

An In-Depth Blended Learning Strategies for Preschool Music Education in Higher Education

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Abstract

Training early childhood music teachers in higher education through preschool music education is crucial. However, current training strategies encounter challenges in aligning with the comprehensive demands of the new era. The main issue stems from the difficulty of implementing blended learning strategies for preschool music education training to fully satisfy the multifaceted requirements for professionals, constrained by traditional teaching methods and perspectives. The research objective is to identify effective blended learning strategies for preschool music education and provide an in-depth understanding of the strategies to enhance the overall educational experience for students. This study employs library research involves using an online resource to explore blended learning strategies for preschool music education. It involves analyzing recent articles and theses to identify trends and synthesize existing knowledge. The findings from implementing blended teaching strategies in higher education preschool music education are noteworthy. Firstly, a clear definition of training objectives has emerged, garnering increased attention to educational priorities. Secondly, there is a discernible optimization of the curriculum, reflecting the distinctive features of preschool music education. Thirdly, efforts to build a proficient team of professionals ensure the overall quality of teaching. Lastly, the establishment of a comprehensive communication system enhances interaction. In sum, in the digital age, higher education must leverage online education's power through blended learning, ensuring rapid adaptation and nurturing more talented individuals for early childhood education. The impact integrating online and offline methods enhances educational outcomes, preparing students for the contemporary world. This approach aligns with technological advancements and facilitates quality early childhood education delivery. To maximize blended learning benefits, institutions should invest in robust online platforms, train educators for effective online

instruction, and regularly evaluate and adapt the model for ongoing relevance and excellence in early childhood education.

Keywords: Blended Learning Strategies, Preschool Music Education, Higher Education

Introduction

Blended learning strategies are gaining prominence in higher education, particularly in the context of preschool music education. This integration of traditional teaching with digital tools holds immense importance due to its potential to enhance engagement and cater to diverse learning styles among higher education students. Blended learning strategies promote higher engagement and address diverse learning styles in higher education students to effectively instruct preschool children (Longlong & Chee Luen, 2023; Beirnes & Randles, 2023; Weiguaju et al., 2023). The importance of blended learning strategies combines traditional and online elements for preschool music education offering a dynamic approach to preschool music education. By incorporating multimedia and interactive platforms, educators can create a more inclusive and engaging learning environment. This approach is crucial in fostering a positive attitude towards music education from an early age. The need for studying blended learning strategies is essential to adapt to technological advancements, accommodate diverse learning styles, promote global connectivity, and prepare preschoolers for future learning environments. By examining and implementing blended learning, educators can optimize the effectiveness of preschool music education, ensuring its relevance and impact in the ever-evolving educational landscape.

Preschool education majors in higher education experience profound benefits through blended learning. This approach not only diversifies teaching methods but also cultivates indispensable digital literacy, fosters collaborative learning environments, and tailors flexibility to accommodate diverse needs and schedules. As educators of the future, this comprehensive approach equips them with the skills, adaptability, and innovative mindset crucial for shaping the dynamic field of early childhood education. In the realm of education, the fusion of online and traditional teaching has given rise to a novel learning approach known as hybrid instruction or blended learning. This method seeks to seamlessly combine elements from both the online and offline realms, providing a versatile blend of educational strategies that facilitate students' progression from surface-level understanding to deeper, more profound learning experiences (Beirnes & Randles, 2023; Qing, 2023).

Integrated learning emerges as an inventive educational solution, strategically combining traditional classroom instruction with mobile learning and online activities. Anchored in the philosophy that learning is an ongoing, continual process rather than a singular event, the concept of integrated learning offers a plethora of advantages compared to relying solely on a single mode of educational delivery (V. Chandra, 2019; Xing, 2021).

Higher education is adopting blended learning for preschool music majors. Despite leveraging modern technology for optimized resource integration, challenges arise (Chengchen, 2023; Cruywagen & Potgieter, 2020; Weiguaju et al. (2023). Virtualized teaching lacks control and feedback, impacting knowledge coherence. High implementation costs and an uncertain cost-benefit ratio hinder progress. The division of labor results in overwhelming offline tasks, affecting teaching effectiveness. Addressing these issues requires interactive strategies, financial support, and a balanced division of labor to ensure successful blended learning in preschool music education (Qizhe, 2023; Qing, 2023; Weiguaju, et al., 2023). Blended learning, combining online and traditional methods, is reshaping education for preschool music majors. Integrated learning offers continuous learning benefits. Challenges

include virtualized teaching issues, high implementation costs, and an unbalanced labor division. Addressing these challenges requires interactive strategies and financial support for successful implementation in preschool music education.

The aim of this study is to discern successful blended learning strategies for preschool music education, seeking to offer a comprehensive understanding of these strategies and their impact on enriching the overall educational experience for students. This study employs library research, utilizing online resources to investigate blended learning strategies for preschool music education. The approach involves a meticulous analysis of recent articles and theses, aiming to pinpoint trends and amalgamate existing knowledge on the subject. Through this method, the research endeavors to contribute valuable insights to the blended learning strategies for preschool music education.

Blended Learning Strategies for Preschool Music Education

In the field of higher education for preschool music education, a blended teaching strategy combining online and offline methods is being implemented. An in-depth blended learning strategies includes (i) Clarify Training Objectives and Increase Educational Focus, (ii) Optimize Curriculum Design, Reflecting the Characteristics of Preschool Music Education, (iii) Build a Professional Talent Pool to Ensure Overall Teaching Quality and (iv) Establish A Comprehensive Communication System.

(i) Clarify Training Objectives and Increase Educational Focus

The teaching objective for higher education in preschool music aims to cultivate high-quality professionals for kindergartens. Universities should further define educational objectives and choose the best teaching methods under new teaching philosophies. In the context of the information age, educational development benefits from advanced technology. To actively adapt to the era's development and achieve ideal teaching objectives, universities need to establish a blended teaching model combining online and offline methods. In offline teaching, creating online classrooms and utilizing modern online platforms can address shortcomings in educational practices, providing students with optimal learning pathways and innovative learning formats. Therefore, higher education programs in preschool music should proactively adapt to current educational reforms, using educational innovation as a starting point, effectively combining online and offline teaching modes to enhance the quality of talent cultivation and better meet the current demand for professionals in preschool music.

(ii) Optimize Curriculum Design, Reflecting the Characteristics of Preschool Music Education

In the realm of preschool music education, it is crucial to delineate teaching objectives. Universities, in planning courses for music majors, should not only offer foundational courses but also exhibit a forward-looking perspective by incorporating closely related courses such as child singing performances and music composition. Given that preschool education involves young children, a nuanced understanding of their physical and mental development is essential for effective educational management. This knowledge enables targeted approaches in subsequent music course teaching and management. Therefore, in the planning of preschool music education courses, universities should not only include foundational courses but also introduce courses focused on the emotional growth of young children. This ensures that, guided by educational inspiration, students learn effective methods for preschool education. While some of these courses can be conducted through a blended online and offline teaching model, practical courses with higher demands may still

emphasize offline education to guarantee the effectiveness of the educational experience. In conclusion, amidst the current educational landscape, university curriculum planning for music courses should align with the actual conditions of music education, selecting the best teaching content and formats available.

(iii) Build a Professional Talent Pool to Ensure Overall Teaching Quality

Teachers play a pivotal role in classroom teaching and management, and their teaching competence directly impacts the successful construction of the teaching model. In the context of building a blended online and offline teaching model in preschool music education, universities should actively introduce and cultivate professional talents. The specific steps include: Firstly, developing effective talent cultivation plans and establishing a comprehensive professional learning platform to help educators understand and master the skills and methods of applying blended online and offline teaching. Secondly, placing emphasis on recruiting professional talents. In the recruitment process, it is essential to enhance the attractiveness of the positions, attracting professionals and continually strengthening the faculty's capabilities. Guided by sound educational principles, this approach ensures the creation of a blended teaching model that aligns with the specific educational context of the university.

(iv) Establish a Comprehensive Communication System

In the construction of a blended online and offline teaching model in higher education for preschool music, it is imperative to create a multi-directional communication system that aligns with the current educational context. Firstly, on the teacher front, a seamless communication bridge should be established, facilitating the sharing of experiences in managing blended online and offline teaching. Teachers can exchange insights, explore challenges in educational management, and actively resolve issues through mutual communication, ensuring the quality of this teaching model. Secondly, channels for harmonious communication between teachers and students should be broadened. To enhance the rationality of the blended online and offline teaching model, post-class evaluations can be utilized. Students can provide timely feedback to instructors, offering suggestions to ensure that classroom teaching methods and content align with current student learning needs. Moreover, effective communication channels between universities should be established. Experience sharing and resource collaboration in educational research can strengthen management connections between universities, elevating teaching quality under the guidance of high-quality resources and advanced principles. Finally, a home-school connection model should be constructed. In the blended online and offline teaching model, support from families is crucial. Parents should play an active role in supporting students during online learning phases, offering necessary device support and creating a conducive learning environment. This ensures the smooth implementation of the blended teaching model and guarantees overall teaching quality. The application of information technology has the potential to overcome spatial and temporal constraints, bridging the education gap. It provides a feasible approach to promoting educational equity by breaking down barriers in less developed regions and offering support to students who may face challenges in adapting to the requirements of contemporary development.

The strategy of implementing a blended online and offline teaching model in higher education for preschool music aims to cultivate high-quality professionals for kindergartens by defining clear educational objectives and selecting optimal teaching methods. To reflect

the characteristics of preschool music education, the curriculum design incorporates forward-looking courses such as child singing performances and music composition, balancing the use of online and offline methods. Recognizing the pivotal role of teachers, the approach focuses on introducing and cultivating professional talents through effective talent cultivation plans and comprehensive learning platforms. Communication plays a vital role in this strategy, fostering seamless interaction among teachers to address challenges and incorporating post-class evaluations for effective teacher-student communication. Furthermore, strengthening communication channels between universities facilitates resource collaboration and constructing a home-school connection model ensures family support for the blended teaching model, promoting educational equity and aligning with contemporary development requirements through the application of information technology.

Innovative Blended Learning Strategies for Preschool Music Education

Revolutionizing conventional teaching methods, the progressive blended learning strategies for preschool music education seamlessly merge both online and offline approaches. This progressive approach tailors its focus to the distinctive requirements of preschool music education, amalgamating fundamental courses with avant-garde components like child singing performances and music composition. The emphasis lies in cultivating top-tier professionals for kindergartens, achieved through precisely defined educational objectives and optimal teaching techniques. With the integration of cutting-edge technology and the facilitation of effective teacher-student communication, this avant-garde strategy guarantees a comprehensive, flexible, and high-quality educational journey, positioning it at the forefront of contemporary advancements in preschool music education (Weiguaju et al., 2023; Beirnes & Randles, 2023). Three innovative blended learning strategies for preschool music education proposed by this study includes (i) Multisensory Preschool Music Modules, (ii) Virtual Collaborative Performances for Preschool Music Education, and (iii) Adaptive Learning Platforms for Preschool Music Education.

(i) Multisensory Preschool Music Modules

Introduce a multisensory learning experience for Preschool Music Education by creating music modules that engage various senses. Incorporate visual aids, tactile materials, and interactive elements to stimulate children's auditory, visual, and kinesthetic learning. This approach ensures a holistic understanding of music concepts, making the educational experience more immersive and enjoyable.

(ii) Virtual Collaborative Performances for Preschool Music Education

Foster collaboration and creativity in Preschool Music Education by organizing virtual performances where preschool students can showcase their musical talents. Utilize online platforms to connect students from different locations, allowing them to collaborate on musical projects. This strategy not only enhances musical skills but also promotes teamwork and cultural exchange, enriching the overall learning experience.

(iii) Adaptive Learning Platforms for Preschool Music Education

Implement adaptive online learning platforms tailored to individual student needs in Preschool Music Education. These platforms can assess each child's progress and adjust the difficulty level of music lessons accordingly. Adaptive learning ensures that students in

Preschool Music Education receive personalized challenges, keeping them engaged and motivated while allowing teachers to monitor and support their development effectively.

The theses propose three innovative strategies for preschool music education introducing multisensory modules for a comprehensive learning experience, organizing virtual collaborative performances to enhance musical skills and teamwork, and implementing adaptive online platforms for personalized learning tailored to individual student needs.

Fostering Student Motivation and Aesthetic Ability in Music Blended Learning

Fostering student motivation and aesthetic ability in music through blended learning combines traditional and online strategies. This exploration delves into strategies that transcend conventional methods, aiming to create an environment that nurtures both practical skills and artistic sensibilities in higher education students. The integration of technology and artistic expression opens new avenues for engagement and empowerment in the realm of music education (McHone, 2020; Chengchen, 2023).

Motivating higher education students in blended learning involves recognizing and leveraging the unique strengths and offering flexibility in learning modalities. The strategies allow students to personalize their educational experience, fostering a sense of ownership. Incorporating real-world applications reinforces curriculum relevance, connecting theory to practice. Establishing a collaborative online community mitigates feelings of isolation, while acknowledging and celebrating achievements cultivates a sense of accomplishment. Emphasizing the practical advantages of blended learning, such as digital literacy and self-directed learning, reinforces student motivation. Moreover, integrating aesthetic ability in music education adds an additional layer of engagement, stimulating creativity and emotional expression. This multidimensional approach, combining practicality with artistic appreciation, enriches the learning experience and contributes to a holistic motivation strategy for higher education students engaged in blended learning.

Blending traditional and online methods in music education enhances student motivation and nurtures aesthetic abilities. This dynamic approach fosters engagement, allowing students to explore and express their musical talents. By embracing technology and traditional elements, educators create a holistic learning experience that prepares students for the evolving landscape of music education. The emphasis on motivation and aesthetic appreciation ensures a well-rounded musical education that goes beyond technical proficiency, cultivating musicians who can truly appreciate and contribute to the artistic dimensions of music.

Utility and Effectiveness of Blended Learning Strategies for Preschool Music Education

Exploring the utility and effectiveness of blended learning strategies in preschool music education unveils innovative approaches that enhance engagement, cater to diverse learning styles, and optimize educational outcomes. It fosters a dynamic learning environment, caters to diverse styles, and instills a lifelong love for music. The effectiveness lies in amplifying outcomes through interactive experiences, enhancing cognitive development, and accommodating individual learning preferences for an enriched educational journey (Longlong & Chee Luen, 2023; Beirnes & Randles, 2023; Weiguaju et al., 2023).

(i) Utility of Blended Learning Strategies for Preschool Music Education

Blended learning in preschool music education proves invaluable, seamlessly integrating traditional and digital methodologies. Its utility lies in fostering a dynamic learning environment that caters to diverse learning styles, promoting interactive engagement, and instilling a lifelong appreciation for music from an early age. The incorporation of multimedia elements and online resources enhances accessibility, creating a versatile platform for educators to tailor experiences that suit the individual needs of young learners.

(ii) Effectiveness of Blended Learning Strategies for Preschool Music Education

The effectiveness of blended learning in preschool music education is evident in its ability to amplify learning outcomes. By combining traditional classroom instruction with technology-driven tools, educators can create immersive and interactive experiences. This approach not only enhances cognitive development but also cultivates creativity and a deeper understanding of musical concepts. The adaptability of blended learning ensures that educators can cater to the varying attention spans and learning preferences of preschoolers, making the educational journey more impactful and enjoyable. The integration of digital resources facilitates continuous engagement, allowing children to explore different musical elements at their own pace. The effectiveness of blended learning strategies lies in their capacity to optimize the learning experience, making preschool music education a vibrant and enriching endeavor for both educators and young learners.

Blended learning's invaluable utility lies in its dynamic, interactive approach to preschool music education. The utility of blended learning in preschool music education is indispensable, creating a dynamic, interactive environment that caters to diverse styles and instills a lifelong love for music. The effectiveness is evident in amplified learning outcomes, fostering creativity, and accommodating individual preferences, making the educational journey enriching for both educators and young learners.

Conclusion, Implication and Recommendation

This study explores impactful blended learning strategies for preschool music education in higher institutions. In this section, researchers will delve into the conclusion, implication, and recommendation derived from the investigation into potent blended learning strategies tailored for preschool music education within higher education settings.

(i) Conclusion

In conclusion, after in-depth research into blended teaching strategies for preschool music education, researchers find that preschool education plays a crucial role in the learning and growth of young children. To better adapt to the development of the times, higher education institutions, specifically in preschool music education, need to keep up with the latest educational management concepts and continuously optimize the development and arrangement of teaching courses. The flexible application of modern information and educational technology, creating high-quality educational environments, will contribute to cultivating more professional and outstanding talents in early childhood music education.

(ii) Implication

The implication of this study is that higher education institutions offering preschool music programs should strengthen their understanding of early childhood education and recognize its importance in students' comprehensive growth. Educational management needs to be

flexible according to the characteristics of the times, especially in the development and arrangement of teaching courses. Introducing modern information and educational technology is a crucial means of improving teaching effectiveness, creating more innovative and efficient educational models.

(iii) Recommendation

To better meet the educational needs of preschool music programs, it is recommended that higher education institutions adopt innovative teaching methods, combining blended online and offline teaching to enhance teaching effectiveness. There is a suggestion to continuously optimize the curriculum to better align with the practical requirements of preschool music education, focusing on the psychological characteristics of young children to ensure the practical impact of the courses. When building a professional talent pool, the recommendation is to introduce professional talents, improve their treatment, and ensure the continuous enhancement of the faculty's strength. Finally, it is advised to establish a comprehensive communication system to promote experience sharing and resource collaboration among teachers, between teachers and students, and among institutions, thereby improving overall teaching quality.

In the realm of higher education, the implementation of blended learning strategies for preschool music education stands as a crucial area of exploration. This study delves into an in-depth examination of these strategies, aiming to unravel their implications, draw meaningful conclusions, and provide actionable recommendations. By scrutinizing the multifaceted dynamics of blended learning in this specialized domain, the research endeavors to offer insights that can not only enhance the educational experience but also contribute valuable guidance for educators, institutions, and policymakers engaged in shaping the landscape of preschool music education in higher education.

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