



MUSIC TEACHER ON PERSPECTIVE ON TEACHER MUSIC PRIVATE SCHOOL KINDERGARTEN STUDENTS FROM THE PERSPECTIVE OF MUSIC TEACHERS IN PRIVATE KINDERGARTENS IN ZUNYI CITY, GUIZHOU PROVINCE

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Abstract

The objective of this research explored music teaching to kindergarten students from the perspective of music teachers in private kindergartens in Zunyi City, Guizhou Province. The research methodology qualitative research method gathering data by interview and observation, the research tools were interview form and observation and IOC form. **The results of the study** conduct in-depth on-site observation and analysis of the music classrooms of four private kindergartens in Zunyi City, namely Zunyi Xinyu Kindergarten, Zunyi Meiyu Central Kindergarten, Zunyi Green Garden Kindergarten and Zunyi Experimental Kindergarten, through observation and investigation and interviews. The observation period spanned from November 2024 to February 2025 and aimed to explore the overall effectiveness of teacher behavior, student learning responses, classroom climate, and music education practices. The findings from classroom

observations and interviews highlight the diverse and effective approaches used by private kindergartens in Zunyi City to teach music. Each institution adopts unique strategies tailored to their educational philosophy, whether through structured curricula, interactive teaching methods, diverse teaching media, or adaptive classroom environments. While all kindergartens emphasize the importance of engagement, participation, and cultural appreciation, their methodologies reflect a balance between theory and practice, tradition and modernity, structure and creativity.

Keywords: Music teaching; Kindergarten students; Perspective of music teachers; Private kindergartens in Zunyi

Introduction

Regarding the situation of early childhood education in China from 2024 to 2025 The guidance and guarantee of policies and regulations Implementation of the Pre-school Education Law: Starting from June 1, 2025, China will officially implement the Pre-school Education Law of the People's Republic of China. This law clarifies the public welfare attributes of preschool education, regulates the requirements for kindergarten education standards, teacher qualifications, safety management, etc., and provides strong legal guarantees for the popularization, universal, safe, and high-quality development of preschool education.

The new regulations include that kindergartens should accept special needs children who can adapt to life and provide special care; Strengthen preschool special education; Kindergarten staff need to conduct background checks and health examinations; Improve teacher compensation and training; Support and regulate private inclusive kindergartens, and increase subsidies; Promote children of appropriate age to enroll in schools nearby; Kindergartens are not allowed to organize exams or tests; Strengthen safety management to ensure the safety of the kindergarten environment.

Optimization and allocation of educational resources Increase the supply of inclusive preschool education resources: By building, renovating, and expanding public and inclusive private kindergartens, the number of public and private kindergartens will be increased to meet the needs of parents for high-quality preschool education resources. Optimize the layout of urban and rural kindergartens: Especially for rural and underdeveloped areas, further increase financial investment and policy support, and narrow the development gap of preschool education between urban and rural areas and different regions.

Improvement and guarantee of education quality Emphasize the comprehensive development of young children: The content of kindergarten education will pay more attention to the cultivation of comprehensive qualities and personalized development, and the curriculum will integrate multiple fields such as health, science, and art.

Innovation and Exploration of Educational Models application of Digital Educational Resources: With the advancement of technology, the application of digital educational resources in early childhood education will gradually increase. Kindergartens will extensively utilize multimedia and interactive technologies to enhance children's gaming experience and learning outcomes. Collaboratives education among family, kindergarten, and society strengthening home School Cooperation: Kindergartens will actively communicate and cooperate with families, share educational concepts and methods through parent teacher conferences, parent-child activities, and other forms, and form an educational synergy.

Teaching quality and educational philosophy Pay attention to the comprehensive development of young children: Private kindergartens will pay more attention to the comprehensive development of young children, including the cultivation of physical and mental health, cognitive abilities, emotional attitudes, and other aspects. By providing diverse courses and activities to meet the different needs of young children.

The research of preschool music enlightenment education has important theoretical and practical significance. It not only helps to promote children's all-round development and improve the quality of education, but also helps to enrich educational theory, promote educational reform and promote cultural inheritance and innovation.

Research Objective

1. To explore music teaching to kindergarten students from the perspective of music teachers in private kindergartens in Zunyi City, Guizhou Province.

Literature Reviews

During 2024-2025, the pandemic brought many challenges to China's kindergarten education (Southern Metropolis Daily, 2024). Although online teaching was widely adopted during the pandemic, it could not completely replace face-to-face interaction, which limited the quality and effectiveness of teaching and affected the comprehensive development of early childhood education (Sunshine Life, 2024). At the same time, the imbalance of educational resources between urban and rural areas and regions has become more and more obvious, and the lack of kindergarten resources in rural and remote areas has exacerbated the problem of educational equity (Lushan County People's Government, 2020). In addition, long-term home isolation and social isolation have a negative impact on the mental health of young children in the critical period of psychological development, and parents' concerns have also increased the psychological burden of young children (Shucheng County People's Government, 2022a, 2022b). However, kindergarten education has also ushered in development opportunities after the pandemic. The government has increased its attention to preschool education, increased financial investment and policy support, and promoted the popularization and quality improvement of preschool education (Southern Metropolis Daily, 2024). The application of online teaching technology has prompted kindergartens to explore online and offline integrated teaching models, introduce advanced educational technology tools, and enrich teaching content and methods (Sunshine Life Accompanying You All the Way, 2024). Parents pay more attention to early childhood

education and pay more attention to the all-round development of their children, which has prompted kindergartens to pay attention to the comprehensive quality training of children and innovate educational content and methods (Lushan County People's Government, 2020).

Introduction How best to nurture the next generation has sparked important and intense debates in many countries. This question reflects deepest values, such as how children should learn to behave, how they should respect basic cultural practices or question old habits of society. From the 19th century to the present day, European governments have begun to intervene in the field of early childhood education in order to achieve the goal of socializing children with Western social tenets as the core, or to create equal learning opportunities between children from different social groups. Since 2010, the Chinese government has increased public financial investment in the construction of public kindergartens to provide pre-school education services for an increasing number of children aged 3-6. (For a review of government goals and regulations, see Xiaofei Qi & Edward C. Melhuish. (2017). *Early Childhood Education and Care in China: History, Current Trends, and the 70s of the 20th century*, formal kindergartens became popular for the first time in Asian countries, attracting a large number of middle-class parents, and researchers have already carried out research on early parenting or preschool children in Asian countries. (For earlier studies, see Takeo Doi.) (1981). *The Anatomy of Dependence*. Tokyo: Kondasha International. Joseph Tobin, Yeh Hsueh & Mayumi Karasawa. [2009:38]. *Preschool in Three Cultures Revisited*. Chicago: University of Chicago Press; Zhengao Wei. (1993). China. In M. Cochran [ed.], *International Handbook of Child Care Policies and Programs* (1 ed.), pp. 83—106. Westport, CT: Greenw Press).

Conclusion, public policy and empirical research in the field of preschool education in China is an area full of challenges and opportunities. Through continuous efforts and innovation, we can expect more significant progress and achievements in this field in the future. In the process of development, China's preschool education has been affected by many factors and has undergone many

changes. It has continued to move forward in policy promotion and practical exploration. During the epidemic, kindergarten education faced challenges. Online teaching limited the quality and effectiveness of teaching (Sunshine Life, 2024), the imbalance of urban and rural and regional educational resources exacerbated the problem of educational equity (Lushan County People's Government, 2020), and the mental health of children was also affected (Shucheng County People's Government, 2022a, 2022b). However, there are also development opportunities after the epidemic. The government has increased its attention to preschool education, increased financial investment and policy support, and promoted the popularization and quality improvement of preschool education (Southern Metropolis Daily, 2024). At the same time, the application of online teaching technology has prompted kindergartens to explore new teaching models, and the change in parents' educational concepts has also prompted kindergartens to pay attention to the comprehensive quality training of children (Sunshine Life, 2024; Lushan County People's Government, 2020). In recent years, preschool education has also faced challenges brought about by changes in population structure. The decline in the number of births has led to a reversal in the supply and demand relationship of kindergartens. Both private and public kindergartens are facing difficulties in recruiting students, and the demand for teachers is also decreasing (Southern Metropolis Daily, 2024). In this regard, a report recommends implementing the "small kindergarten and small class" model, extending childcare services to children aged 0- 3, and breaking the "public and private" dual-track system to promote the high-quality development of preschool education (Southern Metropolis Daily, 2024).

Research Methodology

This study adopts Qualitative research is conducted by observation and interview. conducts in-depth on-site observation and analysis of the music classrooms of four private kindergartens in Zunyi City, namely Zunyi Xinyu Kindergarten, Zunyi Meiyu Central Kindergarten, Zunyi Green Garden Kindergarten and Zunyi Experimental Kindergarten, through observation and investigation and interviews. The observation period spanned from November 2024 to February 2025 and aimed to explore the overall effectiveness of teacher behavior, student learning responses, classroom climate, and music education practices.

Results

This study explored music education in private kindergartens in Zunyi City, focusing on curriculum and teaching, teaching methods, teaching media, and classroom environment. The research findings indicate that each kindergarten adopts distinct yet complementary approaches to music education.

1. Curriculum and Teaching: Zunyi Xinyu Kindergarten follows a structured curriculum with daily music activities that enhance children's musical perception and expression. Zunyi Meiyu Central Kindergarten integrates music into language learning, using songs to reinforce phonetics and literacy skills. Zunyi Luhuyuan Kindergarten emphasizes traditional Chinese music education, instilling cultural appreciation through folk songs and classical instruments. Zunyi Experimental Kindergarten adopts a flexible, interest-based curriculum that fosters self-expression and creativity.

2. Teaching Methods: A variety of interactive, play-based, and structured techniques are used. The Orff method is applied in Zunyi Xinyu Kindergarten, storytelling in Zunyi Meiyu Central Kindergarten, movement-



based learning in Zunyi Luhuyuan Kindergarten, and creative exploration in Zunyi Experimental Kindergarten.

2.1 Teaching Media: The use of different instruments, digital tools, and creative materials varies across kindergartens. Some prioritize traditional instruments, while others incorporate modern technology.

2.2 Classroom Environment: The learning space, teacher-student interaction, and cultural emphasis significantly influence the effectiveness of music instruction.

Observation: This chapter conducts in-depth on-site observation and analysis of the music classrooms of four private kindergartens in Zunyi City, namely Zunyi Xinyu Kindergarten, Zunyi Meiyu Central Kindergarten, Zunyi Green Garden Kindergarten and Zunyi Experimental Kindergarten, through observation and investigation and interviews. The observation period spanned from November 2024 to February 2025 and aimed to explore the overall effectiveness of teacher behavior, student learning responses, classroom climate, and music education practices.

The findings from classroom observations and interviews highlight the diverse and effective approaches used by private kindergartens in Zunyi City to teach music. Each institution adopts unique strategies tailored to their educational philosophy, whether through structured curricula, interactive teaching methods, diverse teaching media, or adaptive classroom environments. While all kindergartens emphasize the importance of engagement, participation, and cultural appreciation, their methodologies reflect a balance between theory and practice, tradition and modernity, structure and creativity. By integrating these elements, these kindergartens create enriching musical experiences that foster children's cognitive, social, and artistic development.

Discussions

The study findings highlight the diverse yet complementary teaching approaches in private kindergartens, each contributing uniquely to children's musical development. The structured curriculum in Zunyi Xinyu Kindergarten provides a strong foundation in music theory and practice, while the flexible approach in Zunyi Experimental Kindergarten encourages creativity. The language-based music integration at Zunyi Meiyu Central Kindergarten enhances both musical and linguistic skills, whereas the cultural emphasis at Zunyi Luhuyuan Kindergarten fosters a deep connection to traditional Chinese music.

A significant observation is the role of teaching methods in enhancing engagement. The interactive approaches, such as game-based learning, movement activities, and storytelling, help children absorb musical concepts effectively. However, challenges remain, including the need for teacher training in modern methodologies, improving access to digital resources, and creating more structured assessment frameworks to track student progress.

New Knowledges

Findings from classroom observations and interviews highlight the diverse and effective approaches used by private kindergartens in Zunyi City to teach music. Each institution adopts unique strategies tailored to their educational philosophy, whether through structured curricula, interactive teaching methods, diverse teaching media, or adaptive classroom environments. While all kindergartens emphasize the importance of engagement, participation, and cultural appreciation, their methodologies reflect a balance between theory and practice, tradition and modernity, structure and creativity.

Diverse Strategies in Music Education

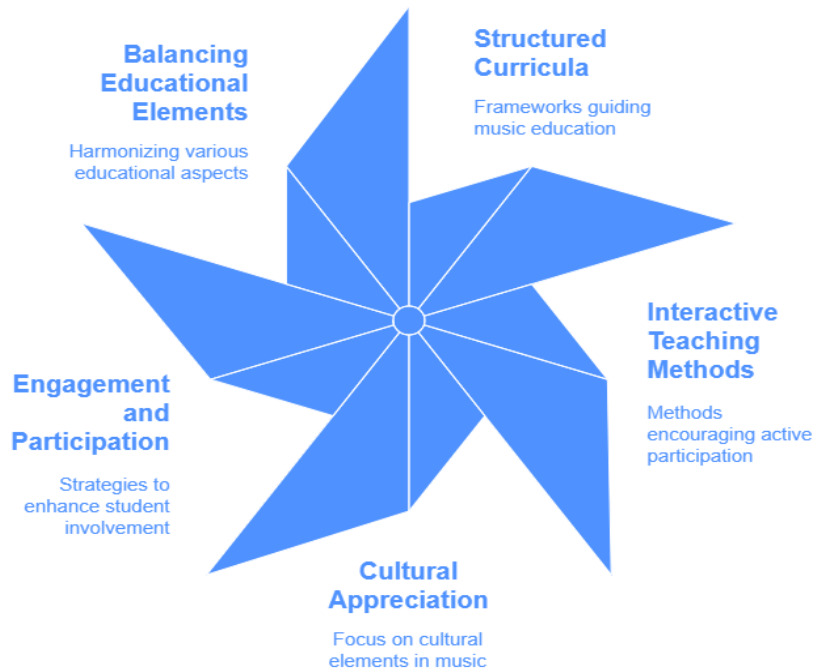


Figure 1: Diagram show Approaches to Music Education in Private Kindergartens in Zunyi City.

Conclusions

The diverse and effective approaches used by private kindergartens in Zunyi City to teach music. Each institution adopts unique strategies tailored to their educational philosophy, whether through structured curricula, interactive teaching methods, diverse teaching media, or adaptive classroom environments. While all kindergartens emphasize the importance of engagement, participation, and cultural appreciation, their methodologies reflect a balance between theory and practice, tradition and modernity, structure and creativity.

Suggestions and Recommendations

General of Recommendations

1. Enhancing Curriculum Design: Kindergartens should balance structured learning with creative exploration. Incorporating interdisciplinary learning (e.g., linking music with storytelling and movement) can enrich children's experiences.

2. Improving Teaching Methods: Teachers should receive ongoing professional development in integrating music with other subjects, using movement-based and digital learning techniques, and fostering interactive classroom activities.

3. Expanding the Use of Teaching Media: Schools should invest in affordable digital resources and train teachers in integrating both traditional and modern music teaching tools.

4. Enhancing the Classroom Environment: Creating engaging music learning spaces with visual and sensory elements can improve participation. Ensuring sufficient space for movement and hands-on activities is also essential.

5. Strengthening Assessment and Feedback: Developing structured assessment frameworks, using video/audio recordings, and providing regular feedback to parents can help track student progress effectively.

Further of Recommendations

1. Future Research Directions: Future studies should explore the long-term effects of different teaching approaches on musical development, investigate how cultural diversity influences children's music education, and analyze the impact of digital tools in early childhood music instruction.

2. Policy and Administrative Support: Educational policymakers should provide funding and resources to support private kindergartens in enhancing music education. Collaboration with cultural institutions can provide additional learning opportunities for students.

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