

A study on cultivating children's sense of rhythm in music rhythm

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Abstract: Early childhood is the primary stage of the development of children's abilities and personality, and preschool teachers should pay attention to laying the foundation for children's development through teaching. Music activity is an important part of children's teaching system. Teachers should focus on cultivating children's sense of rhythm in music rhythm, improving their music perception, and laying a good foundation for subsequent music learning. In this process, teachers should pay attention to exploring new ways of teaching reform, integrate the concepts of independence, pleasure and creativity into teaching, further improve music teaching activities, and enhance children's comprehensive ability. Based on this, this paper analyzes the strategies of cultivating children's sense of rhythm in music rhythm, with a view to providing reference for educators.

Keywords: music rhythm; child; rhythm; kindergarten

Introduction: Rhythm is the soul of music. Mastering the sense of rhythm is very helpful for children to learn music. In the process of preschool teaching, preschool teachers should pay attention to the cultivation of children's sense of rhythm, and let children dance in the music rhythm. For children, they can understand the connotation and emotion of music under the guidance of the sense of music rhythm, sublimate their personal feelings, and achieve healthy growth. Music activity is an important part of children's teaching activities, and it is the music enlightenment teaching for children. It is conducive to cultivating children's aesthetic ability and promoting children's moral sentiment. As an important part of music teaching, teachers should pay enough attention to rhythm training, strengthen the use of existing teaching resources, actively innovate teaching models, and improve children's comprehensive rhythm sense.

1. The Importance of Cultivating Children's Sense of Rhythm in the Teaching of Music Rhythm in Kindergarten

1.1 It is conducive to promoting the development of children's thinking ability

In the music rhythm teaching, children can dance with the music rhythm, so as to get a direct and strong feeling of the music interest, so as to effectively stimulate children's willingness to express emotion, thus effectively cultivate children's thinking ability, and promote children's enthusiasm and initiative. The cultivation of rhythm sense is of great value to the physical and mental development of children. The process of children playing rhythm with music can mobilize a variety of senses, establish complex neural connections in the brain, effectively stimulate children's ability to listen, distinguish and remember music rhythm, and then promote the development of cognitive abilities such as thinking and concentration. The sense of rhythm can directly affect the body and mind of children. The music rhythm can mobilize children's emotions, enrich children's emotions, and promote their balanced development of body and mind. In collective music activities, children can cooperate with each other, so as to effectively exercise children's cooperation ability and collective consciousness, and cultivate children's good personality. In the relaxed atmosphere of music, children can get free space for activities, release themselves and show themselves in music, and give full play to their imagination and creativity. In the process of music learning, children can follow the music rhythm to drive their own interests, express the basic points of music perception through their bodies, and accurately identify the intensity of rhythm and tone size, which can effectively improve their music perception ability.

1.2 It is conducive to stimulating children's interest in music learning

During the period of music learning, teachers can use rhythm to teach, so as to improve children's listening ability, enable them to be more immersed in the music atmosphere, so as to gain more experience, and effectively enhance children's interest in music learning.

Children in kindergartens are young, and they are about four to six years old. At this stage, they are in the embryonic stage of thinking, and their understanding of external things is not comprehensive and clear enough. Strengthening the cultivation of children's music rhythm during this period can stimulate children's strong curiosity, and then promote children's love of music rhythm. To cultivate children, we should start with interest. When children establish their love for music, they will be more willing to explore music actively and master deeper music knowledge. In daily teaching, teachers will set up corresponding music rhythmic activities according to children's age characteristics, such as setting up simple body movements, guiding children to nod, clap and other ways to conduct body rhythmic movements, and initially perceive the music rhythm; Or guide children to express the lyrics with their own limbs in music teaching, including stamping their feet, twisting their waist, etc., so as to create an active teaching atmosphere and enhance children's interest in learning.

1.3 It is conducive to stimulating children's musical talent

In the new era environment, people pay more attention to the comprehensive development of children and the development of music education. As an art, music focuses on children's perception of music and sense of rhythm, so as to enable children to express their inner feelings in their own way and improve their aesthetic taste and ability. Rhythm is one of the basic elements in music, and also an important part of music. It plays a positive role in stimulating children's musical talent. Swiss music educator Darkroz believes that human beings have a natural sense of rhythm. In music teaching, teachers can stimulate children's innate sense of music rhythm and music instinct by playing music and guiding children's body movements. From the perspective of children's development, cultivating children's rhythm awareness can not only improve their music memory and develop their music sensitivity, but also exercise their understanding of music and enhance their self-control. Children themselves are eager to imitate. Music with strong sense of rhythm can stimulate children's curiosity, and then stimulate children's interest in learning. In this regard, teachers should pay close attention to the reality of children's development in music teaching, cultivate children's sense of rhythm through various music games and rhythm training, and promote children's all-round development.

2. Problems in the cultivation of children's sense of rhythm

2.1 Single form of musical rhythmic activity

In the actual teaching process, teachers mainly rely on textbooks to carry out activities, but they do not organize activities completely according to the content of textbooks. The overall activity selection source and activity organization mode are relatively single. Most teachers will organize music activities in combination with the existing teaching aids and venues in the kindergarten. The lack of innovation in the content design of rhythmic activities makes children less active in participating. Influenced by the traditional teaching concept, most teachers adopt the indoctrination teaching method, pay more attention to guiding children to observe and imitate, and ignore the exploratory nature of the teaching process, which is not conducive to the comprehensive development of children.

2.2 The children's overall sense of rhythm is insufficient

Children have little experience in learning music rhythm, and even many children have not received systematic music teaching. They have insufficient knowledge of the use methods and names of various musical instruments, non-standard use of musical instruments, and lack of awareness of the rules of using musical instruments. Due to their limited English learning experience, children have poor performance in rhythmic links and command links in activities, and their overall sense of rhythm is average, it is inevitable that there will be some confusion in the performance of music rhythm in activities. A few children can accurately perceive the rhythm in music, so they can simply create the rhythm when expressing the rhythm. But on the whole, most children's sense of rhythm has not reached the basic level, and they dare not express themselves boldly when following the music, and lack creative expression in activities.

2.3 There are few kinds of related musical instruments

Due to various factors such as funds, some kindergartens have few types of musical instruments, and the existing types and quantities

of musical instruments are insufficient. In addition, kindergartens have not timely repaired or replaced damaged and damaged musical instruments, which makes the actual number of musical instruments used limited and can not effectively meet the needs of children's music rhythm training. Some kindergartens pay more attention to rhythm training. When musical instruments are damaged or missing, they fail to supplement and repair them in time, which gradually reduces the number of musical instruments required for rhythm training. As far as the preschool education system is concerned, due to various factors, children's music education is in a weak position. In the traditional teaching mode, most teachers teach singing and dancing and other skills, instead of cultivating children's enthusiasm for music learning through various music activities, and guiding children to fully use their own bodies to perceive music rhythm, it is impossible to establish guidance for children's physical and mental development, which will hinder the improvement of children's sense of rhythm. The sense of music rhythm is a psychological activity that people can accurately obtain music rhythm when they perceive and understand music. It has a positive effect on children's physical and mental development. However, there are some deficiencies in the sense of rhythm training in kindergartens at present. Preschool teachers should actively explore teaching paths, improve children's music learning ability through teaching reform, and promote the development of children's sense of rhythm.

3. Analysis on the Practical Strategies of Cultivating Children's Sense of Rhythm in Music Rhythm

3.1 Create a good music atmosphere and stimulate children's interest in rhythm learning

Good music atmosphere can enable children to focus their attention and effectively stimulate their interest in learning music rhythm. Children are young, they can't keep their attention for a long time in learning activities, and are easily affected by external environmental factors, especially when learning content that they are not interested in, they will show a more passive learning state, which is not conducive to the improvement of teaching effect. In this regard, preschool teachers should pay attention to creating a good learning atmosphere, adopt diversified teaching methods, effectively attract children to participate, and dynamically adjust the learning atmosphere and learning environment in combination with children's interests, so that children can keep learning enthusiasm in rhythm training for a long time. In the actual teaching, teachers should pay attention to setting up colorful rhythmic teaching activities, driving children's audio-visual and other multiple senses, deeply perceiving the music rhythm, so that they can participate in rhythmic training independently and feel the fun of rhythmic training. Taking the teaching of the song "cuckoo bird" as an example, the teacher first explains the relevant knowledge of cuckoo bird for children, introduces the relevant picture books and multimedia courseware of cuckoo bird reading, enhances children's understanding by watching the picture books, and the multimedia courseware enables children to hear the cuckoo bird's call, so as to stimulate children's interest in learning songs and immerse themselves in the song learning atmosphere. Then, the teacher led the children to carry out rhythm training, and at the same time, gave the children full space to show themselves, so that they could dance freely with the rhythm. While learning music knowledge, they could enhance their confidence in music learning.

3.2 Introduce game teaching activities to cultivate children's rhythm perception

Play activities can enable children to feel the music rhythm in their own participation, and enhance their music learning experience through their own rhythmic rhythm. Children themselves are eager to learn and imitate, and they are full of desire to explore the unknown world. For this, teachers can grasp the learning characteristics of children, actively carry out music rhythm training by setting up diversified teaching methods, set up play teaching activities by means of videos, objects, etc., and strengthen the guidance of game activities to children, so that they can actively participate in the training. Different from regular games, music games pay more attention to children's rhythm experience, so that children can experience music rhythm and acquire music knowledge through personal experience. Therefore, when setting up music games, preschool teachers should introduce music materials that are conducive to the description of the situation, apply modern information technology and diversified teaching methods to assist in teaching, so as to enrich children's music rhythmic experience, and let children really feel the feelings expressed in music works. The key to setting up game activities is to give children a sense of immersive experience, so that they can participate in the game wholeheartedly, and unconsciously follow the rhythm, thereby enhancing

their musical perception. Taking the teaching activity of the game “Little White Rabbit” as an example, teachers can first use information technology to play the video of children’s songs, so that children can see the picture of a little rabbit jumping with the music rhythm on the screen, so as to stimulate children’s willingness to participate in the rhythm. Then teachers should further strengthen children’s intuitive experience, let children jump with the rabbit at will, let children feel the music rhythm in the game, so as to introduce rhythm training and enhance children’s sense of rhythm. Play is one of the activities that children especially like. Rhythm training is closely related to games. Games can bring children happiness in growth. Music rhythm can penetrate into game teaching, so that teachers can design interesting music games based on music teaching content to guide children to explore music knowledge. Interesting rhythm can arouse children’s preference for music, and specific games can promote interaction between teachers and children, and enhance children’s acceptance. In this regard, teachers should pay attention to setting up music interactive games to help children master basic music rhythm skills through teacher child interaction. For example, in the song teaching of “Mary Has a Little Lamb”, teachers can extract the distinctive features of music songs to guide children to play role games. Teachers first play music videos for children with the help of multimedia technology, and then explain the specific playing methods of performance games to stimulate children’s interest in playing activities. Then the teacher sets different roles according to the content of the song, and organizes children to play corresponding roles. For example, some children play lambs, and some children play dogs and cats. The teacher can also play different animals, leading children and animal role identities to feel the change of music rhythm, and at the same time, combining different animal sounds to carry out basic rhythm training. Role playing activities can help children quickly complete the interpretation of music, feel the music rhythm in their own participation, and unconsciously enhance their own sense of music rhythm.

3.3 Set up music appreciation activities to guide children to deeply understand the rhythm characteristics

Music appreciation activity is an important way for children to perceive music rhythm, which can help children better understand the characteristics of music rhythm and understand the deeper music rhythm effect under the guidance of teachers. In this regard, teachers should pay attention to setting up music appreciation activities based on children’s learning characteristics, so that children can have access to a variety of sound sources and obtain more high-quality rhythm materials. First of all, at the language level, teachers should pay attention to combining language elements to bring children a special sense of rhythm. Rhythm training is ubiquitous. It is not only limited to music learning, but also can be trained through language dialogue and language expression. Teachers can guide children to say nursery rhymes, doggerels, etc. rhythmically, so that children can have a sense of rhythm in their speeches and enhance their ability to speak rhythmically. Secondly, at the level of songs, teachers can lead children to organize music theme activities, so that children can improve their rhythm ability in music appreciation. For example, in the music theme activity, the teacher gives fixed children’s songs, including Catching Loach and Reading Man, and leads children to appreciate music. The children can design actions or language independently according to the music rhythm, perceive the song emotion through the rhythm, and express the language, so as to enhance the children’s sense of rhythm. In addition to music works, many sounds in life have their own rhythms, such as raindrops and insects in nature, rhythmic sports in sports activities, etc. Teachers can integrate such rhythms into rhythm training to guide children to deeply understand rhythm characteristics.

4. Conclusion

To sum up, in music teaching in kindergartens, teachers should pay more attention to rhythm training, combine the characteristics and laws of children’s physical and mental development, pay attention to the innovation of teaching models, and effectively meet children’s learning needs for music rhythm through the construction of interesting teaching environment and game activities, so as to promote children to enhance their sense of rhythm unconsciously. In this process, teachers should deepen their perception of rhythm, constantly accumulate and summarize experience, explore more interesting and effective teaching methods, and combine teaching with entertainment, so that children can maintain their love of music for a long time and promote their healthy growth.

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