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Abstract. This article examines the main issues in teaching preschool children to sing, emphasizing the psychological, physiological, pedagogical, and methodological challenges that arise in the early stages of vocal education. Singing is one of the most natural and accessible forms of musical expression, and its development in preschool children plays a crucial role in shaping auditory perception, language acquisition, emotional intelligence, and creativity. However, teaching young children to sing effectively requires sensitivity to their developmental characteristics, including limited vocal range, short attention span, and individual differences in musical ability.

Keywords: Preschool education, singing, vocal development, music pedagogy, children's psychology, musical creativity, early childhood education.

INTRODUCTION

Music is a universal language that enriches children's intellectual, emotional, and social growth. In preschool education, singing occupies a central position, as it introduces children to musical structures, develops their auditory and rhythmic abilities, and provides a means of self-expression. Unlike instrumental training, which requires fine motor skills, singing makes use of the natural human voice, making it an ideal form of early musical activity. Yet, teaching preschool children to sing is not a simple task. It involves a careful balance between nurturing natural abilities and avoiding strain or discouragement. Children at this stage are in the formative phase of their physical and cognitive development, and pedagogical approaches must be adapted accordingly. Recognizing and addressing the issues in teaching singing to preschool children is vital for fostering a positive lifelong relationship with music.

MATERIALS AND METHODS

One of the central issues in teaching preschool children to sing is their physiological development. At this age, the vocal cords and respiratory system are still immature, making children particularly vulnerable to strain. Attempting to extend their vocal range beyond its natural limits or demanding excessive volume can lead to tension and long-term damage. Therefore, educators must focus on gentle vocalization, limited pitch ranges, and natural speech-like intonation. Exercises should emphasize proper breathing, relaxation, and clarity of tone rather than technical precision.

Another significant challenge is the development of auditory perception. Many preschool children have not yet fully developed the ability to match pitch accurately. They may sing off-key or reproduce melodies inconsistently. This is not necessarily a sign of inability but rather a developmental stage. Teachers must be patient and employ strategies that strengthen pitch discrimination, such as echo singing, call-and-response activities, and the use of visual aids like hand signs or color-coded notes. Repetition in a playful context allows children to gradually align their voices with musical tones [1].

RESULTS AND DISCUSSION

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The issue of attention span and motivation also poses difficulties. Preschoolers typically have limited concentration and may lose interest quickly if activities are monotonous. Traditional teaching methods that rely on drills and repetition are often ineffective with this age group. Instead, educators should use play-based approaches, integrating songs into games, movement, and storytelling. Songs connected to daily routines or imaginative narratives engage children more effectively, making the learning process enjoyable. By embedding singing into meaningful experiences, teachers sustain attention and build intrinsic motivation [2].

Another challenge lies in the individual differences among children. Not all preschoolers display the same level of musical aptitude. Some may demonstrate strong rhythmic sense and accurate pitch from an early age, while others may require more time and support. Teachers must avoid labeling children as “talented” or “untalented,” since such distinctions can negatively affect self-esteem and motivation. Inclusive teaching practices, where every child is encouraged to participate at their own pace, ensure that all learners benefit from singing activities. Personalized approaches, including differentiated tasks and varied repertoire, help to accommodate diverse abilities.

The environmental and cultural context also plays a crucial role in the development of children’s singing abilities. Children who grow up in musically rich environments, where songs are sung at home, in school, and in community settings, are more likely to develop strong singing skills. Conversely, children from environments with little exposure to music may require additional encouragement. Cultural diversity must also be respected, as songs from a child’s cultural background create a sense of identity and belonging, while exposure to other traditions broadens their worldview and stimulates curiosity [3].

An additional issue is the lack of specialized training for preschool educators. Not all teachers working in early childhood settings are adequately prepared to teach singing. While they may have general knowledge of music, they may lack understanding of vocal physiology, child psychology, or age-appropriate pedagogical techniques. This gap can lead to ineffective or even harmful practices, such as forcing children to sing loudly or correcting mistakes harshly. Professional training and continuous development programs for teachers are therefore essential to ensure that preschool singing instruction is both effective and developmentally appropriate.

Finally, there is the issue of assessment in preschool singing education. Evaluating children’s singing abilities is complex because development occurs at different rates and should not be measured against rigid standards. Instead of focusing on technical accuracy alone, assessment should emphasize progress, effort, and enjoyment. Positive reinforcement encourages children to engage with music without fear of failure. Observational methods, where teachers note improvements in pitch accuracy, rhythmic stability, or expressive qualities, provide a more holistic understanding of a child’s development [4].

CONCLUSION

Teaching preschool children to sing is a rewarding but complex task that requires careful attention to developmental, psychological, and pedagogical factors. The main issues include children’s limited vocal and auditory capacities, short attention spans, individual differences, environmental influences, and insufficient teacher preparation. Addressing these challenges requires the use of play-based methods, patient and inclusive pedagogy, culturally responsive repertoire, and well-trained educators who understand the specific needs of young learners. By overcoming these obstacles, educators can create joyful and supportive learning environments where preschool

children not only learn to sing but also develop a lasting appreciation for music as a vital form of human expression.

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