



**Guide Book on Teaching Methods
of Music Aesthetics
for Preschool Children In Oasis School,
Hebei Province, People's Republic
of China**

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ABSTRACT

The objectives of this research is to Create a teaching guide book for music aesthetics education for Oasis School in Hebei Province, the People’s Republic of China.

The research adopts qualitative method research, and the research objects are three experts. The research tools include: (1) interview form; (2) Index of Item-Objective Congruence (IOC).

The results of the research are: research and creation of the teaching guide book of music aesthetics for preschool children in Hebei Province of the People’s Republic of China, including (1) the value orientation of the education of music aesthetics for preschool children (2) the educational curriculum model of music aesthetics for preschool children (3) Basic Contents of Music Aesthetics Education for Preschool Children (4) Instructional Design of Music Aesthetics for Preschool Children in Oasis School, Hebei Province, People’s Republic of China (Teacher’s Teaching Plans) Experts evaluated the quality of the teaching guide book for music aesthetics for preschool children in Hebei Province, People’s Republic of China. It is believed that the creation of the Hebei Province of the People’s Republic of China preschool children’s music aesthetics teaching guide book is of high quality, and the content is suitable for preschool children’s music aesthetics learning. The development of music activities will make students’ music learning change from boring to interesting exploration, and improve the musical aesthetic ability of preschool children. Experts

assessed that the teaching guide book of music aesthetics for preschool children in Hebei Province of the People's Republic of China can be used. Finally, the Hebei province of the People's Republic of China preschool children's music aesthetics teaching guidebook was completed.

Keywords : 

Music aesthetics, Guidebook, Preschool children, Hebei Province

● INTRODUCTION

Although most teachers and parents realize that it is very necessary to carry out music aesthetics education for preschool children. But there are still many problems. At present, there are not many preschool teachers who have received professional music training in Hebei Province, and most of them are graduates of preschool education. Although they have certain educational theoretical knowledge and understand the physical and mental characteristics and developmental laws of preschool children, they have not received formal music professional training after all, but they have to undertake the task of music teaching. A considerable number of teachers have low musical quality and poor playing, singing and dancing skills. Some of them are not up to standard in basic musical qualities such as intonation and rhythm, and their performances also lack due artistic appeal. The deficiencies and limitations of teachers themselves in music quality lead to their lack of music aesthetic ability and aesthetic taste. As a music teacher for preschool children, he should not only have a solid theoretical foundation in pedagogy and psychology, but also have music aesthetics, music psychology and other music aesthetics education theories; he must also be proficient in teaching methods for various skills.

The existing teaching materials cannot meet the needs of preschool teachers' daily music teaching. Preschool teachers have a one-sided understanding of the goals of preschool children's music aesthetics education, and the teaching ability of preschool

children's music aesthetics education needs to be improved. There are still many deficiencies in the specific implementation of music aesthetics education courses. With the progress of society, many parents also realize that art education plays an important role in the overall development of children. Therefore, we can educate children to grow in an all-round way through music enlightenment for children. Since there are few types of music aesthetics teaching materials for preschool children, teachers for preschool children do not have good teaching materials for reference in teaching, and children cannot experience music aesthetics education well. The method of music aesthetics education for preschool children is particularly important. Music aesthetics education for preschool children is a very special field of education. It is different from music aesthetics education in general schools and different from other courses of preschool children. Music enlightenment education for preschool children must adopt lively teaching content and forms, and cultivate preschool children's interest in music and preschool children's ability to understand music is one of the contents of aesthetic education. Educating children with means that children are interested in has a stronger educational power than simply imparting knowledge and information. The existing preschool children's music aesthetics education has not attracted enough attention, and it has not been carried out and implemented in the preschool children's education. Music teaching methods are far from enough attention and attention. How to carry out lively

and meaningful music aesthetics education activities in preschool children's kindergartens. Researcher will continue to pay attention to and explore the suggestions for operation.

● **Research purpose**

To Create a teaching guide book for music aesthetics education for Oasis School in Hebei Province, the People's Republic of China.

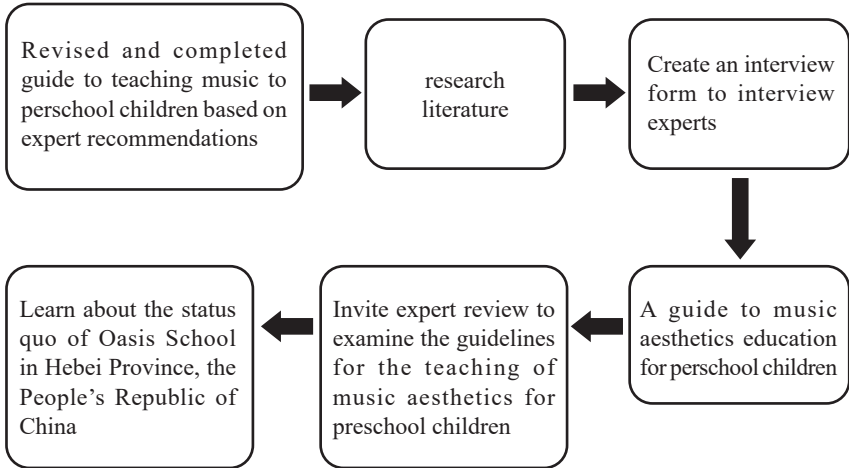
● **Research Questions**

1. What is music aesthetics education for preschool children?
2. How can we carry out music aesthetics education effectively?

● **Research Methodology**

Using qualitative research, this study examines the teaching methods of music aesthetics for preschool children in Oasis School, Hebei Province, People's Republic of China. The status quo of basic music aesthetics education.

● Conceptual Framework








● Scope of the Study

Place : Oasis School, Hebei Province, People's Republic of China

Content : Guide book to Teaching Musical Aesthetics to Preschool Children

Time : October 2022-January 2023

● Research procedure

Research procedure					
operating hours	preparations	February	March	May	June
Get to know Hebei Oasis School and consult literature					
Create an interview form and contact an expert to make an appointment and record the interview					
Create a guide book for preschool children's music aesthetics teaching					
Check and revise the teaching guide book of music aesthetics for preschool children					
summarize					

● The research finding

Teacher's role in the curriculum

1. Create a positive learning environment: Teachers should create a positive, supportive and relaxing learning environment where children are encouraged to try new things and express their thoughts and feelings.
2. Personalized teaching: Every child has his own learning style and rhythm. Teachers should develop personalized teaching plans according to children's needs and abilities to help them develop their musical skills.
3. Encourage participation: teachers should encourage children to actively participate in teaching activities, let them feel their own progress and achievements, and build self-confidence.

4. Focus on happiness: Teachers should let children feel the fun and joy of music education, let them feel joy and excitement in the process of learning, so as to stimulate their learning interest and motivation.

● Music aesthetics teaching content

1. Children's songs and folk songs: These songs and music have simple rhythms, are easy to sing and follow, and are suitable for children to learn and sing.

2. Basic music theory knowledge: teaching children basic music theory knowledge, such as notes, rhythm, pitch, mode and chords, can help them understand and play music.

3. Music history and culture: Introduce the history and cultural background of music, let children understand different music styles and genres, so as to cultivate their music appreciation ability and cultural literacy.

4. Chorus and ensemble: teach children chorus and ensemble skills, let them learn and play music in a team, so as to cultivate their cooperation spirit and team awareness.

● Family involvement

1. Encourage children to learn music: Parents should encourage children to learn music and provide necessary support and resources, such as musical instruments, music books, CDs, etc.

2. Participate in children's learning: Parents can participate in their children's music learning, singing, dancing, playing musical instruments, etc. with them, so that children can feel the support and encouragement of their families.

3. Create a music environment: Parents can create a family environment with a music atmosphere, such as playing music, attending concerts, etc., so that children can more easily access and understand music.

4. Communication with teachers: Parents should keep in touch with their children's music teachers to understand their children's learning progress and needs, and provide necessary support and feedback.

In conclusion, teaching music education to children is a process that requires carefulness and patience, and teachers and parents should work together to provide children with a positive, supportive and fun learning environment that helps them develop musical skills, intellectual, emotional and social skills.

● Conclusion

The study found that the teaching method guide book of music aesthetics for preschool children in Oasis School, Hebei Province, the People's Republic of China includes four chapters and 12 lesson plans. A Guide book to Teaching Methods of Music Aesthetics for Preschool Children in Oasis School, Hebei Province, the People's Republic of China is divided into four chapters : 1). The value orientation of music aesthetics education for preschool

children; 2). The educational curriculum model of music aesthetics for preschool children; 3). The basic content of music aesthetic education for preschool children 4). Teaching design of music aesthetics for preschool children in Hebei Oasis School, People's Republic of China (teacher lesson plan) And 12 lessons plans

- Lesson 1: "Little Rabbit Be Good" Chinese Opera
- Lesson 2: "Jasmine Flower" Jiangsu Folk Song
- Lesson 3: "The Painter" Polish children's song
- Lesson 4: "Three Monks" The Chinese fable
- Lesson 5: "The Shoemaker" Cantonese folk song
- Lesson 6: "In the Silence of Night" Ancient Chinese Poetry
- Lesson 7: "Golden Snake Dance" Traditional Chinese Folk Music
- Lesson 8: "On the Golden Mountain in Beijing" Contemporary Chinese Works
- Lesson 9: "Dancing Doll and Bear" French nursery rhyme
- Lesson 10: "Four Little Swans" Russian Ballet
- Lesson 11: "Dragon Boat Tune" Tujia Folk Song
- Lesson 12: "Wedding March" Classical Music

● Discussion

The discussion based on the findings were: Complete guide book on teaching methods of music aesthetics for preschool children in Oasis School of Hebei Province, the People’s Republic of China study found that the teaching method guide book of music aesthetics for preschool children in Oasis School, Hebei Province, the People’s Republic of China includes four chapters and 12 lesson plans. A Guide book to Teaching Methods of Music Aesthetics for Preschool Children in Oasis School, Hebei Province, the People’s Republic of China is divided into four chapters :

- 1). The value orientation of music aesthetics education for preschool children;
- 2). The educational curriculum model of music aesthetics for preschool children;
- 3). The basic content of music aesthetic education for preschool children
- 4). Teaching design of music aesthetics for preschool children in Hebei Oasis School, People’s Republic of China.

Guidelines for Teaching Methods of Musical Aesthetics for Preschoolers in Oasis School, Hebei Province, People’s Republic of China can be an invaluable tool in teaching preschoolers about the world of music. It provides a way to introduce them to concepts such as melody, rhythm, harmony and form, and in an engaging and enjoyable way. However, teaching musical aesthetics to preschoolers can be challenging because it requires a specialized approach that takes into account their developmental stages and unique learning needs. In the guide book, we introduce the concept of music aesthetics course and the framework model of course structure in detail.

1. Provides a structured framework for teaching musical aesthetics to preschoolers using guidelines that provide a structured framework to help teachers organize their lessons and activities. A good guide will include a variety of age-appropriate activities that engage children in different ways. It will also provide a clear sequence of instruction, building on previous concepts and skills, allowing children to progress at their own pace.

2. Helps develop auditory skills, music aesthetics involves listening to and analyzing music, which can help young children develop their listening skills. By listening to different types of music, children can learn to recognize different instruments, rhythmic patterns and melodic lines. This can help them develop a more complex understanding of music and its many components.

3. Encourages creativity, musical aesthetics encourages creativity by allowing children to explore different sounds and musical ideas. By providing children with the opportunity to create their own music, they can develop their own unique style and express their individuality. This can be a valuable experience for children who may not have other outlets for self-expression.

4. Enhancing the development of cognitive abilities Music aesthetics can enhance the development of cognitive abilities by stimulating the brain in a unique way. Research shows that music can help develop spatial reasoning skills, which are important for math and science. It also improves memory, concentration, and problem-solving skills.

5. Promote social development Musical aesthetics can contribute to social development by providing opportunities for children to work and collaborate together. By playing music together, children learn to communicate effectively, share ideas, and support each other. This can help build strong social bonds and promote positive social behaviors.

6. Improves language skills music aesthetics can improve language skills by exposing children to new words and sounds. By listening and singing songs, children can learn new vocabulary and develop their pronunciation skills. This is especially valuable for children who are learning a second language.

7. Develop cultural awareness, musical aesthetics can build cultural awareness by exposing children to different types of music from around the world. By learning about different musical traditions, children develop an appreciation for other cultures and ways of life. This can help foster tolerance and understanding.

8. Provides a creative outlet music aesthetics provides a creative outlet for children who may not have other opportunities for self-expression. By creating and performing music, children develop their own unique style and express their individuality. This is especially valuable for children who may have difficulty with other forms of creative expression.

9. Improve emotion regulation Music aesthetics can improve emotion regulation by providing children with a way to express and regulate their emotions. By playing music, children can release stress and tension and develop coping skills for dealing with

difficult emotions. This is especially valuable for children who may have difficulty regulating emotions.

10. Develop a lifelong love of music aesthetics can foster a lifelong love of music in children by providing them with a positive and engaging introduction to the world of music. By developing a love of music at a young age, children are more likely to continue exploring and enjoying music throughout their lives. In conclusion, teaching musical aesthetics to preschoolers using guidelines can have many benefits. It provides a structured instructional framework that helps develop listening skills, encourages creativity, enhances cognitive development, fosters social development, enhances language skills, builds cultural awareness, provides a creative outlet, improves emotional regulation, and fosters A lifelong love of music. By using guidelines to teach music aesthetics, teachers can provide their students with a rich and engaging music education that will benefit them for years to come.

● Recommendations

Music aesthetics education can not only help preschool children develop musical skills, but also promote their intellectual, emotional and social development. Research shows that participating in music education improves children's language development, cognitive skills, concentration, memory and creativity, while also boosting their self-esteem and social skills.

● **Methods of teaching music**

1. Singing: Singing is an easy and fun way to help children develop musical skills and language skills. Teachers can choose some children's songs and ballads, have children sing along, and encourage them to experiment with different pitches and rhythms.

2. Playing a musical instrument: Playing a musical instrument is a more challenging way to help children develop skills and patience. Teachers can choose some musical instruments suitable for children, such as piano, violin, guitar, etc., and teach basic playing skills and music theory knowledge.

3. Dance: Dance is a fun way to help children develop coordination and rhythm. Teachers can choose some simple dance moves and let the children dance to the music.

4. Games: Games are a relaxing and interactive way to help children learn musical skills and concepts. Teachers can choose some music games, such as identifying musical instruments, rhythm imitation, pitch recognition, etc., so that children can learn in the game.

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