans for many years and fail to keep pace with the times, making it even less possible to stimulate students' creativity and interest.

2.3 Unreasonable Teaching Methods

Music courses in preschool education majors aim to develop students' basic theoretical knowledge, musical aesthetics, and ability to design music activities. However, the traditional lecture-based teaching method and after-class assignments are unreasonable for these students [13]. The unique needs of preschool education require more guidance and creativity in music teaching, making students the main body of learning and engaging them in music study.

The specific manifestations of the unreasonable current course teaching model are as follows: First of all, teachers in the existing teaching model are often professors and lack diversified teaching methods. It is difficult for students to concentrate on learning, in classroom the atmosphere is boring, and the learning effect is poor. Secondly, teachers often give too much theoretical explanations and less practical exercises and guidance in teaching, so students tend to lack training in practical music skills. Thirdly, since the teaching of preschool music courses often adopts a group class model, the teaching content and progress are unified, thus ignoring the individual differences of students and failing to meet the learning needs of different students. Similarly, since the evaluation model of learning is often conducted in the form of unified examinations or even test papers, process evaluation and diversified evaluation methods are ignored, thus failing to fully reflect students' learning situation.

3. Teaching Reform Ideas

Based on the current situation and personal teaching experience, the author offers the following suggestions for the teaching reform of the course "Music Theory and Sight-

Singing".

3.1 Use of Textbooks and Teaching Materials

According to the above analysis, the selection of preschool education music course teaching materials should include more practical music knowledge suitable for the current situation of preschool education majors. Multimedia, music software, physical teaching aids and other means can be used in teaching to enrich the classroom teaching content, thereby enhancing students' participation and interest in learning. On the other hand, teacher training and the development of teaching materials are also critical. It is necessary for schools to regularly train teachers to improve their understanding and application ability of teaching materials. At the same time, teachers should be actively encouraged to participate in the development and improvement of independent teaching materials and organize a team of relevant experts guides the development of teaching materials to ensure that the content of the teaching materials is consistent with actual teaching needs.

Given that most textbooks for music theory and sight-singing in preschool education majors are based on professional music materials, teachers need to make selective adaptations in actual teaching. This process is referred to as "creative teaching"[14]. Teachers can outline key knowledge points from the textbook and use games, project tasks, and group discussions to make the material more engaging. For example, instead of rigidly defining "musical sound" and "noise," teachers can create an interesting task where students find examples of each in life, record them, and attempt to transform noise into musical sound. This approach not only helps students remember basic concepts but also engages them in a lively music activity design.

3.2 Teaching Reform and Innovation

Regarding teaching guidance and innovation, teachers should clarify objectives before teaching, help students understand the point and difficult issues in the chapters they have learned, teachers should also constantly emphasize and review these objectives during the course teaching process. At the same time, teachers must formulate systematic teaching plans, explain and practice systematically, step

by step, and level by level, and give students clear guidance in each specific teaching link to ensure that students can master the knowledge and skills in the course in a timely manner. In teaching, teachers also need to actively search for and explore new interesting teaching content, such as pop music, ethnic music, film music, musicals, etc., and combine it with music phenomena that are easy for students to experience in their lives to stimulate their interest in learning and creativity.

Regarding the course teaching model, teachers can change the single teaching model and introduce diversified teaching methods, such as interactive teaching, project-based teaching, situational teaching, etc., to further increase the fun and participation of the class. In the teaching process, some practical links can also be added, such as chorus, ensemble, improvisation, etc. Teachers can implement layered teaching based on academic conditions, develop personalized teaching plans based on students' interests and abilities, and establish a diversified evaluation system based on the latest information-based teaching methods to scientifically and comprehensively grasp students' learning situations.

As the course "Music Theory and Sight-Singing" has applied for the second batch of large-scale teaching reform projects in the school. The main reform ideas are described as follows.

3.2.1 Implementing a blended teaching model based on the OBE (Outcome-Based Education) concept

Shifting from "teacher-centered" to "student-centered" and from "single-discipline textbooks" to "problem-based" multi-dimensional construction.

Online Design:

- Combining online teaching content with course resources and analyzing students' online learning data.
- Providing online guidance, Q&A, discussions, and interactions.

Offline Design:

- Establishing a cyclic teaching model of "thinking promotes learning, learning nurtures thinking."
- Using topic-driven teaching methods to lead students to think, discuss, and explore.
- Encouraging autonomous research through student groups, classroom discussions,

presentations, and summaries.

3.2.2 Implementing "flipped classroom" teaching with teachers as guides and students as the main body

- Dividing the class into groups, with each group researching and presenting a topic using course content.
- Teachers organize evaluations and provide feedback.

3.2.3 Changing the single assessment method to a "1+2+3" model

- "1" for the final exam (40%).
- "2" for offline class performance (10%) and online interaction (10%).
- "3" for homework (20%), periodic assessments (10%), and group reports (10%).

4. Current Value and Significance

The content studied in this article is related to the teaching practice and reform direction of preschool music course. At the time of the advent of large-scale curriculum reform in china, it has important contemporary value and significance.

4.1 The Use of Teaching Materials

The issue discussed in this article regarding the use of teaching materials are of great practical significance for the compilation and compilation of music teaching materials for preschool education, and provide profound thoughts on how to write music teaching materials for preschool education majors.

4.2 Discussion about Online and Offline Hybrid Teaching

This seems to be an ordinary question, but when combined with the particularity of music courses, this discussion becomes meaningful. Bringing traditional music coursed into Internet thinking, this is of epoch-making significance.

4.3 The Model of Classroom Teaching and Course Evaluation

In this article is a new thinking on the current teaching of music course in preschool education. From one-way and single to multi-directional and pluralistic, this is the inevitable direction of music courses teaching in preschool education.

5. Conclusion

This article discusses the teaching reform of

the course “Music Theory in Sight-Singing” and conducts in-depth analysis in the use of teaching materials, teaching concepts, teaching techniques and teaching evaluation, and concludes that the OBE has changed from “teaching-centered” to “learning-centered” concepts, as well as online and offline hybrid teaching methods. This topic discussed a new type of teaching concept and model. Since it has not yet been implemented, a large amount of teaching practice is needed to test it. The core issue discussed in this article is the direction of teaching reform of music courses in preschool education, which is of great significance to future teaching and reform.

Acknowledgement

This work was supported by the school-level teaching reform research project of Jiangxi Institute of Applied Science and Technology. Project number JXYKJG-23-25.

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