

Analysis on the Paradigm Shift in the Pre-school Music Education Instruction in Xianyang Normal University

Yingying He

University of Baguio, Baguio City, 2600, Benguet, Philippines

Abstract: Xianyang Normal College is a local teachers' college. This study focuses on the preschool music education specialty, tries to explore in the context of practical music education philosophy, seize the opportunity, identify the crisis, find their internal advantages and disadvantages, tries to solve the problems of preschool music education teaching, and continuously train excellent teachers for local basic education. In this paper, situation analysis is used to investigate and analyze S, W, O and T, and SWOT matrix analysis chart is used to provide five alternative development strategies.

Keywords: Preschool Music Education; Teaching Paradigm Shift; SWOT

1. Preschool Music Education Teaching Paradigm Change from the Outside Opportunities

1.1 Practice Music Education Philosophical Paradigm Shift

The core idea of "practical music education philosophy" holds that music is practical, and students must experience and understand music through their own experience and full participation. It respects cultural diversity, and emphasizes the promoting effect of practical activities in music education on music experience. The core ideas and main characteristics of practical music education philosophy can provide a teaching paradigm change for the development of music curriculum in preschool education, namely, the teaching paradigm of "human-interaction".

1.2 Mixed Model of Online and Offline Teaching

The year 2020 is an opportunity for the deep integration of modern education technology and classroom teaching. Online teaching to some extent makes up for the lack of music education theory for preschool education students who only pay attention to the study of music skills. Multiplayer online bluster ensemble activities also let everyone feel the fun of cloud cooperation. The new era of online and offline "mixed teaching" is coming, and our teaching paradigm will change accordingly.

2. The External Crisis of Preschool Music Education Teaching Paradigm

2.1 Employers are not Satisfied with Graduates' music-related Abilities

In addition to technical music literacy, preschool music education in our school requires kindergarten teachers to have the ability to independently design kindergarten music courses and formulate music education programs, but the actual training level is not in line with the needs of employers. The employers have low satisfaction on the music professional knowledge and ability of the graduates of our college, which is mainly manifested in: 1. Piano impromptu accompaniment ability slightly weak; 2. The artistic conception and educational significance of children's songs cannot be clearly conveyed; 3. Lack of innovative thinking for the compilation and creation of music materials.

2.2 The Competition of Preschool Music Education in Regional Undergraduate Colleges is Fierce

Shaanxi has a total of five pre-school education colleges and universities. First of all, our school is not geographically dominant. Compared with universities in Xi 'an, the provincial capital city, our school is at a disadvantage in terms of social and cultural

influence and higher education concepts. Secondly, the professional team of teachers is weak. There are 5 pre-school music teachers in our school. The professional title structure is mainly lecturers, and the proportion of teachers with rich teaching experience is small.

3. Advantages of Preschool Music Education Teaching Paradigm

3.1 Clear Orientation of Professional Training Objectives

In 2015, the Ministry of Education clearly put forward the task of building application-oriented undergraduate courses, but local normal colleges undertake the mission of training basic education teachers for the country. “Academic” and “teaching-oriented” are the characteristics of normal majors, and chasing big waves will only make some normal colleges into a difficult choice. Xianyang Normal University has always been based in Xianyang, facing Shaanxi, radiating to the west, developing “teaching service university” and “teaching applied university”, and continuing to maintain the characteristic advantages of teacher education.

3.2 The Curriculum Structure is Scientific

The curriculum structure of preschool education in our school consists of five major parts: subject basic course, specialty basic course, specialty core major course, specialty core elective course and specialty ability course. “Orff Music Teaching Method” in the music course of preschool education takes practice teaching as the main line, and cultivates students’ comprehensive abilities of music games, lesson creation, communication and cooperation, which is the “Golden Course” reflecting the comprehensive reform direction of the new normal school in our school.

4. The Inherent Shortcomings and Disputes of Preschool Music Education Teaching Paradigm

4.1 Curriculum Learning Focuses on Tools rather than Culture

Curriculum culture involves the question of “what to teach”. For a long time, we seldom ask the meaning behind the curriculum phenomenon. Through the analysis of the learning objectives of the “vocal music” course in the preschool education of Xianyang Normal University, the course learning is still at the instrumental goal level of being able to sing and play the piano, rather than experiencing the happiness of musical activities and the culture behind the music.

4.2 Single Teaching Content and Method

Through the implementation of singing, rhythm, percussion, music appreciation of the four parts of the teaching content to enable students to acquire relevant musical ability, to become a qualified preschool music teacher. However, according to the investigation of teaching content in our school, the teaching content is mainly limited to basic piano and playing and singing. Through interviews with 5 teachers, it is found that teachers mainly use teaching method, demonstration method and practice method. In rare cases, some teachers will use music appreciation method and music expression teaching method. Due to students’ weak music foundation, they will not use music creation method.

4.3 The Applicability of Teaching Materials is not Strong

The quality of music teaching materials for preschool education in our school varies greatly. Most of the teaching materials for preschool music education are those of music education major, such as Czerni Piano Etudes: Opus 599 and Basic Piano Course for electric piano class. However, students of the two majors differ greatly in terms of basic music skills and musical literacy. Most preschool students come from colleges and universities and ordinary high schools, and their comprehensive ability of music is relatively weak. Preschool education major “uses” music teaching materials of music education major, which deviates from the actual situation of students in this major.

4.4 Teaching Assessment Methods are not Scientific

The assessment method of music courses in preschool education major of Xianyang Normal University is the final examination, and the assessment result is calculated by 30% of the daily learning process and 70% of the final examination. Nowadays, college students are no longer afraid of exams. They cope with course work in the ordinary learning process, and even frequently cut classes and be late. They always rush before exams and still get corresponding credits.

5. SWOT Analysis Matrix of Preschool Music Education Teaching Paradigm

SWOT matrix provides four alternative strategies for the advantages and disadvantages, opportunities and crises faced by the teaching paradigm of preschool music education in our school: SO strategy, WO strategy, ST strategy and WT strategy. The SWOT analysis matrix framework of the teaching paradigm of preschool music education in our school is shown as follows:

<p style="text-align: center;">Advantages And Disadvantages</p> <p>Selection Strategy</p> <hr/> <p>Opportunity And Crisis</p>	<p style="text-align: center;">ADVANTAG</p> <p>1. Clear orientation of professional training objectives 2. The curriculum structure is scientific</p>	<p style="text-align: center;">DEFICIENCIES AND DISPUTES</p> <p>1. Curriculum learning focuses on tools rather than culture 2. Single teaching content and method 3. The applicability of teaching materials is not strong 4. Teaching assessment methods are not scientific</p>
<p style="text-align: center;">OPPORTUNITY</p> <p>1. Practice the philosophical paradigm shift of music education 2. Mixed mode of online and offline teaching</p>	<p style="text-align: center;">SO STRATEGY</p> <p>Leverage Internal Strengths to Take Advantage of External Opportunities</p> <p>1. Firmly establish the orientation of local normal colleges and define the training objectives of application-oriented teaching universities 2. Professional courses such as preschool music education can be added online under the mixed mode of online and offline</p>	<p style="text-align: center;">WO STRATEGY</p> <p>Use External Opportunities to Overcome Internal Shortcomings</p> <p>1. Establish the practical teaching concept of music and the cultural connotation of the course 2. Attach importance to and strengthen teaching assessment, scientific management of assessment methods</p>
<p style="text-align: center;">CRISIS</p> <p>1. Employers' satisfaction is not high 2. The competition of preschool music education in regional undergraduate colleges is fierce</p>	<p style="text-align: center;">ST STRATEGY</p> <p>Rely on Internal Advantages to Avoid External Crises</p> <p>1. Establish a teaching quality assurance system to ensure the implementation and supervision of the achievement of professional training objectives 2. Highlight characteristic courses to enhance core competitiveness</p>	<p style="text-align: center;">WT STRATEGY</p> <p>Use External Opportunities to Overcome Internal Weaknesses</p> <p>1. Select and compile music textbooks suitable for preschool education, and increase the proportion of practical teaching; 2. Learn from and scientifically apply music teaching method, and pay attention to the diversity of teaching content</p>

6. SWOT Development Strategy for the Paradigm Change of Preschool Music Education in Xianyang Normal University

According to the results of SWOT analysis, the paradigm change of preschool music education in Xianyang Normal University is the internal demand of improving teaching quality and the practical choice of training practical talents.

6.1 Establish Practical Teaching Concept of Music and Curriculum Cultural Connotation

Teachers establish the teaching idea that music is to obtain self-growth, self-recognition and music pleasure, strengthen cultural dialogue and integration in the process of music teaching, and help students to establish a correct view of music culture.

6.2 Learn from Excellent Music Teaching Methods and Pay Attention to the Diversity of Teaching Content

Teachers can learn from famous foreign music teaching methods, let students directly perceive and experience music through the body, and then express music, so as to obtain the pleasure brought by music and basic subject skills. In addition, the teaching content should be set on the basis of students' actual music level, organically connecting students' learning interests with social needs, which is conducive to the organic unity of students' overall development and personality development. (Hu Jing & Yu Li, 2016)

References:

- [1]Hu Jing & Yu Li.(2016). Music Curriculum Reform Direction of Preschool education major in local colleges and universities. Drama Home (02),154+158.
- [2]Zhou Xu & Zhang Yingying.(2019). On the direction of "Classroom Revolution" in colleges and Universities. Educational Management of Colleges and Universities (06),88-94.
- [3]Li Guoqiang, Zhou Inventions, Chen Yong, Tang Shuhong & Li Yan.(2020). The Change of university teaching Paradigm: Connotation, Dilemma and Countermeasures. Journal of Hunan University of Humanities and Science and Technology (06),96-104.