

大班集体音乐活动中歌词情景化对幼儿歌词记忆影响研究

摘要: 歌词是歌曲的重要组成部分，是词曲作者传情达意的重要载体，也是学龄前的幼儿，感受音乐审美，体验音乐快乐的重要内容，孩子们不仅能够通过歌词了解歌曲所表达的思想感情，还能从歌词中去发现新鲜的事物。而在音乐的学习过程中，对歌词的记忆则成为歌唱活动的重要内容之一。经过前期文献的整理和进行实验的探索，研究者发现歌词情景化对幼儿的歌词记忆起到了一定作用。研究者期望通过自己的实验研究发现歌词情景化对幼儿歌词记忆的影响，提高幼儿教师在教学过程中的有效性。

研究者选取一所二级幼儿园大班进行研究，将一个班级的幼儿分为音乐能力相当的两组，实验组采取歌词情景化教学形式，对照组采取该原本的传统教学形式，分别进行6次教学活动，从歌词记忆的准确性与完整性两大维度进行比较，并对实验数据进行对比分析，得出情景化在提高幼儿歌词记忆的同时也会拉大幼儿之间的差距，并建议幼儿教师在进行情景化教学时，选择与幼儿语言能力发展相适合的歌曲，并注意所创情景的完整性。

关键词: 歌词记忆；情景化；歌唱活动

A Study on the Effect of Situationalization of Lyrics on Children's Lyrics Memory in Group Music Activities in Big Class

Abstract: Lyrics is an important part of the song lyrics, is an important carrier of songwriter (SMS), is also the pre-school children, music aesthetic feeling, experience the important content of happy music, children can not only through understand the thoughts and feelings expressed by the songs, lyrics and songs emotional resonance, but also from the lyrics to discover new things, to obtain more knowledge. In the process of music learning, the memory of lyrics becomes one of the important contents of singing activities. Through literature review and practice exploration, researchers found that situational lyrics play a role in children's lyrics memory. The researchers hope to find out the influence of situational lyrics on children's lyrics memory through their own experimental research, so as to improve the effectiveness

of preschool teachers in the process of music teaching. Researchers select a secondary kindergarten taipans study, a class of young children can be divided into two group of music ability, the experimental group adopted the lyrics contextualized teaching form, the control group take the originally traditional teaching form, the six teaching activities separately, from the lyrics memory comparing the accuracy and completeness of two dimensions, and compare the experimental data analysis, draw a contextualized influence on children's lyrics in memory, and puts forward some proposals to large collective music activities carried out.

Keywords: lyrics memory;situational;singing activities

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