

Article

# Effect of Singing on the Psychological Development of Preschool Children Aged 4 – 5 Years

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**Abstract:** Singing, as an art form, has a profound impact on the psychological development of children aged 4-5 years old. By analyzing the practical application of singing teaching in early childhood education, we find that singing teaching can not only significantly enhance children's confidence, allowing children aged 4-5 to find themselves in the world of music, but also greatly stimulate children's interest in learning, make preschool children explore the unknown in the cheerful melody and enjoy the fun of learning. In addition, singing teaching also plays an important role in improving children's language expression ability, creativity and understanding ability. In the process of singing, imitating and creating lyrics, children not only exercise their language organization ability, but also stimulate their infinite imagination and creativity, and deepen their understanding and perception of the content of the song. More importantly, singing teaching also promotes children's physical coordination ability and emotional development. Dancing to the rhythm of the music, children enjoy the music, but also exercise the body coordination. The emotional expression in the song makes children learn to perceive and express emotions, and enhances the empathy and social skills of children aged 4-5. However, there are still some problems in children's singing teaching, such as a single teaching method and the neglect of individual differences. In view of these problems, put forward suggestions for improvement, such as the use of diversified teaching methods, pay attention to Children's personalized development, as well as strengthen home cooperation, together to create a richer and more diversified music learning environment for children. Through these efforts, it is expected that singing teaching can play a more active role in children's psychological development.

**Keywords:** singing teaching; children's psychological development; self-confidence; creativity; emotional development

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## 1. Introduction

With the promotion of China's comprehensive national strength, quality education quality requirements, art education and aesthetic education demand, people to sing in preschool children psychology, the role of further obtained scientific proof, educators according to the characteristics of preschool children's psychological development, create a specific teaching environment, with the help of professional props, through some conventional music forms, such as singing, for preschool children music teaching activities, preschool children's music learning and all-round development education organically together. Singing is an important way for children to contact music, and also an indispensable part of early childhood education. Children aged 4 – 5 years are in a critical period of psychological development and this stage of education is crucial for their future growth. Singing teaching can not only help children to establish a musical foundation, but also promote their psychological development in many aspects [8]. Take singing as a means of education and a way to implement education, promote the harmonious development of preschool children in language expression ability, creativity, understanding ability and

other aspects, carry out basic quality education, and achieve the purpose of education. Therefore, this study will explore the effect of singing on the psychological development of 4-5 year old children from multiple perspectives, and the goal is to find out the series of psychological development of 4-5 year old preschool children Changes, including the positive effects and existing problems, are used to explore and reconcile the problems existing in the music education of preschool children aged 4-5 years [7].

## 2. Basic Content of Singing Activities for Preschool Children Aged 4-5 Years Old

For preschool children, teach them some simple knowledge and skills about singing, that is, let the children master some preliminary techniques of expression, so that they learn to sing with emotion, can better feel and understand the feelings expressed by the song [7].

### 2.1. Simple Knowledge and Skills of Singing

Posture, Correct singing posture means that the body and head should be kept upright and relaxed, the arms are drooping and placed on the legs; the eyes are flat and the shoulders are relaxed; and the movement of the mouth should be natural, opening the mouth properly according to the correct bite and pronunciation, avoiding extending the corners of the mouth to both sides [8]. Correct singing posture can make children maintain the best breath channel state when singing, which is conducive to singing with a natural voice.

Breathe, Breathing is the motivation for singing. Singing with the support of the breath, to maintain or extend the singing. The correct way to breathe in singing should be to breathe naturally, evenly, and try to breathe enough breath at one time and keep it, and then slowly and moderately lucky when singing according to the needs of phrases and expressions. In addition, when breathing should also pay attention not to look up, do not shrug, do not make a big inhalation sound, also not in the middle of the music, but in accordance with a certain rules to breathe.

Sound production, the correct sound method is the most basic requirement to make the song beautiful and beautiful. To make children learn to sing with "natural sounds", certain vocal skills [5]. First, ask children to sing in a natural voice —— relax your chin and open your mouth naturally; do not shout and excessively suppress the volume. Some shy, timid, low-esteem children are often very stiff and nervous when singing, and some expressive children tend to shout and sing, which is to be corrected. On the basis of guiding children to sing with natural and pleasant voices, they should also be inspired to gradually learn to sing different nature songs with different voices. For example, the march style song "This is a Little Soldier" can be sung in a firm, loud and proud voice; the lyric and cradle-style song "lullaby" should be sung in a coherent and soft voice; and the lively dance style song "Big Shoes and Small Shoes" can be sung in a relaxed, jumping and slightly elastic voice.

Bite words, Singing and speaking, need to bite the words clearly, in order to express the meaning. However, due to the influence of the melody and rhythm of the song, it is more difficult for preschool children to sing than to speak and read nursery songs [10]. Some children will be because of the improper coordination of the words, some words pronunciation is not accurate, spit clear; some children because of the meaning of the words and ambiguous words; some children because of the speed of the song, short rhythm of individual sentences or the pronunciation of the words and so on. In view of these situations, to teach children the right way to speak with words. This can start from the cultivation of the lips, teeth, tongue, and throat. In addition, Chinese has initials and finals [2]. Generally speaking, the extension of the song mainly depends on the finals, which can make the song have a smooth singing and full of color change. Therefore, singing a good finals plays an important role in the accurately. The pronunciation part and pronunciation method of the advocate should also be treated differently according to the

different nature of the songs: sing soft and lyrical songs without too much emphasis; when singing some strong and powerful songs, the pronunciation of the advocate should be relatively powerful.

Intonation, Tone intonation is the basic requirement of singing. However, it is more difficult for preschoolers to sing the pitch of each note in the song accurately. Mastering intonation is a more prominent difficult point in kindergarten singing teaching [1]. There are many reasons for children's singing errors: on the one hand, due to the poor auditory differentiation of children, the coordination and control of vocal organs and the breathing support of preschool children, singing attention and excessive tension. Therefore, in order to cultivate and train children's intonation, we must first let them get the accurate musical impression, and the teachers singing and music are the main source of children's auditory impression. In addition, attention should be paid to the development of the coordination of children's vocal organs, and the cultivation of intonation from the coordination of listening and singing.

Coordinate, Coordination means that children are able to master some skills to correctly cooperate with others in the collective singing activities [8]. Firstly, they do not make their own voice prominent when singing, and can harmoniously integrate their own singing into the collective singing. Secondly, in singing, round singing, two-part chorus and other different singing performances, they can accurately connect with others and their voices, and keep the harmony of sound expression, facial expression and movement expression.

Protect the voice. Some basic knowledge about protecting the voice should be mastered by preschoolers. It includes: not singing loudly; not singing loudly during strenuous exercise (or after strenuous exercise); not singing continuously for long; not singing in dirty air; not singing in throat inflammation, red throat and so on.

## 2.2. The Basic Form of Singing

Different singing performance forms can express different singing effects of songs. In the singing activities of preschool children, the singing forms can be divided into the following types according to the number of singers and the different ways of cooperation and performance:

solo. A solo act is when a person sings independently or performs singing alone.

sing in unison. Singing together means when two or more people sing the same song neatly together. It is one of the main form of kindergarten collective singing.

segue. Singing is to divide a song into several Yue opera, and children take turns to sing a sentence. For example, the children's song "Dong Dong Qiang".

musical dialogue in antiphonal style. Duaptation refers to the question and answer sentences sung between individuals and individuals, and in the form of questions and answers between individuals and groups [6]. For example, the song "Children Think about".

Lead and sing together. Lead singing refers to a person (or several people) singing the main part of the song, the collective singing part of the song, such as the children's song "Walking on the snow to look for plum".

Sing a round. Round singing means that two voices start to sing the same song at certain intervals, such as the children's song "Ode to Joy".

Chorus. Chorus refers to a collective singing form of two different parts. There are generally three kinds of chorus forms suitable for preschool children: (1) "simultaneous chorus", which refers to the same melody and harmony of two parts of the voice [9]. It can be a part song and the other part uses the same melody; or one part humming the melody, the other part reciting the rhythm; (2) "fixed bass", which refers to the singing of one part, the other part singing the fixed tone or lengthening, and (3) "filling", which refers to the singing of the one part and the other part in the resting or extended part of the song. For example, the song "Willow Girl"

### 2.3. Singing Materials

Lyrics. Songs selected for children, first of all, their lyrics should be interesting, easy to remember and can be understood and familiar by children. Because preschool children's life experience is not rich, understanding ability is limited, and children are active, fun, curious, good fantasy nature, therefore, only children understand and familiar with the lyrics can arouse their interest [5]. Such as: animals, plants, vehicles, natural phenomena, children's own body parts, children like or admire the adults and activities, exaggerated or humorous meaningless syllables and pictograms and so on. Secondly, the structure of the lyrics should be relatively simple, containing certain repetitive parts. As we know, children before the age of 2 have produced "instinctive songs", and it is the nature of children to spontaneously and sing freely. And simple and repetitive lyrics are able to meet the needs of children. For the lyrics with simple grammar, less vocabulary and equal length (or similar), children can smoothly put the new words they feel interesting and like into the tune and sing freely. For example, "I love my small animals" this song, between each paragraph except for the name and call of the small animal, all the lyrics are the same, and the length of the sentences is relatively neat. Preschool children sing such a kind of song, not only have no burden of memory, understanding, but also can fully enjoy the fun of free music compilation. Again, we should try to pay attention to the content of the lyrics should be used with the action performance. This is because, the activities of preschool children are still not completely differentiated characteristics, while singing and doing movements is a natural and direct musical performance activities. Children often like to sing in the performance along with the corresponding body movements [9]. Therefore, the selection of lyrics suitable for action performance is not only conducive to children to better remember and understand the lyrics, but also can fully develop children's movement coordination and strengthen the emotional table of the song

Tune aspect. First, when choosing songs for preschool children, we should pay attention to the vocal range of songs should not be too wide. For 3-4 years,  $c^1 - a^1$ , 4-5 years,  $c^1 - b^1$  band 5-6 years,  $c^1 - c^2$ . Of course, this is the appropriate range for children to sing together, while the actual range of each child varies greatly from person to person. In general, it can be controlled within the above range. When dealing with the vocal range problem of songs, attention should also be paid not to be mechanically and absolutely divided, depending on the specific songs for relative analysis [6]. If some songs are octave from the vocal range, but the melody is mainly in the highest pitch area. For example, the song "polite", although the vocal range is octave, but the highest pitch:  $1 (c^2)$  appears frequently in the melody; and some songs may be above octave from the vocal range, but carefully analysis, the theme is generally between children feel the most comfortable pitch area ( $d^1 - b^1$ ). This kind of song, even the middle class children can also sing, for example, the song "Learn to be the Peoples Liberation Army", the range of nine degrees, but the main melody is between 1-5, the highest and lowest sound in the weak beat, the number of occurrence, one area and pass.

Second, when choosing songs for preschool children, we should pay attention to the speed of songs should not be too fast, generally to medium speed slightly fast, slightly slow is appropriate. However, due to the small lung capacity, shallow breathing, short breath, coupled with limited language development, singing breathing, voice, speaking and other skills are not mature enough, so singing slow and fast songs will have certain difficulties, to medium speed is more appropriate.

Third, when choosing songs for preschool children, we should pay attention to the rhythm and beat of the songs. Generally, the rhythm should be simple rather than complicated. Small class children's songs in the rhythm of two notes, four notes or eight notes, for large children choose song tune rhythm can have attached notes, the amount of syncopation children's song beat is given priority to with  $2/4$  and  $4/4$ , occasionally choose some  $3/4$  and  $6/8$  clap songs, occasionally also can choose some from the weak, with "weak" rhythm songs.

Fourth, when choosing songs for preschool children, we should pay attention to the melody of the songs that should be relatively stable. Preschool children are most likely to master the descending three degrees (or below) interval, followed by four degrees, five degrees, and octaves. For six and seven degrees, even the middle and large class children are not easy to sing accurately [3]. Therefore, according to the age of children, the small class is suitable for the choice of three degrees of interval songs, the melody of the children's songs can be slightly more complex, can increase some more than three degrees of jump into. Finally, when choosing songs for preschool children, we should also pay attention to the structure of the song melody should be short and neat. Generally small class children's songs to 4 phrases is appropriate, the first phrase should not be too long, 2 / 4 song can be 4 is appropriate, 3 / 4 song to 6 is appropriate, and the length of the phrases is best equal, the structure should be relatively neat and simple, generally no interplay or other additional parts; large class children's songs can have 6-8 phrases, occasionally can sing slightly long songs or not very neat phrases, structure can have some simple two or three songs, generally can have interplay and tail and other additional parts, but on the whole to sing short and neat songs.

### 3. Development of Singing Ability in Preschool Children Aged 4-5 Years

**Lyrics.** At this age stage, children's ability to master the lyrics has been further improved. Generally, they can completely and accurately reproduce the lyrics of familiar songs, and their ability to hear, understand, remember and recognize the lyrics has been greatly improved, and the situation of singing wrong words and sending wrong sounds has been greatly changed.

**Sound range.** The vocal range of children aged 4-5 years old is expanded compared with before, generally reaching  $c^1 - b^1$  (i. e. 1-7 in C tone), but there are still great differences in individual children.

**Melody.** Due to the increasing number of songs for children at this age, their ability to perceive and recognize melody has gradually improved, and their ability to grasp intonation has improved [2]. With the accompaniment of musical instruments or recordings, most children can basically sing songs of the appropriate melody. Of course, in individual children, the grasp of melody sense and intonation is still the most difficult ability in the development of singing ability.

**Rhythm.** In terms of rhythm, with the gradual improvement of the children's auditory differentiation ability, the children's ability to grasp and express the song rhythm at this age stage has been greatly developed [5]. They not only mastered the rhythm of four notes and eight notes, but also could accurately reproduce the rhythm of two notes, even the rhythm with attached points.

**Respiratory aspect.** Children aged 4-5 have further improved their voice control ability, and can gradually learn to use a longer breath. Generally, they can learn to breathe according to the requirements of musical sentences and emotions under the guidance of teachers. The ventilation phenomenon of disrupting sentences and disrupting the meaning of words has been significantly improved.

This age, children in the development of singing skills of speed, strength, timbre changes grasp had certain progress, this is because they to the song image, content, emotional experience and understanding ability to a certain extent, thus in singing, performance, can more detailed to express the song in the change of strength, speed, etc, and more accurate than small children [8]. With the continuous accumulation of experience in collective music activities and singing activities, children aged 4-5 can not only participate in collective singing in a coordinated way, pay attention to adjust their voice in timbre, expression, strength, speed and other aspects, consistent with the collective, but also show the desire and interest of singing alone. They often sing alone with great interest while playing games, and they will also sing along happily in watching and listening to TV and

radio programs. In addition, children at this age can show some creativity in the development of their singing ability. They will use their accumulated experience of singing and expression to partially replace the lyrics and sing again; they actively and spontaneously propose singing forms and expressions.

#### **4. The Significance of Singing Teaching to Children's Psychological Development**

Singing teaching is of great significance in early childhood education. First of all, music can bring people aesthetic feeling and edify peoples sentiment. For children aged 4-5 years, music almost permeates their daily life and plays a important role in their healthy growth. Secondly, singing teaching can maximize the mobilization of children's learning initiative, so that they feel the beauty and affinity of music, obtain the enjoyment of beauty, and at the same time subtly obtain aesthetic ability and artistic taste [3]. Singing is one of the most natural ways for human beings to express and exchange thoughts and feelings, and it is also a way for children to express their thoughts. For children, singing is an indispensable and important part of their childhood life. Singing can not only bring endless fun to children's life, but also at the same time, it has important educational value. It can cultivate children's sentiment, enlighten children's mind and perfect children's character in the subtle aesthetic influence. Therefore, singing is an important part of preschool children's music education. For children, it is almost impossible to tell strictly when they begin to learn to speak and sing. The development of children's singing ability is closely related to their language development. Professor Green berg of the University of Hawaii in the United States believes that the development of children's singing ability and speaking ability Development is parallel

#### **5. Specific Effects of Singing on Children's Psychological Development**

##### *5.1. Cultivate Children's Self-Confidence and Interest in Learning*

Singing teaching is not boring, on the contrary, it is very helpful to stimulate children's interest. Through singing, children can not only build confidence in the music field, but also develop an interest in other subjects. When children successfully practice a song through their own efforts, the joy and sense of achievement is indescribable [10]. This positive experience will encourage children to like learning more, be willing to study attentively, and gradually increase their confidence in learning.

In practical teaching, teachers can organize singing competitions, music performances and other activities, so that children can show their talents on the stage, and win the applause and recognition of the audience. These activities can greatly enhance the child's confidence and courage, so that they can behave appropriately in any public situation.

##### *5.2. Develop Children's Language Expression Skills, Creativity and Understanding Skills*

Singing teaching can well cultivate children's imagination and creativity. Einstein once said: "Imagination is more important than knowledge, because knowledge is limited, and imagination summarizes everything in the world, promotes progress, and is the source of the evolution of knowledge [4]." In the process of singing, children will play their imagination to understand the connotation of the song, thus forming a virtuous cycle of self-improvement.

For example, when teaching a children's song, the teacher can guide the children to imagine the scene in the song and ask them to describe the picture in the song in their own language. This teaching method can not only improve children's language expression ability, but also stimulate their creativity. At the same time, through the teachers guidance and guidance, children will further understand the beauty and connotation of the song, so as to enhance the understanding ability.

### 5.3. *Improve Children's Physical Coordination Ability*

Physical collaboration is the basic ability of children to master singing skills. In singing teaching, it is usually accompanied by the corresponding dance movements to stimulate children's interest in singing. In this process, children's body coordination ability will be subtly exercised [9]. In addition, if teachers pay attention to the indoctrination of Musical Instruments in singing teaching, they can also better help children to improve their body coordination ability and promote their comprehensive and healthy development.

For example, when teaching a song with a bright rhythm, the teacher can design some simple dance movements for the children to sing and dance while dancing. This way can not only improve children's interest in singing, but also exercise their physical coordination ability.

### 5.4. *Promote Children's Emotional Development*

Singing is the most direct way to express emotions and express emotions. Through singing, children can release their negative emotions and cultivate a sunny character. When children feel upset and sad, they can adjust their emotions and state by singing, and re-devote themselves to their study and life.

In addition, singing can also help children to construct their own emotions and promote the emotional communication between them. A good music work, a successful music activity, can make children have emotional resonance to music, cultivate and stimulate their good music emotions.

## 6. **The Current Misunderstanding in Children's Singing Teaching**

Although singing teaching has many positive effects on children's psychological development, there are still some misunderstandings in the actual teaching [3]. Many teachers equate singing teaching with simple singing, turning singing into a kind of knowledge indoctrination and evaluation of performance. This teaching method is not only boring, but also easy to make children lose their interest in singing.

In addition, some teachers pay too much attention to the training of skills in singing teaching, ignoring the cultivation and expression of children's emotions [5]. This teaching method not only fails to stimulate children's enthusiasm for learning, but may also lead to their resistance to music.

## 7. **The Correct Development of Children's Singing Teaching Suggestions**

In order to give full play to the positive role of singing teaching on children's psychological development, teachers should adopt scientific and reasonable teaching methods [9]. Here are some specific suggestions:

### 7.1. *Cultivate Children's Interest in Participating in Classroom Activities*

Teachers should adopt vivid and lively teaching methods, supplemented by some classroom activities, in order to fully mobilize children's learning enthusiasm. For example, when teaching a song, teachers can introduce the background and content of the song through games, stories, and other ways, to stimulate children's interest in learning [8]. At the same time, teachers can also organize some interactive links, such as chorus, duet, etc., so that children can feel the charm of music in the participation.

### 7.2. *Pay Attention to Children's Emotional Expression*

In singing teaching, teachers should pay attention to children's emotional expression. By guiding children to understand the connotation and emotion of the song, let them use their own voice and emotion to perform the song. This way can not only improve children's singing level, but also cultivate their emotional expression ability and aesthetic ability.

### 7.3. Enhance Body Coordination Ability by Combining Musical Instrument Teaching

In singing teaching, teachers can combine Musical instrument teaching to help children improve their physical coordination ability. For example, when teaching a song with a bright rhythm, the teacher can ask the children to use the percussion instrument to accompany it, so that they can feel the rhythm and rhythm of the music in the process of tapping the instrument [7]. This way can not only exercise children's physical coordination ability, but also enhance their understanding and perception of music.

### 7.4. Organize Regular Music Performance Activities

In order to stimulate children's performance desire and confidence, teachers should regularly organize music performance activities. By organizing concerts, singing competitions and other activities, children can show their talents on the stage. These activities can not only enhance children's confidence and courage, but also cultivate their stage performance and team spirit.

## 8. Case Analysis

The following is a specific singing teaching case to illustrate the positive impact of singing on children's psychological development.

#### Case background

Children in a kindergarten middle class are learning a children's song called "Little Star". With its melodic song and simple lyrics, it is perfect for children aged 4-5.

#### Teaching process

**Introduction:** The teacher first guides the children into the background situation of the song by playing the stars video and telling the story of the stars.

**Learn to sing:** the teacher leads the children to read the lyrics together, and then teaches them to sing sentence by sentence. In the process of teaching and singing, teachers pay attention to guiding children to feel the rhythm and rhythm of songs.

**Performance:** after learning the song, the teacher organized a small concert, let the children put on the star costume and sing while performing. The children were very engaged and performed very well.

#### Teaching efficiency

Through this singing teaching activity, the children not only learned the song "Little Star", but also exercised their physical coordination ability and self-confidence in the performance. Through participating in class activities, they felt the charm and happiness of music, and had a strong interest in music.

## 9. Conclusion

Singing does have a profound impact on the psychological development of children aged 4-5 years old. Children at this stage are in a critical period of rapid physical and mental development, and children can benefit a lot from singing teaching. In the process of singing, children not only learn the melody and lyrics, but more importantly, they can show themselves on the stage, thus gradually developing self-confidence [4]. At the same time, the fun of singing also stimulates children's interest in learning, so that children can learn in happiness and grow up in learning. In addition, singing can also effectively improve children's language expression ability, so that children can learn how to use sound and rhythm to express their emotions and ideas. Creativity is also exercised in this process, because children need to use their imagination and innovation when trying different singing methods and styles.

However, in the actual teaching, preschool teachers have also found some misunderstandings [2]. For example, some teachers focus too much on the teaching of singing skills while ignoring the interests and emotional needs of children. As a result, some children have a resistance to singing and cannot really enjoy the fun of singing. In order to give full play to the positive role of singing teaching, teachers should adopt more scientific and



reasonable teaching methods [9]. First of all, we should pay attention to cultivating children's interest, and choose the songs that children like and are suitable for teaching. Secondly, children should be encouraged to express their feelings boldly, so that children can release their true inner feelings in singing. Finally, attention should also be paid to the improvement of children's body coordination ability, and to help children better understand and express the connotation of songs through dances and movements. In short, singing teaching plays an important role in the psychological development of children aged 4-5 years. Teachers should constantly optimize their teaching methods to ensure that every child can fly freely in the ocean of singing and enjoy the endless charm brought by music.

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