

**RESEARCH ON THE CURRENT SITUATION OF FAMILY MUSIC
EDUCATION FOR PRESCHOOL CHILDREN IN JINAN CITY**

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**ИССЛЕДОВАНИЕ ТЕКУЩЕЙ СИТУАЦИИ МУЗЫКАЛЬНОГО
ВОСПИТАНИЯ ДОШКОЛЬНИКОВ В ЮНЬЯНЕ, КИТАЙ**

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Abstract. Since the 21st century, with the improvement of living standards, parents have paid more and more attentions to music education for preschool children, so how parents conduct family music education for preschool children aged 0-6 years old has become an important problem. This research adopts the self-compiled *Family Music Education Questionnaire for Preschool Children* to research the current situation of family music education for 200 preschool children in Jinan city. The authors found that the vast majority of parents have recognized the importance of early childhood music education, but there is a utilitarian tendency among them. On the one hand, they partly stress on the specialization of family music education content but ignore the living; the parents' practices of family music education lack of scientific nature, initiative and family nature with a single method.

Аннотация. В 21 веке, в связи с утверждением стандартов качества жизни, родители стали уделять больше внимания музыкальному воспитанию дошкольников. В связи с этим возникла необходимость формирования педагогической культуры родителей в семейном музыкальном воспитании детей от 0 до 6 лет. Выборкой исследования, осуществленного с использованием адаптированного опросника «Семейное музыкальное воспитание дошкольников», составили 200 детей дошкольного возраста, проживающих в Юньянском городском округе. В результате исследования было выявлено, что большинство родителей осознает важность раннего музыкального воспитания детей, но их педагогические подходы к музыкальным занятиям с детьми ограничены. Родители не уделяют достаточного внимания содержанию музыкального воспитания, его связи с жизнью, педагогически обоснованной методике занятий с детьми.

Keywords: Preschool Children, Family Music Education, Current Situation.

Ключевые слова: дошкольники, музыкальное воспитание в семье, современная ситуация.

Background. By June 2021, there have been many research results on music education for children aged preschool and 3-6 years old, but most of them are

concentrated in the specific environment of kindergarten and we can rarely see the research on family music education for infants and young children. However, the nervous system, physiological system and psychological system of children aged 0 to 6 develop very rapidly, [1] and family plays an irreplaceable and important role in the development of children at this stage, so this research attempts to research the current situation of family music education in preschool children aged 0-6 years old.

I. Research Subjects and Research Methods

(I) Testee

We randomly selected 200 parents of preschool children from four kindergartens and one parent-child kindergarten in Jinan City, Shandong Province, China as testee to carry out a questionnaire survey. We sent out 200 questionnaires and recalled 180, of which 168 were valid with an effective rate of 84%.

(II) Research Tools

We self-compiled *the Family Music Education Questionnaire for Preschool Children* on the basis of the literature review and interviews. The survey contents are divided into three dimensions: parents' ideas and attitudes towards family music education, the contents of family music education, and the implementation strategies of family music education.

(III) Research Procedures

We consulted relevant experts to evaluate the appropriateness, importance and clarity of the questionnaire contents, delete the items with inaccurate contents and easy to cause ambiguities, then form the formal questionnaire. We discussed and determined the experimenter of the survey, and train the experimenter, strictly implement the tests and conduct data analysis for the results with SPSS10.0.

III. Survey Results and Analysis

1. Parents' Ideas and Attitudes towards Family Music Education

Table 1 – Parents' Understanding of Purposes of Family Music Education

Questions	Items	Number	Percentage
What do you think about the use of music for young children?	① Have a subtle role in the development of intelligence, morality, aesthetics, etc	144	53.1
	② Satisfy his lively and active nature and makes him happy	120	44.2
	③ Totally meaningless	2	0.7
	④ Not essential	5	1.8
What do you think about the main purpose of conducting music education for young children	① Learn knowledge and promote the intellectual development	50	11.9
	② Cultivate a good character and edify sentiment	120	28.5
	③ Increase musical experience and develop musical interest	68	16.1
	④ Learn certain skills and have some special skills	110	26.1
	⑤ Enhance parent-child communications	66	15.6
	⑥ Spend time	7	1.7

It can be seen from Table 1, the vast majority of urban parents have enough understanding of the significance of music education. 68.3% of parents think that the main purpose of music education is to promote intelligence, cultivate sentiment and cultivate interest, etc., but 31.6% still think that the main purpose of music education is just to "learn certain skills and have some special skills".

2. *Parents' understanding of the need for early family music education.*

Most parents think that music education is very or more important for children aged 0-6 years old. Only a small part consider it unimportant.

3. *Parents' understanding and attitudes towards family music skills education.*

Table 2 – Parents' Attitudes and Reasons for Children towards Learning Musical Instruments

Questions	Items	Number	Percentage
Are you ready to let your child learn musical instruments?	① Yes	150	89.3
	② No	18	10.7
Why not let children learn musical instruments?	① The state has canceled the provision of music bonus points in the high school entrance examination and college entrance examination, there is no need to learn.	39	27.3
	② The family members do not understand music and they can not help the child.	20	14
	③ Poor economic conditions	50	35
	④ Children are too young to learn.	5	3.5
	⑤ Parents don't like it.	4	2.8
	⑥ Kids don't like it	25	17.5
The reasons why let your child learn a musical instrument?	① Improve children's qualities	120	33
	② Having musical expertise can increase children's competitiveness in society.	110	30.3
	③ Having music expertise can help them to get the decent and affordable job in the future.	28	7.7
	④ Has music expertise to be easier to make money in the future	66	18.2
	⑤ Parents like it	9	2.5
	⑤ Kids like it	30	8.3

It can be seen from Table 2: Most parents prepare to allow their children to learn musical instruments, accounting for 89.3%. In addition, many of the reasons why parents choose or not choose to let children to learn musical instruments are utilitarian. Only 33% of parents choose to let their children learn musical instruments is to "improve their children's quality".

(II) Content of Family Music Education

Table 3 – Content of Family Music Education

Questions	Items	Number	Percentage
What kind of music activities do you have with your children?	①Looks for nature and the voice in life	44	11.8
	②Listens to sound tape, CDs	20	5.3
	③Listen to MP4	55	14.7
	④Watch MUSIC programs on TV (listening and watching)	6	1.6
	⑤Listens to concerts and other events	4	1
	⑥Singsongs or sing in KTV with the child	20	5.3
	⑦Listens to the child sing	120	32.1
	⑧Listens to the children play musical instruments	105	28.1

From Table 3, we can see that parents ignores the significance of the voices in natural life to their children's music education. Most parents still adopt the traditional way of focusing on music knowledge and skills education, and 1% of parents adopt the way of going to the concert to giving music education to their children.

(III) The results of the implementation strategy of family music education show that although the vast majority of parents believe that the better way to implement music education is "parents with children play together", but, in fact, the mother is the main person to conducts music educate for their children at home, and most parents also occasionally actively invite their children to participate in music activities. In music activities, most parents also occasionally pay attention to stimulate their children's interest in music. Most parents use the method of listening (singing) while performing to conduct music activities, and use less methods in role playing and trying to create different lyrics and actions. Only a small number of parents chose to conduct music activities with life characteristics and singing while beating a vocal body to accompany songs. This shows that although parents can recognize the value of music education, they are less active, less scientific and less method.

IV. Conclusion and Suggestions

(I) The vast majority of parents have recognized the importance of early childhood music education, but there is a utilitarian tendency.

As shown in the survey, about 68.3% of parents believe that the main purpose of music education is to improve music cultivation, sublimate personality and enlighten children's wisdom, while 31.6% still believe that the main purpose of learning music is to "learn a skill and have expertise". In particular, many parents' understanding of family music skills education is utilitarian, for example, 27.3% of parents believe that "the state has cancelled the policy of extra points in the high school entrance examination and college entrance examination, so there is no need to let their children learn musical instruments". Nearly 60% of parents think that letting their children learn musical instruments is mainly to "allow their children to increase their competitiveness in society", and "it is easier to make money".

Parents' kind of understanding is mainly affected by two factors: on the one hand is social factors. Social competition is increasingly fierce, parents believe that to let their children to live a good life in the future, they must let their children learn their skills, which is bound to lead to some parents' utilitarian pursuit of children's music education to a certain extent. On the other hand, many parents have a narrow understanding of the purpose and function of music education, and do not realize that music education can promote the overall harmonious development of children in physical, intelligence, emotional, social and other aspects. The utilitarian nature of music education is not only difficult for children to achieve achievements in music learning in the future, but also likely to lose their original interest in music. Therefore, it is necessary to comprehensively improve parents' understanding of the function of early music education.

(II) One-sided emphasize on the specialization of family music education contents, and ignore the living.

In most of the families investigated, its family music education contents is only limited to the professional level, such as listening to music tape and disc, listen to MP4, watch TV music programs and other traditional music education projects as the main content, parents and children are engaged in music activities are also "listen to children sing or play the piano", or "sing songs or sing inKTV with children", there are very few parents choose to conduct musiceducate for their children from natural life, which shows that most parents ignore the truth that "life is education", can not recognizeand understand family music education from a broad perspective. In fact, life-oriented music education is often more interesting than professional and skilled music education, and can more stimulate children's curiosity and creativity. Parents should pay attentions to conduct music education for children starting from the content of life.

(III) Parents' practices of family music educationlack of initiative and family nature in single and not scientific enough the method.

In terms of the practice method of family music education, most parents only occasionally participate in children's music education activities, and very few people always or often actively invite their children to conduct music activities together in their free time, and the degree of father's participation in children's music activities is obviously not enough. This indicates that parents lack of initiative and family sex in family music education activities. Parents' education method is also very single, and few people choose methods with life characteristics. In fact, parents should often take music activities with their children and integrate it into life, which can not only rapport the parent-child relationship, but also help to enhance the child's interest in music and to the child's physical and mental health.

Family music education for infants and young children is feasible. Of course, infants family music education should be implemented according to its different stages of development. The first is the maternal music education during pregnancy and the second is 0-2 years old, which is a sensitive period of perceptual development. The development of sensory perception is the basis of

intellectual development. For example, the early using music for sensory training of infants will help to cultivate their perception and understanding of music, and develop their intelligence. The third is that it is bound to promote the development of their musical understanding and imagination if the parents of children aged 2-3 can enrich, consolidate and extend the previous stage of children's music perception training and cultivate children's rhythm sense. The fourth is to cultivate a music skill can start, so that children from perception to touch, really start to learn music, and really like music.

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