

Original Paper

Practical Exploration of Rhythm Training in Early Music

Education

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Abstract

Currently, the education department is increasingly attaching importance to art education for infants and young children, and has included it as an important content in the curriculum system of preschool education. Music is a discipline that combines artistic and technical aspects. Through music activities for infants and young children, it can effectively improve their intellectual level and emotional experience. However, due to reasons such as young age and lack of experience, most kindergartens often neglect rhythm teaching in early music teaching, resulting in unsatisfactory teaching results for infants and young children due to their inability to form a good sense of rhythm and rhythm during the learning process. Based on this, this article mainly explores the implementation strategies of rhythm training in early music education, aiming to stimulate the music interest of infants and young children through the rational use of rhythm training, and make them grow up healthier and happier.

Keywords

Rhythmic training, Early music education, Practical application

1. Introduction

In early music education for infants and young children, music plays an irreplaceable role, especially for preschool children who are in a period of physical and mental development and have relatively poor acceptance ability. Therefore, teachers need to adopt scientific and reasonable methods to actively participate in teaching activities, in order to achieve twice the result with half the effort. Through rhythm training, not only can infants and young children effectively stimulate their interest in music, but also cultivate their good rhythm awareness and sense of rhythm, thereby promoting their physical and mental health development. Therefore, attention should be paid to introducing rhythm training into early music teaching and continuously exploring and innovating in practice, in order to better serve the cause of infant and young children education in China.

2. The Advantages of Rhythm Training in Early Infant Music Education

2.1 Developing Music Perception

Rhythm training plays a very important role in early music education for infants and young children, as it can improve their perception of music. Through a rich and diverse music rhythm pattern and music structure, infants and young children are exposed to various musical elements from an early age, while constantly listening and experiencing music repeatedly. This will gradually cultivate sensitivity and understanding of music, stimulate infants and young children's perception of notes and phrases in music, and enable them to distinguish between high and low tones, fast and slow rhythms, etc. In addition, rhythm training can also help infants and young children perceive emotions in music. By teaching infants and young children how to express emotions through music, they can learn to use body language and facial expressions to convey the emotions expressed by music, such as happiness, sadness, or excitement. This training can help infants and young children better understand and understand the emotions contained in music works, and further develop a healthy and optimistic psychological state.

2.2 Promote Physical Coordination and Control

Music training plays an important role in early childhood education for infants and young children, especially rhythm training can promote their physical coordination and control abilities. By observing the movements of the instructor and imitating the rhythm of the music, infants and young children can continuously learn and improve the movement methods of various body parts, thereby exercising their body coordination ability. In addition, rhythm training can also help cultivate the spatial perception and posture control abilities of infants and young children. Infants and young children need to express appropriate posture and dance movements guided by music. Through this training, they can gradually grasp their position and direction in space, as well as how to make corresponding movements under specific music rhythms. This rhythm training can enhance the spatial perception ability of infants and young children, improve their navigation ability in space, and help them learn to control their body posture and movements, laying a good foundation for their healthy growth.

2.3 Improve Attention and Concentration

Rhythm training provides an interesting learning environment in early music education for infants and young children, stimulating their active participation and exploration. In rhythm training, teachers will use simple movements and expressions to match music, attract the attention of infants and young children, and stimulate their interest and curiosity. Infants and young children will actively participate by observing the movements of the teacher and imitating and following them. They will focus on changes in movements and music, prompting them to maintain focus and concentration, so that they can accurately imitate and follow. At the same time, infants and young children will gradually learn to integrate and coordinate visual, auditory, and tactile information by observing the movements and music changes of the instructor. This multi sensory experience allows infants and young children to have a more comprehensive understanding and understanding of the world, while also playing an auxiliary role in the cultivation of attention and concentration, promoting their intellectual development

and thinking ability improvement.

3. Problems in Early Music Education for Infants and Young Children

3.1 Lack of Scientific Teaching Concepts and Methods

In the early stage of education, the main task of infants and young children is to explore and experience the world, rather than pursuing high-level artistic achievements. However, some teachers lack understanding of the cognitive and developmental characteristics of infants and young children, blindly copy adult education models, overly focus on learning outcomes, and neglect the actual needs of infants and young children, resulting in deviations in the acquisition of knowledge by infants and young children, thereby affecting their physical and mental health development. At the same time, the lack of scientific teaching methods in music education for infants and young children leads to a lack of targeted and interesting teaching processes. Due to a lack of scientific guidance, some teachers place excessive emphasis on traditional teaching methods in infant music education, such as simply practicing singing or using simple and repetitive teaching methods. This not only fails to stimulate the learning enthusiasm of infants and young children, but may also lead to their loss of interest in music, hindering their comprehensive and harmonious development of physical and mental health.

3.2 Single and Lagging Teaching Course Content

One of the problems in early music education for infants and young children is the single and lagging content of teaching courses, which is one of the important reasons for the poor effectiveness of music education for infants and young children. Some educational institutions or teachers often fix music education content on traditional nursery rhymes and classical music, neglecting diversified and diverse music experiences. Such a single teaching content cannot meet the diverse needs of infants and young children for music, which limits their development of musical expression and creativity. In addition, some teachers lag behind the development of the times and research results in the selection and design of teaching content, and fail to update and apply novel teaching resources in a timely manner. For example, modern infants and young children have a strong interest in pop music, ethnic music, jazz, etc., but traditional teaching content often cannot meet the interest needs of infants and young children in music, making it difficult for them to feel the charm and fun of different forms of music.

3.3 Limited Space for Free Development of Infants and Young Children

In early music education, there is often a clear teaching process where teachers organize teaching activities according to plans and schedules. The characteristics of this structured arrangement limit the free development space of infants and young children, making them unable to explore music learning based on their own interests and forced to learn according to the teacher's settings. In addition, the common tendency in early music education to prioritize skill training and formal expression also limits the free development space for infants and young children. In some music education, excessive emphasis is placed on the cultivation of skills and correct musical expression, and premature guidance is given to infants and young children for formal performance, neglecting their emotional and aesthetic

development of music. This approach may limit the opportunities for infants and young children to freely develop music, placing them in a more passive role of accepting and imitating, rather than truly understanding and experiencing music.

3.4 Lack of Professional Education Teachers and Resource Support

Infant and young children's music education requires the support of educational teachers with professional knowledge and skills. However, some early childhood education institutions or kindergartens may lack systematic music education training and professional background, which makes it difficult for teachers to fully understand the characteristics and laws of infant and young children's music development when conducting music education, and cannot effectively design and implement appropriate educational activities, affecting the comprehensive development of infant and young children's music abilities. At the same time, early childhood music education also requires support from various resources, including music teaching aids, musical instruments, music books, etc. However, some early childhood education institutions or kindergartens often have insufficient resources to provide diverse and rich music education resources, which makes it difficult for teachers to fully guide children's music exploration and creation during the teaching process, and also limits their understanding and experience of different music styles and cultures, which is not conducive to the cultivation of children's music literacy.

4. The Practical Application Strategies of Rhythm Training in Early Infant Music Education

4.1 Strengthen the Improvement of Teacher Concepts and Teaching Methods

In early music education for infants and young children, the improvement of teacher concepts is the foundation for strengthening the practical application of rhythm training. Teachers should establish the importance of music rhythm training for the development of infant music and incorporate it into their teaching philosophy. At the same time, teachers can use various teaching methods and resources to stimulate the learning interest and initiative of infants and young children. For example, multimedia devices and rich teaching materials such as music videos and images can be used to visually present the content and concepts of rhythm training, and personalized rhythm training guidance can be provided according to the characteristics and needs of infants and young children, so that they can better feel the rhythm and rhythm of music, improve physical coordination and musical expression ability. By improving teachers' concepts and teaching methods, the practical application of rhythm training in early childhood music education can be better promoted.

4.2 Optimize the Content of Music Teaching Courses

In early music education for infants and young children, optimizing the content and methods of teaching courses is the key to strengthening the practical application of rhythm training. Teachers should design a variety of rhythm training activities, including music activities, dance, etc., to meet the developmental needs of infants and young children of different age groups. The content of rhythm training should be systematic and progressive, which can gradually improve the physical coordination

ability and sense of rhythm of infants and young children. At the same time, teachers can also combine rhythm training with daily activities based on the life experience and seasonal characteristics of infants and young children, to enhance the fun and sustainability of learning. In addition, teachers can also utilize modern technology and use music education apps to enrich teaching content, allowing infants and young children to participate in rhythm training through interactive games or other means, encouraging them to actively participate, and ensuring that every infant and young child can receive appropriate rhythm training and guidance.

4.3 Provide Space for the Free Development of Infants and Young Children

One of the practical application strategies of rhythm training in early childhood music education is to provide space for the free development of infants and young children. Rhythm training should start from the interests and needs of infants and young children, encouraging them to demonstrate their abilities and creativity in music learning and rhythm training. Teachers can provide diverse music and rhythm resources for infants and young children, while giving them a certain degree of autonomy to choose, allowing them to explore and express rhythm based on their own preferences and abilities. At the same time, teachers should create safe, comfortable, and enjoyable music learning spaces for infants and young children, and provide appropriate rhythm training aids, such as instruments and props that stimulate their visual, auditory, and tactile senses, to help them better perceive music and engage in rhythm training. By providing suitable environments and teaching aids, infants and young children's desire for exploration and creativity can be stimulated, promoting their independent development in rhythm training.

4.4 Strengthen Support for Educational Teachers and Resources

Teachers need to possess relevant professional knowledge and skills when conducting rhythm training, be able to understand the characteristics and laws of infant and young child music development, and have the ability to design and implement rhythm training activities. To this end, educational institutions can provide teacher training opportunities for music education for infants and young children, including principles of music education, rhythm training methods, and teaching techniques, and encourage teachers to actively participate in seminars and professional exchange activities, share experiences and learning outcomes with other music education practitioners, in order to better understand and apply the role of rhythm training in early childhood music education. In addition, rhythm training requires rich teaching resources to provide more diverse and interesting rhythm training experiences. Education related departments should provide rich music resource support such as musical instruments and video media, so that teachers can better design and implement rhythm training activities, and provide more diverse opportunities for rhythm training for infants and young children.

5. Conclusion

In summary, the practical exploration of rhythm training in early music education is a continuous process that requires the participation of all parties. In practice, teachers should firmly establish the

importance of music rhythm training for the development of infant music and incorporate it into their teaching philosophy. At the same time, teachers should continuously improve their professional literacy, actively seek professional training and academic exchange, use various teaching methods and resources in teaching, and create a positive, interactive, and interesting learning environment. Only through continuous practice and exploration can we better promote rhythm training in early music education and lay a solid foundation for the comprehensive development of infants and young children.

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