

# **Study on the Teaching Implementation Strategy of Song Playing & Singing Course for Pre-school Education Major based "OBE" Education Concept**

## **-- Take "Music Skills XII Song Playing & Singing" Course as an Example**

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### **Abstract**

**Outcomes-based Education ("OBE") conforms to the basic requirements of "student-centered, output-oriented, continuous improvement" for China's teacher professional certification. Under the guidance of "OBE" educational concept, this paper investigated effective strategies for the implementation of preschool education professional song playing and singing courses from four aspects: curriculum objective positioning, teaching content construction, teaching method reform and curriculum evaluation optimization. It is expected that this study can provide practical and effective teaching ideas and specific operating instructions for teachers and educators, thereby further promoting the improvement of the teaching quality of preschool education professional course.**

### **Keywords**

**"OBE" Concept; Preschool Education Major; Song Playing & Singing Course; Implementation Strategy.**

### **1. Introduction**

The "OBE" education concept based on learning output complies with the basic requirements for teacher professional certification of "student center, output-oriented, continuous improvement" issued by the Ministry of Education in 2017. Preschool art education is the enlightenment stage of lifelong art education. The acquisition of art literacy of preschool students will play an important role in the physical and mental development of children's perception and creation of beauty.

As one of the compulsory courses for Pre-school education majors in colleges and universities, song playing and singing not only cultivates students' professional skills in song playing and singing, but also improves their comprehensive artistic quality, and to a certain extent improves students' competitiveness in employment. The current song, playing and singing course teaching is mostly designed and implemented from the subject knowledge system. This has caused the phenomenon that the actual ability of graduates does not match the ability needs of preschool education positions, and the talent training is out of touch with social needs. Therefore, it is of great practical significance to study effective strategies for the implementation of preschool education professional song playing and singing courses.

## 2. Investigation and Analysis of the Teaching Status of Song Playing and Singing Courses for Preschool Education Majors

In order to better understand the current situation of course teaching, the author conducted interviews with five full-time teachers of preschool education majors in Lanzhou City University. Among them, there are 3 piano teachers and 2 vocal teachers.

### 2.1. Curriculum Goal Orientation

Piano teachers Y and Z believe that the target orientation of the course is not accurate enough, and emphasizes the study of theoretical knowledge and playing skills, and ignores the training objectives of students' comprehensive quality.

Vocal teachers S and Z believe that although it is a song-playing and singing course, it is too general in the orientation of the course's goals, and it is obvious that it "emphasizes playing and singing".

Take the preschool education major of Lanzhou City University "Music Skills XIII Song Singing" goal as an example:

Goal 1: Through strengthening and consolidating the training of playing technique, so that students can further improve their playing ability and lay a good foundation for accompaniment.

Goal 2: Through the analysis of complex and different musical styles of children's songs, so that students can further improve the selection and practical application of the accompaniment of children's songs.

Goal 3: By mastering and being able to use scientific singing methods, and more proficiently with accompaniment, students can achieve smooth, complete, expressive and expressive singing while playing.

From the above three goals, it can be seen that strengthening the training of playing techniques is the basic requirement of song playing and singing teaching. However, from the perspective of the implementation of singing activities in the art field of kindergartens, only one of the three goals mentions the use of singing methods, but how to Singing methods are used in children's song playing and singing, and there is no specific explanation about the professional ability that students can obtain through the study of song playing and singing courses and the degree to which they can reach.

### 2.2. Selection of Teaching Content

Piano teachers Y and C believe that the current teaching content of song playing and singing courses is mainly based on the basic piano teaching materials of normal music colleges such as "Basic Piano Course" and "Bayer". The content focuses on the playing of piano skills and is not suitable for Requirements for educational activities in the field of art in kindergartens.

Vocal teachers S and Z talked about the textbooks written for preschool education professional song playing and singing courses. The content is mostly children's song scores. How to choose songs suitable for children's vocal area, the harmony arrangement of children's songs accompaniment, and the style of children's songs playing and singing. There is no or only a small part of relevant content such as features. Lack of correlation and effective connection between knowledge.

It can be seen from the above interviews that whether it is the basic piano training textbooks of normal music colleges or the textbooks currently compiled for Pre-school education professional playing and singing courses, their teaching content lacks the connection and effective connection of knowledge, which will directly affect the generation of students' professional ability.

### 2.3. Application of Teaching Methods

Regarding the teaching method, vocal music teachers S and Z said that the preschool professional song playing and singing courses in our school are mainly taught in groups, with 5-6 people in each group. Students with basic playing skills and strong comprehension ability can achieve a good teaching effect through the teacher's classroom lectures and demonstrations and after-class exercises. For students who have no basic playing skills, they should adopt teaching methods such as heuristic and guiding methods based on lectures and presentations to enhance the interest of the classroom and stimulate students' interest in learning.

**Table 1.** "Music Skills XII Song Playing and Singing" the curriculum teaching objectives of the standard occupation requirements

Occupational requirements	Course objectives	Teaching objectives
<b>Educational feelings</b>	Through course study, I have a sense of recognition that art education has the important value of cultivating children to experience beauty, discover beauty, and create beauty.	Learn about children's vocal range and voice health through the song, playing and singing course, understand and respect the individual differences of children, and establish a correct view of children.
<b>Nursery knowledge</b>	Possess the basic knowledge, general strategies and basic methods for mastering various fields of education and teaching in kindergartens, and pay attention to the connection and integration of knowledge.	Through course learning, students can consolidate scientific singing methods, improve major and minor key transposition, scales, chords, arpeggios and other playing skills, and have basic abilities for educational activities in the field of art.
	Have certain scientific, humanistic and artistic accomplishments.	Through appreciating, playing and singing art songs and children's songs, students can have the corresponding ability to appreciate art and express knowledge.
<b>Learn to reflect</b>	Actively collect, sort out and analyze relevant information in the practice of care and education, master the methods for continuous improvement of care and education, and have certain teaching and research capabilities.	Based on the content of the course, actively consult and analyze the background, style, characteristics and other relevant information of the song.
<b>Communication and cooperation</b>	It has a rich experience of small group cooperative learning and mutual assistance.	Be able to actively participate in collective activities through art project practice activities, and participate in the completion of group cooperative learning tasks. Feel the beauty in art, express your emotions and experience.

Piano teacher C talked about the most used teaching methods in the classroom, such as language expression, information transmission teaching method, perception-based demonstration method, and practical operation-based practice method. But the teaching

method not only includes how teachers should teach, but also should solve the problem of how students learn.

From the above interview, it can be seen that the teacher's teaching is based on output, and the student's learning process is based on input. What can students do after graduation is to use the knowledge and skills acquired in the course to generate preschool education positions. Educational capacity is not clearly reflected.

#### **2.4. Course Teaching Evaluation**

Piano teacher Z said that the content of teaching evaluation is mainly based on the scope of the prescribed repertoire in the teaching progress, including basic piano technical training, the playing of etudes, music, art songs and children's songs.

Vocal music teacher S mentioned that the teaching evaluation method is that the teacher teaches the model teaching repertoire every week, and the students practice after class until the next week's class for examination and evaluation. Focusing on the proficiency of mode scales and arpeggios and chords, one or two of the etudes and art songs will be completed in two to three weeks according to the actual performance of the students. The proportion of children's songs is also gradually increasing.

From the above interviews, it can be seen that the college attaches great importance to the process evaluation of art courses, but the content of the evaluation focuses on the mastery of skills and skills, and the specific content and requirements of having the ability to generate courses and kindergarten activities evaluation are not reflected.

### **3. Research on the Teaching Implementation Strategies of Songs and Singing Courses for Preschool Education Majors**

#### **3.1. Set Curriculum Goals that Meet the Professional Positioning and Career Requirements**

The "OBE" educational philosophy emphasizes student-centered, clarifying the graduation standards of students' learning output, and aims to meet the needs of nursery practice ability in preschool education positions and meet the professional requirements.

#### **3.2. Create a Course Teaching Content Module based on Job Ability Requirements**

The "OBE" education concept is an education model based on learning output. It follows the principles of reverse design of teaching in the "OBE" concept, based on graduation requirements, and based on the principles of improving students' artistic literacy and the professional needs of kindergarten teachers to create job-based capabilities Required teaching content modules.

#### **3.3. Continuously Update Educational Concepts and Improve Teaching Methods**

The transition from "teaching"-centered to "learning"-centered teaching mode is the basic concept of "OBE". Continuously updated educational concepts must be coordinated with various teaching methods in order to better follow the law of development of normal students and provide support and help for them to successfully obtain the ability to practice.

**Table 2. "Music Skills XII Song Playing and Singing" course teaching content modules**

Module name	main content	Learning points
Module one Basic technique training of piano playing	★1.Major and minor scales and transposition techniques ★2.Chord arpeggio and accompaniment texture technique △3.Accompaniment patterns of commonly used children's songs	Through learning, understand and master the correct mode scales, chord arpeggios and texture playing methods, consolidate playing skills, and have the basic abilities for educational activities in the field of art.
Practice Module One Classroom application	1. Major and minor scale transposition practice 2. The application of different accompaniment types such as arpeggios and chords in children's songs.	
Module two Accompaniment tone training for children's songs	1. Toddler song analysis (lyric content, melody format) ★2.Application of Accompaniment Patterns in Multi-section Children's Songs ★3.The Use of Complex Rhythm Patterns in the Accompaniment of Children's Songs △4.The Use of Tone Patterns Without Melody Accompaniment in Children's Songs	1.Through learning, be able to understand and analyze multi-segment children's songs, and choose the right and appropriate song accompaniment. Possess the basic ability of educational activities in the field of art. 2. Cultivate students' habit of collecting, thinking and analyzing related to the content of course practice, and improve their ability to reflect and analyze.
Practice Module Two Classroom application	Use the accompaniment sound patterns learned in the course to arrange songs for toddlers or children.	
Module three Children's Songs and Singing Training	★1.Understand children's vocal range and common sense of voice health ★2.Visual Music Playing and Singing Practice for Children's Songs △3.Children's Songs and Singing Practice 4.Appreciation of Art Songs and Practice of Playing and Singing	1.Understand the common sense of children's vocal range and voice health, understand and respect the individual differences of children, and establish a correct view of children. 2.Through training, students can complete sight-reading of melody and fast sight-reading of children's songs, and possess the basic ability of educational activities in the field of art. 3.Through the appreciation of art songs and the practice of playing and singing, students can have the corresponding ability to appreciate art and express knowledge.
Practice Module Three Classroom application	Choose music suitable for children to sing for improvisation, and play and sing completely and expressively.	
Item one Children's songs "Play and Sing", "You Play and Sing" Concert	Use correct song accompaniment techniques and scientific singing methods to play and sing songs completely, smoothly and expressively.	1.Be able to use the knowledge and methods acquired in the course to analyze and process songs, and play and sing songs in a smooth, expressive and expressive manner. 2.Be able to actively participate in the completion of group cooperative learning tasks in project practice. Feel the beauty in art, express your emotions and experience.

**Table 3.** Reform and application of teaching methods in the course "Music Skills XII Songs and Singing"

Main method	Applicable modules	Operation points
Teaching demonstration	Module one Module two Module three	1. Teachers explain the basic knowledge of song playing and singing theory 2. The teacher demonstrates the training methods of song playing and singing skills 3. Focus on the timely correction and comment on the selection of tone patterns when playing accompaniment.
Practice exercises	Module one Module two Module three Practice one Practice two Practice three	1. Take teacher's explanation and student practice training as an important part. 2. Pay attention to the problems in classroom teaching practice and give timely feedback. 3. Through classroom sampling, understand the students' mastery of knowledge and skills.
Teamwork	Practice two Item one	Members of the group can take "you play me sing" and other methods for cooperative exercises, so that every student can practice.
Theme Lecture	Module one Module two Module three	1. Provide students with diversified theoretical perspectives. 2. The lecture content is clear and can build a knowledge system structure for students.
Dual-agent teaching	Practice three Item one	1. Take the teacher as the lead, guide students to use professional books, multimedia resources and other ways to carry out the search and collection of relevant content of the course. 2. Students participate in teaching activities as the main body, focusing on students' analysis and understanding and teaching experience, so that students can feel the importance of teaching autonomy and standardized language.
Multimedia audition	Module three	1. Provide students with a multi-dimensional perspective of appreciation. 2. Through the appreciation and analysis of art works, students can have a certain ability to appreciate and express knowledge of art.
Comprehensive application of project system	Item one	1. Guide students to extract existing professional knowledge. 2. Use the initially generated playing and singing skills to practice in kindergarten music activities. 3. Provide a platform for students to show themselves.

### 3.4. Optimized Course Teaching Evaluation

Through the "continuous improvement" based on the concept of "OBE", education quality assurance is infiltrated into every aspect of teaching, gradually shifting from the quantitative evaluation based on performance to the qualitative evaluation of the growth process.

**Table 4.** Assessment and Evaluation Rules for Music Skills XII (Song Playing and Singing) Course

Assessment link		Assessment requirements	Score ratio (%)	
			Suboption	General comment
Usual assessment	Attendance	Have classes on time, without being late, leaving early, or absenteeism. 1 time for personal leave-1 point, 1 time for late arrival and early leave-2 points, 1 time for absenteeism-3 points.	10%	60%
	Practice test one	Master the correct basic playing techniques, and be able to complete related etudes and music.	10%	
	Practice test two	Use the accompaniment sound patterns learned in the course to arrange songs for toddlers or children.	10%	
	Practice test three	Choose music suitable for children to sing for improvisation, and play and sing completely and expressively.	10%	
	Teamwork	Have a correct learning attitude and actively participate in activities. Able to interact between group members and between teachers and students. In the first semester, each group has at least one class sharing activity and two inter-group sharing activities.	10%	
	Project review	Use correct song accompaniment techniques and scientific singing methods to play and sing songs completely, smoothly and expressively.	10%	10%
Final assessment		Be able to use the knowledge acquired in the course to master the basic accompaniment methods and rules of children's songs, and use scientific singing methods to play and sing songs in a complete, smooth and expressive manner by analyzing the characteristics of the song's style.	30%	30%

#### 4. Conclusion

Under the background of the professional certification of normal education in my country, the educational model based on learning output proposed by the "OBE" educational concept is in line with the rules and needs of Pre-school education professional talent training. As a teacher educator, we are always pursuing the goal of "student-centered", through the gradual update of curriculum concepts and the concrete operation of teaching implementation strategies, to further promote the quality of preschool education professional song playing and singing courses.



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