

Analysis of China Preschool Music Education on the Teaching of Chinese and Foreign Folk Music

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Abstract. In the 21st century today, with the development of communication between Chinese and western culture more closely with the vast, we are learning and reference to foreign music at the same time, the inheritance of our nation's precious music heritage, cultivate children's ethnic aesthetic, strengthening national consciousness and national spirit, children learn and understand the traditional culture of our country has important significance, Folk music education has also become an important part of early childhood music education. Therefore, this article will systematically analyze the national music culture in the pre-school education present situation and existing problems, and research the importance of national music culture in pre-school education, not only for in-depth study of Chinese national music play a role, more of the development of national music culture in the preschool education of our country has a very important practical significance.

Keywords: Preschool Music Education; Folk music; Music Education Policy.

1. Introduction

China is a multi-ethnic country with a long history and rich national cultural resources. Folk music culture is an important part of the history of Chinese national art and the precious spiritual wealth of a country and a nation [1]. However, with the rapid development of economic integration and cultural diversity in the world, many traditional Chinese folk music is disintegrating and declining. Preschool education, as a basic education, will play a positive role in promoting the inheritance and innovative development of Chinese folk music culture.

Preschool education should lay a good quality foundation for children's short-term and lifelong development. Art is the main way to implement aesthetic education, so we should give full play to the emotional education function of art and promote the formation of children's sound personality. As a form of art, folk music naturally bears the important responsibility of cultivating children's emotions, improving their personality and laying the foundation for lifelong development [2]. Folk music is often directly or indirectly related to the religious beliefs, cultural thoughts, folk customs, aesthetic views and values of the nation. Through ethnic music education for children, it can strengthen their national consciousness, inspire their national spirit and inherit their national culture. At the same time, through the learning of folk music, children can realize the diversity and difference of national culture, perceive the richness and diversity of human culture, and subtly cultivate their concepts of understanding, respect and equality.

2. The present situation and problems of folk music in preschool music education in China

After decades of reform and opening up, China has been influenced by foreign countries in art, medicine, culture and other fields [3]. Advocating the West has a great impact on the music enlightenment of preschool children in Our country, the ideas of running schools, curriculum setting and teaching orientation of music majors in professional music colleges and comprehensive universities. In preschool children's music education, while teachers will also teach singing traditional Chinese songs such as MoliHua (jasmine), each professional music colleges and universities also opened an introduction to national music class on the theory of Chinese music and so on, and the corresponding opened a variety of ethnic Musical Instruments of professional class, however, many

teachers and students to learn western instruments, playing western songs as the "fashion", learning Chinese ethnic instruments and playing Chinese repertoire as the outdated [3]. This leads to the enlightenment of preschool children and the study of music techniques in professional colleges are all carried out around foreign textbooks. In recent decades, there are few national color songs in China. National music culture education, preschool education field in our country while advocating music education nationalization and the combination of multiculturalism has made a lot of effort and try to reform path, also has obtained certain result, but always on the body, in the early childhood literacy class of national music Process capacity, teachers in music accomplishment, pass on ethnic music, there are many shortcomings. Specifically, the problems of preschool folk music culture education are mainly reflected in the following aspects.

2.1. Teaching materials and teaching methods

The content of music teaching lacks pertinence, and the arrangement of teaching materials needs to be improved [4]. In China's education reform in the new period, the kindergarten teacher as well as ordinary school teachers in the process of long-term teaching practice, can actively learned some of the more advanced teaching methods and teaching means, but in the practical application process, most of the kindergarten teachers ignore students' emotional teaching and the quality of the music, And pay too much attention to the students' basic knowledge teaching and skills, so that the classroom of preschool music teaching is very boring and boring, unable to effectively cultivate their feeling ability and understanding of music, and to a certain extent, reduce the enthusiasm and initiative of preschool children to learn.

2.2. Faculty building

The music literacy of preschool education teachers is not strong [1][5]. At present, with the reform of enrollment method of preschool education major in normal universities, most students of preschool major have no music foundation. In the preschool music teaching training program, basically integrated the music teaching and the training of preschool teachers, the curriculum arrangement is divorced from the reality of preschool education, the lack of preschool professional characteristics. In actual teaching, the content of music education in preschool education is mainly popular music and Western Musical Instruments. Although popular music and Western instrumental music are important in preschool music education, the content and form of this education are mainly to cultivate students' ability to feel beauty, create beauty and appreciate beauty. To make full use of the rich musical cultural resources left by our ancestors in preschool education music teaching, is the goal and primary task of our preschool professional teachers, due to the lack of favorable educational opportunities, China's inheritance of national music for many years gradually fades out of people's sight.

2.3. National consciousness

Preschool education is an important carrier of cultural inheritance and an important base for ethnic music culture education. The crisis of the development fault of Chinese folk music culture mainly comes from the atrophy of preschool education. Taking a certain university in Heilongjiang Province as an example, 60 students majoring in preschool education in grade 2009, 107 students majoring in preschool education in grade 2010 and 194 students majoring in preschool education in grade 2011 made a questionnaire about "what kind of music they like". Pop music ranked first, followed by folk songs and Western Musical Instruments. Folk music ranks last [6]. This phenomenon shows that educators are increasingly weakening their national consciousness and lack of understanding of local music culture. Teachers' weak awareness of folk music will affect the understanding of folk music of the next generation, thus affecting the inheritance of folk music.

3. Solutions to the Integration of folk music into preschool music education

3.1. Improve the level of teachers

Improve the education level and comprehensive quality of teachers. Teachers play a decisive role in the process of preschool music education, so we should pay attention to the comprehensive quality and education level of teachers, so that teachers can actively do a good job in the teaching process of education management. In teaching, teachers should let students realize that ethnic elements should be emphasized in music learning [5]. Therefore, after the improvement of teachers' musical background knowledge, it is more beneficial for teachers to set up a teaching plan that can be implemented. Include some elements of folk music in the curriculum, such as pitch, intensity, timbre and duration, in order to promote children's sensitivity to folk music in the preschool stage [7]. In addition, after improving teachers' education level and comprehensive quality, classroom content can also be enriched. Teachers can make preschool children interested in Chinese folk music and foreign folk music, through dynamic teaching methods, such as dancing, playing and singing this way of teaching to let students participate in different folk music, so that students can be closer to the life of the nation. Thus, students' learning enthusiasm can be stimulated [8].

3.2. Family influence

Parents can boost the development of folk music as an important force. Differences in the structure of the family and the society in question will have an important impact on family education. According to the research of Osorio [11], family plays an extremely important role in people's life, and each family is actually a reflection of a life pattern or cultural pattern in a certain social group. With the development and change of The Times, the educational content in each family will also change, and the relationship among family members will also change with the change of The Times. Combined with the reality of life, it can be found that in the highly developed society of the Internet in recent years, the relationship between family members has become closer and freer. Instead of sending letters before, people can communicate with each other through the Internet. At the same time, according to Pratta and Santos [9], social, economic, cultural, political, religious and historical variables determine family structure. It can be seen that if the content of folk music is integrated into the national family education, it will greatly promote the development of Chinese folk music. For example, in Brazil, the songs parents sing to their children in the family are all national songs, and even the songs they sing to put the children to sleep are very ethnic music. There are different genres of these folk music, including vocal and instrumental, and different genres, sentimental, lyrical narrative, short verse, religious, satirical, work songs and children's songs [10].

4. The importance of folk music in preschool music education

4.1. The study of folk music is conducive to children's all-round development

The process of children learning music should start from hearing and pay more attention to direct feeling. Therefore, when carrying out music education, Kindergartens in China should change the practice of paying more attention to skill practice and less attention to appreciation experience, provide children with music works of various styles and forms, pay attention to the learning of folk music, so that children can experience the beauty of music in the process of listening and learn to understand things with the feelings of music. Children should also be provided with an environment full of music, so that they can feel the pleasure of music anytime and anywhere. When accumulating a considerable amount of auditory experience, children can easily learn to understand and express music, which is beneficial to the long-term development of children's musical ability. This can not only stimulate children's brain neural development, but more importantly, let children know more about the content of folk music at this stage, so that children can develop more comprehensively.

4.1.1 Linguistic competence

Relevant studies have shown that music can make people have a deeper understanding of the characteristics of different music through multidimensional experience, which can also improve children's language learning ability. According to relevant researchers, the process of exposure to music, such as absorption and assimilation of very complex and rich sound expressions, can stimulate people to express language, thus being able to convey many feelings and feelings [12]. For pre-school children, most of them are at the stage of language learning. Therefore, learning folk music at this stage can not only improve students' sensitivity to folk music, but more importantly, stimulate their language expression by listening to the rhythm of folk music. In turn, they can pass on folk music by conveying more feelings with folk music. In addition, according to Silva and Pereira [13], music learning can develop students' perceptual and imaginative potential and expand their ability to listen to and explore musical works. In other words, the study of folk music can help children understand different ethnic cultures, which is conducive to the cultivation of children's multicultural literacy.

4.1.2 Musical literacy

In addition, learning local and foreign folk music can also improve children's musical literacy. Studies have shown that music can develop children's sensitivity and personality, and that exposure to music from an early age can improve their intelligence. Music can calm people down and make them feel calm. For children, music has more magic. Children who grow up in music are particularly sensitive, emotionally rich and calm. The beautiful environment created by the high, low, slow melody and rhythm in the music not only enriches children's hearing, but also enables them to feel various musical elements in the melody, thus improving their intelligence [14]. The study involved 154 preschoolers. Sixty-five - and six-year-olds were randomly assigned to either receive music lessons or take no music lessons at all [15]. At the end of the experiment, different children were tested, and the results showed that the children who received music lessons performed better in language learning and short-term memory, and showed significant improvement in intelligence tests.

4.2. The study of folk music contributes to the inheritance of Chinese national culture

Meriam [16] believed that the sound of music is the result of human development, and human behavior is influenced by a specific culture composed of human values, beliefs and beliefs. Therefore, once the music of a nation is replaced by another nation, the sound of a nation cannot be produced. It can be seen that if the education of foreign folk music is simply carried out in our preschool education, it will affect the development of our local folk music. Therefore, it is necessary to integrate the local folk music teaching in preschool education.

4.2.1 Important carrier

On the one hand, if traditional ethnic music is to be carried forward and promoted in a wide range in the inheritance process, it is bound to need a good carrier. Preschool music education plays a positive role in the transmission, preservation, inheritance and development of traditional ethnic music culture [4]. Therefore, preschool music education is an important carrier of the inheritance of traditional national music culture. In pre-school music education, the introduction of traditional ethnic music culture, promote pre-school children effectively contact with traditional ethnic music culture, conducive to the diffusion of traditional ethnic music culture to the whole society. At the same time, because pre-school education belongs to the stage of basic education, preschool children have high interest in new things contact and ability, which helps to cultivate pre-school children to traditional music culture interest, and the benefit of the influence of the national music language, prompted the national traditional music culture can root in the soil of wider.

4.2.2 Practical significance

On the other hand, preschool music education has important practical significance and guiding role in the inheritance of folk music. At present, with the rapid development of social economy and the continuous enrichment of people's spiritual life, people can understand what is happening in the

world without leaving home. When the development of science and technology brings convenience to people's life, it also tempts people's body and mind, which intensifies the loss of simple characteristics in traditional national music culture and seriously hinders the inheritance of traditional national music culture. Based on this, preschool music education can be integrated with a wealth of excellent ethnic music culture resources, which can effectively improve the inheritance of traditional ethnic music culture. In preschool music education, the cultivation of traditional music consciousness can be permeated into preschool music education by cultivating children to establish correct learning concepts of traditional music, so that the precious heritage of the Chinese nation can be continued and inherited [17].

4.3. The study of folk music helps to absorb the excellent teaching ideas from foreign countries

Most of the universal music teaching systems in the world since the 20th century emphasize the importance of learning folk music for children and even adults in music education. For example, Hungary's Kodaly music education system, its main idea is that school music education should be based on folk music; Suzuki's music education system in Japan also revolves around mother tongue teaching [3]. It can be seen that nationalized and localized music elements play an important role in music learning.

Taking Kodaly's teaching system as an example, it can be said that the essence of Kodaly's thought of music education is to return to music itself and implement music education according to the law of children's natural development instead of too much formalization to interfere with children's understanding of music itself [2]. He pointed out that music education will play an irreplaceable role in shaping the excellent cultural quality of future citizens, so it is provided to children good music gives them nourishment for life, and they will become citizens with "complete character" in the future, and their spiritual and individual development will be relatively sound. In Kodaly's teaching ideas, the education of folk music was the first. When he was young, he and his friend Bartok traveled throughout Hungary, collecting many local folk music and adapting them to make them more suitable for children to sing and learn. Then these music into the chorus teaching, on the one hand to improve children's awareness of cooperation; On the other hand, it also strengthens their learning of folk music [3]. Based on this idea, Kodaly has spread his choral teaching method to Hungary and even many places in Europe, especially in some economically underdeveloped areas, where children can create the most beautiful musical images with their own voices. Through chorus, the majority of children develop valuable national consciousness [2].

In a word, in today's multicultural world, the use of children's psychological development of teaching methods, help children in the process of learning music to enhance their national consciousness, so that children can appreciate, feeling, understanding, master, create too. Improve their comprehensive quality in the process [18]. At the same time, draw lessons from various advanced education models, but also improve children's interest in music, so that they actively and consciously participate in music activities.

4.4. Learning folk music helps to promote the development of multiculturalism

The emergence and development of multicultural music education has a profound cultural background. With the awakening of various consciousness and the increasing of global communication, pluralism has become a hot topic all over the world, and multicultural education is becoming increasingly popular, so the research and implementation of multicultural music education is imperative.

There are many ethnic groups in the world, which have formed different cultures due to their different living regions, societies and living customs [19]. Culture refers to the way of life of a nation, which is acquired and passed on from generation to generation. In other words, culture reflects the common characteristics of a nation. It includes many aspects, such as academic ideas, concepts, customs and habits. National culture has two major characteristics: one is common, that is, it is shared

by all ethnic elements. The first is continuity, that is, continuity with the evolution of a nation [20]. As a result, our planet has been multicultural since before recorded history, and the cultures of the world have always been diverse.

4.4.1 Diversification concept

In fact, since the 20th century, with the proposal of the concept of multicultural education, as well as the gradual deepening of comparative musicology, ethnomusicology and musical culture anthropology and other studies, countries all over the world attach great importance to the national musical culture and the multicultural music situation of the society in music education. And look at the world's ethnic music cultures [21]. Both the deepening of multicultural music education in developed countries and the rise of multicultural music education in developing countries make the concept of diversity and equality of world music more popular [19]. For example, multicultural music education in the UK is a good example for China. Due to the changes in Britain after World War II, a lot of help was needed to build and Western music needed to be encouraged. Such changes in composition made people realize the importance of multicultural music education and add the content of multicultural education into music courses [22]. Other areas of music, whether music teacher education, or primary and secondary schools, every folk music training in the world has been included in the teaching content. Many countries have successfully incorporated the Education of The European classical tradition into school curricula, such as Africa, the Caribbean, Indonesia, etc. [22]. In the face of these countries which have been dominated by traditional education, multicultural music education has become a necessary choice for the development of European classical music education.

4.4.2 Diversified pedagogy

For many ethnic groups in China, there are many ethnic nursery rhymes worthy of being sung, such as the folk music in Han dynasty, Meihuasanhong (The Three songs of Plum Blossom). The song has a history of nearly 5,000 years, dating back to the Qin Dynasty. Yet few preschoolers today have heard the song. The western trend culture brought by pop music has eroded the inheritance and development of Chinese traditional culture. However, in order to make preschool children truly realize the charm of Chinese folk music, teachers need to constantly explore teaching methods to stimulate students' desire to learn. For example, in music teaching in Singapore, the main method used is "autoethnography", which is an ethnography method with self as the research object and self-experience as an analytical tool [23]. This teaching method can greatly stimulate students' interest in learning music and encourage students to compare the differences between local folk music and foreign folk music in the process of learning music [23]. For preschool children, this method of comparative teaching can initially cultivate students' appreciation ability, and also help students learn folk music to understand their own culture at the preschool stage, so that students can form multicultural values [17].

5. Conclusion

Folk music is the crystallization of the wisdom of Chinese folk music culture, and is the excellent music culture inherited from 56 ethnic minorities in China. No matter in the history of Chinese music or in the world music culture, it always has its own unique personality and important value that cannot be underestimated. As the students of preschool education, in the sea of Chinese traditional music culture education, learning extensive and profound folk music, edify sentiment and beautify the soul from the music can improve the understanding and appreciation of folk music. Because they are the communicator and inheritor of folk music culture, their study has lit up the light of hope of folk music culture for the whole society. For preschool education of China, although there are still many deficiencies such as preschool teachers don't have sufficient musical knowledge background and relevant knowledge structure and some Chinese parents do not pay attention to the inheritance of folk music, China is gradually improving the teaching of folk music in preschool. There is no doubt about that the Chinese national music culture in China provided a great spiritual wealth to develop preschool

education innovation research and practice in our today, as preschool education professional educators, only constantly exploring, thinking and characteristics of preschool education major, Preschool education will continue to advance and develop. In hence, it is an important topic to realize that the integration of folk music culture in preschool education is conducive to innovative development.

Strengthening the folk music education in preschool education cannot be replaced by any education. It should be based on learning and understanding the traditional folk music culture of China, so that the pre-school students can establish national consciousness and national spirit, and make efforts to carry forward and inherit the precious musical cultural heritage of our nation. Through the national music to achieve the purpose of education, in order to promote the national quality, improve the level of national music culture, love the music art of the Chinese nation, so that the personality of pre-school students have been fully developed and constantly improve.

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