

Future Preschool Teachers' Perspectives on Integrating Music Into the Teaching Activities

Ligita Stramkale, University of Latvia, Latvia

The Paris Conference on Education 2023
Official Conference Proceedings

Abstract

This paper focuses on the positive effects of music on the development of children's musical and general abilities and the readiness of future preschool teachers to use music in different daily activities. The aim of the study was to determine the students' opinions about the importance of music in preschool education and the musical skills needed to integrate it into teaching activities. The study involved 194 ($n = 194$) students. An online questionnaire on Google Drive was created and completed by eight groups of students from March 2022 to November 2022. The study addressed three research questions: RQ1: At what level do students assess the importance of integrating types of musical activities into preschool education? RQ2: What musical skills are required for a preschool teacher? RQ3: What level of musical skills do future music teachers have? Three research scales were defined in the study: the importance of music ($\alpha = .747$), musical skills ($\alpha = .840$), and students' competence ($\alpha = .832$). Cronbach's alpha, descriptive statistics, Kolmogorov-Smirnov and Mann-Whitney *U*-Test were calculated to analyze the data obtained. The study determined that students rate all types of musical activities except learning music theory at a high level but prefer using speech games and movement games. The students acknowledge that a preschool teacher needs the skill to improvise and engage children in different musical games. Singing and actively listening to music cause the most difficulties. The results obtained in the study can be used to improve the musical competence of students.

Keywords: Future Preschool Teachers, Types of Musical Activities, Musical Skills, Competence, Preschool Education

iafor

The International Academic Forum
www.iafor.org

Introduction

Preschool children are provided with music lessons twice a week, usually led by music teachers who have received an education in the music field. However, learning music twice a week is not enough for the child's development because implementing musical activities in the daily educational work at preschool develops not only the musical abilities of young children but also cognitive, language and diverse cross-cutting skills. Preschool children need frequent and regular musical activities where the process is more important than the outcome. Preschool teachers can provide that every day.

During the study process at the university, future preschool teachers acquire knowledge and skills to develop the competence needed for using different types of musical activities in working with children aged 1.5 to 6 years. Particular attention is paid to how future preschool teachers gain the skills required for integrating singing, speech and rhythm games, and actively listening to music in daily work. The quality of the singing is determined by the development level of the student's musical hearing, but the accuracy of speech and rhythm games depends on the stage of the sense of rhythm. On the other hand, active listening to music is related to the perception of music, which includes an emotional response to music and cognitive process activity, as well as the ability to express evaluative judgments about a piece of music.

Many studies have emphasized the positive impact of music-making on the development of preschool children's general and musical abilities. Researchers believe that musical activities in preschool are designed to develop movement coordination (Williams, 2018), actualize the learning of social values (Öztürk & Can, 2020), improve languages (Herrera et al., 2014), influence the child's speech development and promote pre-reading skills (Bačlija Sušić, 2019). Music helps children express their feelings and ideas while moving to the rhythm (Hodijah & Kurniawati, 2020). Furthermore, varied types of musical activities improve children's ability to sing and their attitude towards music (Barrett et al., 2020), which are powerful tools for emotional expression, self-regulation and social connection (Bautista et al., 2022).

The topicality of the study was determined by the positive impact of music-making on the development of preschool children musical and general abilities and, at the same time, the readiness of future preschool teachers to use music in educational activities. Based on the observations during teaching in the study course, it is noticed that students have different developmental levels of musical skills, which, in turn, can hinder them from implementing various types of musical activities in preschool education. Different levels of future preschool teachers' musical skills create inconsistent understanding and attitudes towards music. **The aim of the study** was to determine the students' opinions about the importance of music in preschool education and the musical skills needed to integrate it into teaching activities.

Literature Review

Integrating different types of musical activities into the daily work with children requires a positive attitude towards music from preschool teachers. A study conducted by Margaret Barrett and her colleagues revealed that whilst most teachers have no education in the field of music and no previous experience in playing musical instruments and singing, they still have a positive attitude towards music. In addition, the more experience a teacher has in educational work, the more positive their attitude towards music (Barrett et al., 2019). A

positive attitude is also essential because it determines what and how children will learn. It affects children's learning behavior and habits (Schulze, 2019). A preschool teacher's positive attitude towards music is one of the factors required for enhancing children's musical and general development.

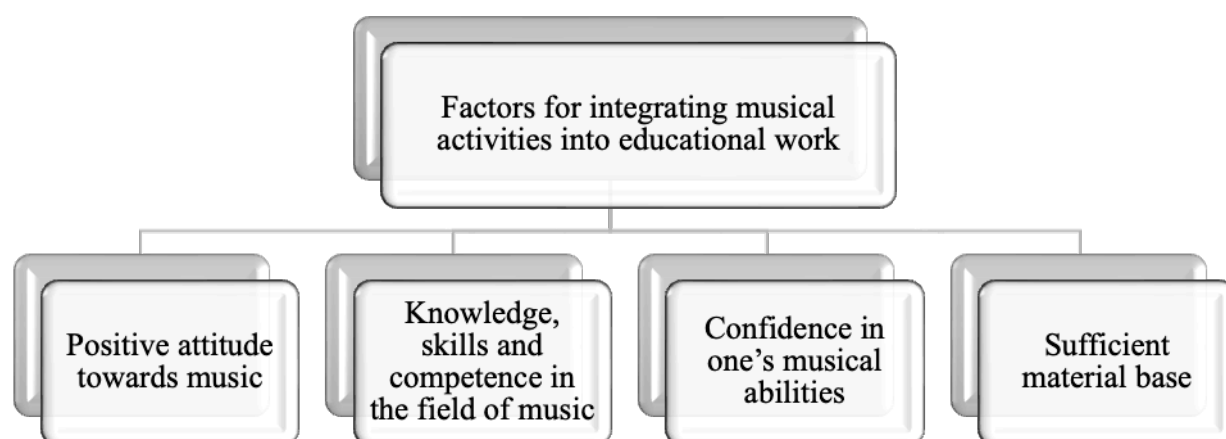
A positive attitude towards the use of musical activities in the work of a preschool teacher is essential, but it is not the only necessary factor for the implementation of music in the learning process. Preschool teachers must have the required knowledge and skills to do that, which enable them to be competent in this field of activity. Several studies have found that preschool teachers have insufficient knowledge and skills to use different musical activities in educational work. For example, Graham Welch has identified that preschool teachers have limited knowledge about organizing effective music education (Welch, 2021). On the other hand, Deborah Arasomwan and Nontakozo Mashiy, while studying the role of music in developing children's communication skills, concluded that teachers know how to use music but are insufficiently prepared to do so (Arasomwan & Mashiy, 2021). Daniela Carmen has also found that preschool teachers are not ready to implement such intensive musical practices (Carmen, 2020). The use of music in the preschool teacher's work is related to the knowledge of music (Hodijah & Kurniawati, 2020; Pestana, 2022). The level of music knowledge also determines the frequency of using musical activities (Balduc & Edrard, 2017). One of the most significant parts of a preschool teacher's work is singing (Swain & Bodkin-Allen, 2014) because preschool teachers use this type of musical activity daily when they sing along with the song on the recording with the children (Rajan, 2017). However, preschool teachers limit the use of musical activities if they believe that music is a subject that requires special skills (Ehrlin & Tivenius, 2018). It means that focusing on music as an art form that requires innate abilities may emerge the desire to avoid integrating musical activities into everyday teaching activities.

The implementation of musical activities can also be hindered by an insufficient material base (Stramkale, 2018), and therefore, preschool teachers need better access to musical instruments and functional technologies (Kirby et al., 2022). That can be compensated if preschool teachers with children make different sound tools from natural materials and various objects. Researchers believe that such activities promote responsibility and caring for the environment (Moi & Abdullah, 2011). In addition, it also gives preschool teachers the opportunity to create music centers in a group, which contain not only self-made sound tools but also other didactic materials related to music.

Another factor affecting preschool teachers' ability to integrate musical activities into their daily work is confidence in what they are doing. Teachers' confidence is associated with self-efficacy and can indicate whether the preschool teacher is convenient for their musical abilities. Self-efficacy as an essential factor for using different types of musical activities in working with children is also highlighted in several studies (Digby, 2020; Pestana, 2022; Ehrlin & Wallerstedt, 2014). Preschool teachers who play a musical instrument can be more self-efficient (Burak, 2019), which leads to a more effective musical lesson (Sökezoğlu Atilgan & Türkkaş Özer, 2021). However, in general, preschool teachers' level of self-efficacy in teaching music is low, which does not depend on either gender or the type of educational institution (Koca, 2013). Confidence in leading children's musical activities is influenced by previous education (Moore, 2017) and experience in the music field (Varga, 2020). In particular, the belief in the use of musical activities is influenced by the negative experiences gained in childhood related to music (Barry & Durham, 2017). Marjory Ebbeck and colleagues, who determined the confidence level of preschool teachers while performing

musical activities with young children, have concluded that the highest level of confidence was in singing and the lowest level was in composing and improvising (Ebbeck et al., 2008). On the other hand, the most popular activity used by preschool teachers is singing with finger play (Lee, 2009). The lack of self-efficacy in the preschool teacher's educational work affects the success of integrating different types of musical activities into preschool education.

The literature analysis shows that the integration of musical activities in the educational work of preschool teachers can be affected by four factors: positive attitude towards music; knowledge, skills and competence in the field of music; confidence in one's musical abilities and sufficient material base (see Figure 1).



Source: author

Figure 1: Factors for integrating musical activities into the preschool teachers' educational work.

Improving self-efficacy is the first step to helping future preschool teachers develop the skills and knowledge needed to teach music (Vannatta-Hall, 2010). All preschool teachers need help, regardless of their educational level. Preschool teachers believe that they need support in playing musical instruments (piano, guitar, etc.) (Stolič, 2015) and in getting ideas about the possibilities of using musical activities (Lee, 2009). Working preschool teachers who lack confidence in integrating different types of musical activities into their daily work should participate in professional development events. Researchers believe that participation in professional development events is necessary to promote positive perceptions of self-identity and self-efficacy (Digby, 2020), to discover new teaching tools and strategies that maintain effective music teaching in preschool (Augustine et al., 2016), to learn playing musical instruments (Ersoy & Der e, 2012). Preschool teachers who may not have the confidence to integrate music into the educational work with children could be supported by a mentor (Bainger, 2010; Barrett et al., 2019; Welch, 2021). By observing the main factors of integrating different types of musical activities into the educational work, engaging in professional development events and, if necessary, receiving support from a mentor, Preschool teachers may effectively use music for the development of the general and musical abilities of children.

Methodology

Participants. The study was conducted in the period from March 2022 to November 2022 and included 194 ($n = 194$) students from eight groups studying in the 1st level higher professional education study program. In this study program, students must acquire the

content of music teaching and the learning approaches in preschool. During the study, 95 ($n = 95$) respondents studied 100% remotely, while 99 ($n = 99$) from them studied 50% face-to-face and 50% remotely. There was no group of students who studied 100% face-to-face.

Data Collection Instruments. A questionnaire comprising three parts was created in the Google Drive environment for data collection. The first part of the questionnaire included nine types of musical activities that students can integrate into the daily work of preschool teachers. The respondents had to rate the importance of each musical activity type on a five-point Likert scale: very important (5), important (4), rather important (3), rather unimportant (2) and unimportant (1).

The second part of the questionnaire included ten musical skills required to work as a preschool teacher. The respondents should rate each of them on a five-point Likert scale: 5 points mean that the specific musical skill is very necessary, 4 points – necessary, 3 points – rather necessary, 2 points – rather not necessary, and 1 point – not necessary.

The third part of the questionnaire included seven musical skills, which students learn during the study process. Each respondent had to rate the difficulty degree of each musical skill on a five-point Likert scale: 5 points mean that the use of the specific musical skill never causes difficulties for the respondents, 4 points cause difficulties, 3 points sometimes cause difficulties, 2 points often cause difficulties and 1 point always cause difficulties.

The study addressed three research questions: RQ1: At what level do students assess the importance of integrating types of musical activities into preschool education? RQ2: What musical skills are required for a preschool teacher? RQ3: What level of musical skills do future music teachers have? Three study dimensions were defined to answer the research questions: (1) the importance of music ($\alpha = .747$), (2) musical skills ($\alpha = .840$), and (3) students' competence ($\alpha = .832$). The results of the first study dimension were reflected in five levels: integration of musical activities into the educational work is unimportant (1.00 - 1.79 points), rather unimportant (1.80 - 2.59 points), rather important (2.60 - 3.39 points), important (3.40 - 4.19 points) and very important (4.20 - 5.00 points). In the second study dimension, the results were reflected in three levels: the necessity of musical skills for preschool teachers considered at a low level if the score ranges between (1.00 - 2.33 points), at a medium level if it was between (2.34 - 3.67 points) or at a high level if the score was between (3.68 - 5.00 points). In the third dimension, the results were also reflected at three levels: the students' competence to deal with the difficulties caused by using musical activities is at a low level if the score was between (1.00 - 2.33 points), at a medium level if it was between (2.34 - 3.67 points) or at a high level if it was between (3.68 - 5.00 points).

Data Collection Procedure. The questionnaire was distributed in digital format by sending a link to each respondent to access it. Each respondent was informed about the purpose of the survey and the questions included in it. Before filling out the questionnaire, the respondents knew that participation in the survey was anonymous, the results obtained will be presented in a summarizing form only, and they could refuse to complete and send the questionnaire at any time.

There was no time limit for completing the questionnaire, but before the survey, the respondents were informed that it would take about 15 minutes to complete it. While completing the questionnaire, each respondent could ask questions if necessary, as both the researcher and the respondents were connecting on the MS Teams platform.

Data Analysis Method. Cronbach's alpha coefficient for each study dimension was determined to assess the internal consistency reliability. It was assumed that $\alpha > 0,9$ shows excellent internal consistency reliability, $\alpha > 0,8$ indicates a good one, and $\alpha > 0,7$ was acceptable. The study used several measures of descriptive statistics such as *M*, *SD*, *SE*, *Mdn*, *Skewness*, and *Kurtosis* to determine central tendency, variation, skewness and kurtosis indicators. The Kolmogorov-Smirnov test was calculated to examine if the empirical distribution function is consistent with the theoretical distribution function. The study used non-parametric methods because the data did not follow a normal distribution. Mann-Whitney *U*-test was used to assess differences between two independent measures. In addition, Spearman's correlation coefficient produced the relationship between two or more variables.

Results

Future preschool teachers believe that it is very important to integrate musical activities such as speech games ($M = 4.58$, $SD = .615$), rhythm games ($M = 4.48$, $SD = .540$), movement games ($M = 4.54$, $SD = .602$) and listening to music ($M = 4.36$, $SD = .709$). The respondents rated the learning of music theory at the lowest level, as they believe it is rather important ($M = 3.39$, $SD = .906$). The study determined that the respondents associate the importance of learning music theory with singing ($r = .187$, $p < 0.01$), singing games ($r = .249$, $p < 0.01$), playing percussive and musical instruments ($r = .407$, $p < 0.01$), movement games ($r = .208$, $p < 0.01$) and with improvisation ($r = .257$, $p < 0.01$).

Students believe that it is important to integrate into their educational work such activities as playing percussive and musical instruments ($M = 3.67$, $SD = .693$), improvisation ($M = 4.05$, $SD = .749$), singing ($M = 4.10$, $SD = .705$) and singing games ($M = 4.09$, $SD = .723$). None of the musical activities was considered unimportant or rather unimportant by future preschool teachers (see Table 1). The respondents think that the most important musical activities in preschool are speech games and movement games, but the least important is learning music theory. The study determined that future preschool teachers' understanding of the importance of integrating different types of musical activities into their daily work is statistically significantly related to their desire to implement them in their teaching work ($U = 16603.50$, $z = -2.040$, $p = .041$) and their competence to do so ($U = 7560.50$, $z = -10.362$, $p = .000$).

Musical activities	<i>M</i>	<i>SD</i>	<i>SE</i>	<i>Mdn</i>	<i>Skewness</i>	<i>Kurtosis</i>
Speech games	4.58	.615	.044	5.00	-1.462	2.293
Rhythm games	4.48	.540	.038	5.00	-.356	-1.072
Singing	4.10	.705	.050	4.00	-.417	-.033
Singing games	4.09	.723	.051	4.00	-.482	.044
Playing a percussive and musical instrument	3.67	.693	.049	4.00	-.205	-.053
Movement games	4.54	.602	.043	5.00	-.970	-.058
Improvisation	4.05	.749	.053	4.00	-.466	-.074
Learning music theory	3.39	.906	.065	3.00	-.280	-.370
Listening to the music	4.36	.709	.050	4.00	-.926	.545

Source: author

Table 1: The importance of integrating musical activities into pedagogical activity.

Future preschool teachers need to learn several musical skills, so it is essential to determine which musical skills are required at a high, medium or low level from students' point of

view. The study revealed that preschool teachers need the following skills at a high level: Improvising ($M = 4.45$, $SD = .712$), analyzing the music you listening to ($M = 4.00$, $SD = .791$), chanting ($M = 4.35$, $SD = .789$), performing rhythm games ($M = 4.41$, $SD = .672$), using sound gestures ($M = 4.25$, $SD = .751$), making musical performance ($M = 3.80$, $SD = .816$) and engaging children in musical games ($M = 4.45$, $SD = .713$) (see Table 2).

None of the musical skills was rated at a low level. The students assessed only three musical skills at a medium level - singing skill ($M = 3.60$, $SD = .802$), instruments playing skill ($M = 3.05$, $SD = .880$), and composing skill ($M = 2.47$, $SD = 1.039$). The respondents considered composing to be the least necessary skill in the work of a preschool teacher. The study determined that the respondents' composing skill is related to their skill in producing musical performances ($r = .405$, $p < 0.01$).

Respondents think a preschool teacher often needs the skills to improvise and engage children in musical games. The study found that improvising skill is related to such skills as analyzing the music listening to ($r = .448$, $p < 0.01$), chanting ($r = .490$, $p < 0.01$), performing rhythm games ($r = .414$, $p < 0.01$), using sound gestures ($r = .341$, $p < 0.01$), creating musical performance ($r = .385$, $p < 0.01$) and engaging children in musical games ($r = .445$, $p < 0.01$). On the other hand, children's engagement in musical games is closely related to all the musical skills reflected in Table 2. In addition, the study determined that the respondents' opinions about the musical skills needed to be a preschool teacher are statistically significantly related to their competence to integrate different types of musical activities into the educational work ($U = 12002.50$, $z = -6.256$, $p = .000$).

Musical skills	<i>M</i>	<i>SD</i>	<i>SE</i>	<i>Mdn</i>	<i>Skewness</i>	<i>Kurtosis</i>
Singing	3.60	.802	.057	4.00	-.068	-.142
Playing instruments	3.05	.880	.063	3.00	-.331	-.142
Improvising	4.45	.712	.051	5.00	-1.352	2.385
Analyzing the music listening to	4.00	.791	.056	4.00	-.642	.573
Composing	2.47	1.039	.074	2.00	.391	-.359
Chanting	4.35	.789	.056	5.00	-1.350	2.433
Performing rhythm games	4.41	.672	.048	5.00	-1.247	2.944
Using sound gestures	4.25	.751	.053	4.00	-1.277	3.049
Creating a musical performance	3.80	.816	.058	4.00	-.433	.119
Engaging children in musical games	4.45	.713	.058	5.00	-1.802	5.289

Source: author

Table 2: Musical skills required for a preschool teacher.

Musical skills can be developed during the study process. However, applying some musical skills for future preschool teachers might be more difficult than others. The respondents believe that most of the musical skills they possess are good enough, as they rated, at a high level, the skills to use speech games ($M = 4.09$, $SD = .811$), rhythm games ($M = 3.98$, $SD = .826$), singing games ($M = 3.79$, $SD = .981$), and playing rhythm instruments ($M = 3.82$, $SD = .916$).

The respondents believe that none of their musical skills is at a low level (see Table 3). They rated, at a medium level, such skills as singing ($M = 3.40$, $SD = 1.201$), integrating listening to music into daily work ($M = 3.60$, $SD = .846$), integrating music theory into musical activities ($M = 2.94$, $SD = .961$).

Musical skills	<i>M</i>	<i>SD</i>	<i>SE</i>	<i>Mdn</i>	<i>Skewness</i>	<i>Kurtosis</i>
Singing	3.40	1.201	.086	3.00	-.268	-.792
Integrating listening to music	3.60	.846	.060	4.00	.070	-.662
Leading speech games	4.09	.811	.058	4.00	-.769	.900
Leading rhythm games	3.98	.826	.059	4.00	-.592	.214
Playing rhythm instruments	3.82	.916	.065	4.00	-.461	-.360
Leading singing games	3.79	.981	.070	4.00	-.507	-.284
Integrating music theory into musical activities	2.94	.961	.069	3.00	.079	-.053

Source: author

Table 3: Future preschool teachers' self-assessment of their musical skills.

The study found that the skill to sing is closely related to all the musical skills shown in Table 3, except leading speech games activities ($r = .171$, $p < 0.05$), which can be implemented without singing successfully, which, in turn, encourages future preschool teachers to implement it in their educational work even if they do not have sufficient development of musical hearing. According to the respondents' opinions using speech games is less difficult for them than integrating music theory into musical activities. The study revealed that future preschool teachers' perspectives on their musical skills are statistically significantly related to their desire to integrate musical activities into their daily teaching work ($U = 9907.50$, $z = -8.179$, $p = .000$).

Discussion

The study found that the skill to play musical instruments is not very necessary for a preschool teacher, which is also supported by Ersoy and Dere's study, which determined that 58.08% of preschool teachers do not use musical instruments during musical activities (Ersoy & Dere, 2012). If preschool teachers rated their musical skills at a medium level, they would believe that they do not play musical instruments well enough (Sökezoğlu Atılğan & Türkkaş Özer, 2021). However, preschool teachers are interested in playing musical instruments, which, at the same time, could be an essential indicator of motivation to acquire one of the musical instruments (Denac, 2008).

The finding that future preschool teachers have the most difficulty in singing is also supported by several previous studies, which found that preschool teachers who consider themselves tone deaf, despite the fact they took part in musical activities that require singing skills, their participation could be hindered because they realize that they are non-singers. (Swain & Bodkin-Allen, 2014). Singing for preschool teachers is difficult because of the need to sing in just intonation, with a steady rhythm and correct articulation of text, as children learn to imitate a teacher in preschool (Blaškovič, 2015). If preschool teachers are confident and competent in singing, they use singing more often and more successfully in the educational work, but if they are not convenient with their skills, they usually avoid this musical activity (Heyning, 2011). Confidence in one's singing skills is related to competence in teaching children to sing. Preschool teachers' confidence in singing skills decreases if they must sing solos in front of children and if an adult attends (Richards, 1999). Singing is a common and significant part of a preschool teacher's work.

Conclusion

The first research question intended to find out the perspectives of future preschool teachers on the importance of integrating musical activities into the educational work of a preschool teacher. The study showed that future preschool teachers rated all musical activities, except learning music theory, at a high level. The most important musical activities in preschool educational work are speech games and movement games. Learning music theory is considered the most irrelevant activity in preschool education. The study found that future preschool teachers' understanding of integrating musical activities into educational work is statistically significantly related to their desire to use musical activities and competence.

The second research question determines future preschool teachers' opinions about the musical skills required to work with preschool children. The study found that future preschool teachers have rated the need to improvise and engage children in musical games at a high level. The respondents believe that all musical skills required for a preschool teacher are essential and did not rate any of them at a low level. The future preschool teachers think that skills such as singing, playing musical instruments and composing are needed at a medium level. In addition, the study determined that the respondents' perspectives on the musical skills necessary for preschool teachers are statistically significantly related to their competence to integrate musical activities into daily educational work.

The third study question identified the level of future preschool teachers' musical skills. The future preschool teachers think that none of the musical skills they possess is at a low level. The majority of the respondents have a high level of musical skills. But the most difficult for the students is the integration of singing, listening to music and music theory into the educational work. The respondents rated these three musical skills at a medium level. The study revealed that future preschool teachers' views on the level of their musical skills are statistically significantly related to their desire to integrate musical activities into their daily teaching work.

References

- Arasomwan, D. A. & Mashiy, N. J. (2021). Early Childhood Care and Education Educators' Understanding of the Use of Music-based Pedagogies to Teach Communication Skills. *South African Journal of Childhood Education*, 11(1), a896. <https://doi.org/10.4102/sajce.v11i1.896>
- Augustine, C., Yi, H. W., Wong, C. (2016). Music Teaching Readiness among Non-Specialised Music Teachers in Government Preschools. *Malaysian Music Journal*, 5(2), 54-69.
- Bačlija Sušić, B. (2019). Preschool Education Students' Attitudes about the Possible Impact of Music on Children's Speech Development. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 7(1), 73-84.
- Bainger, L., (2010). A Music Collaboration with Early Childhood Teachers. *Australian Journal of Music Education*, 2, 17-27.
- Barrett, M. S., Flynn, L. M., Brown, J. E., & Welch, G. F. (2019). Beliefs and Values About Music in Early Childhood Education and Care: Perspectives From Practitioners. *Frontiers in Psychology*, 10, Article 724, 1-18. <https://doi.org/10.3389/fpsyg.2019.00724>
- Barrett, M. S., Zhukov, K., Brown, J. E., & Welch, G. F. (2020). Evaluating the Impact of a Generalist Teacher-led Music Program on Early Childhood School Children's Singing Skills and Attitudes to Music. *Psychology of Music*, 48(1), 120-136. <https://doi.org/10.1177/030573561879035>
- Barrett, M. S., Zhukov, K., & Welch, G. F. (2019). Strengthening Music Provision in Early Childhood Education: A Collaborative Self-development Approach to Music Mentoring for Generalist Teachers. *Music Education Research*, 21(5), 529-548. <https://doi.org/10.1080/14613808.2019.1647154>
- Barry, N. H., & Durham, S. (2017). Music in the Early Childhood Curriculum: Qualitative Analysis of Pre-Service Teachers' Reflective Writing. *International Journal of Education & the Art*, 18(16), 1-18.
- Bautista, A., Yeung, J., McLaren, M. L., & Ilari, B. (2022). Music in Early Childhood Teacher Education: Raising Awareness of a Worrisome Reality and Proposing Strategies to move Forward. *Arts Education Policy Review*, 1-11. <https://doi.org/10.1080/10632913.2022.2043969>
- Blaškovič, J. (2015). The Effect of Singing Education on Some Preschool Education Students' Music Achievements. *The Journal of Music Education*, 23, 17-37.
- Bolduc, J. & Edrard, M. (2017). Music Education from Birth to Five: An Examination of Early Childhood Educators' Music Teaching Practices. *Research & Issues in Music Education*, 13(1), 1-21.

- Burak, S. (2019). Self-efficacy of Pre-school and Primary School Pre-service Teachers in Musical Ability and Music Teaching. *International Journal of Music Education*, 37(2), 257-271. <https://doi.org/10.1177/0255761419833083>
- Carmen, D. (2020). Teachers' Perception of the Importance of Music in School Learning. *Journal Plus Education*, 27(2), 117-124.
- Denac, O. (2008). A Case Study of Preschool Children's Musical Interests at Home and at School. *Early Childhood Education Journal*, 35, 439-444.
- Digby, J. (2020). *Teacher Confidence to Facilitate Children's Musical Learning and Development in the Reception Year at school*. UCL Institute of Education.
- Ebbeck, M., Yim, H., & Lee, L. (2008). Music in Early Childhood Education: Teachers' Levels of Confidence and Happiness. *Australian Journal of Music Education*, 2(2), 22-30.
- Ehrlin, A., & Tivenius, O. (2018). Music in Preschool Class: A Quantitative Study of Factors that Determine the Extent of Music in Daily Work in Swedish Preschool Classes. *International Journal of Music Education*, 36(1), 17-33. <https://doi.org/10.1177/0255761417689920>
- Ehrlin, A., & Wallerstedt, C. (2014). Preschool Teachers' Skills in Teaching Music: Two Steps Forward One Step Back. *Early Child Development and Care*, 184(12), 1800-1811. <http://dx.doi.org/10.1080/03004430.2014.884086>
- Ersoy, Ö., & Dere, Z. (2012). Examining of Implementations of Early Childhood Teachers Working at Preschools in Ankara in Music Education. *Journal of Faculty of Educational Sciences*, 45(1), 249-268.
- Herrera, L., Hernández-Candelas, M., Lorenzo, O., & Ropp, C. (2014). Music Training Influence on Cognitive and Language Development in 3 to 4 year-old Children. *Revista de Psicodidáctica*, 19(2), 367-386.
- Heyning, L. (2011). "I Can't Sing!" The Concept of Teacher Confidence in Singing and the Use within their Classroom. *International Journal of Education & the Arts*, 12(13), 1-28.
- Hodijah, S., & Kurniawati, L. (2020). Teachers' Understanding on Music for Early Childhood. *Advances in Social Science, Education and Humanities Research*, 538, 159-162.
- Kirby, A. L., Dahbi, M., Surrain, S., Rowe, M. L., & Luk, G. (2022). Music Uses in Preschool Classrooms in the U.S.: A Multiple-Methods Study. *Early Childhood Education Journal*, 51, 515-529. <https://doi.org/10.1007/s10643-022-01309-2>
- Koca, Ş. (2013). An Investigation of Music Teaching Self-efficacy Levels of Prospective Preschool Teachers. *Educational Research and Reviews*, 8(12), 897-900.

- Lee, Y. (2009). Music Practices and Teachers' Needs for Teaching Music in Public Preschools of South Korea. *International Journal of Music Education*, 27(4), 356-371.
- Moi, S. N., & Abdullah, S. (2011). Learning to Play Natural Percussion Instruments: An Environmental Expression for Preschool Trainee Teachers. *Educational Research*, 1(9), 1481-1487.
- Moore, C. W. (2017). *Making Music in Early Childhood Classrooms: Design and Implementation of an Individualized Teacher Development Program*. The University of Texas at Austin.
- Öztürk, E. & Can, A. A. (2020). The Effect of Music Education on the Social Values of Preschool Children. *Cypriot Journal of Educational Sciences*, 15(5), 1053-1064. <https://doi.org/10.18844/cjes.v15i5.5150>
- Pestana, G. (2022). Preparing Preservice Early Childhood Educators to use Music in Australian Settings: An Audit of Programmes. *Australasian Journal of Early Childhood*, 47(1), 74-86.
- Rajan, R. S. (2017). Preschool Teachers' Use of Music in the Classroom: A Survey of Park District Preschool Programs. *Journal of Music Teacher Education*, 27(1), 89-102. <https://doi.org/10.1177/105708371771668>
- Richards, C. (1999). Early Childhood Preservice Teachers' Confidence in Singing. *Journal of Music Teacher Education*, 9(1), 6-17. <https://doi.org/10.1177/105708379900900103>
- Schulze, M. (2019). The Teachers' Attitude and Its Impact on (Musical) Learning. *Advances in Social Science, Education and Humanities Research*, 255, 287-290.
- Sökezoğlu Atılgan, D. & Türkkaş Özer, M. (2021). The Importance of Preparing Creative Music Activities for Pre-School Period. *International Online Journal of Education and Teaching*, 8(4), 2803-2824.
- Stolič, J. (2015). The Development of Preschool Children's Musical Abilities through Specific Types of Musical Activities. *Research in Pedagogy*, 5(2), 31-44.
- Stramkale, L. (2018). Students' Perspectives on the Implementation of Musical Activities in Preschool Education. *Journal of Education Culture and Society*, 9(2), 109-116. <https://doi.org/10.15503/jecs20182.109.116>
- Swain, N. R., & Bodkin-Allen, S. (2014). Can't sing? Won't Sing? Aotearoa/New Zealand 'Tone-Deaf' Early Childhood Teachers' Musical Beliefs. *British Journal of Music Education*, 31(3), 245-263. <https://doi.org/10.1017/S0265051714000278>
- Vannatta-Hall, J. E. (2010). *Music Education in Early Childhood Teacher Education: The Impact of a Music Methods Course on Pre-Service Teachers' Perceived Confidence and Competence to Teach Music*. University of Illinois at Urbana-Champaign.

Varga, V. (2022). *How do Early Childhood Educators' Preprofessional Music Experiences Shape their Practices with Young Children: An Interpretive Phenomenology Study*. University of Victoria.

Welch, G. F. (2021). The Challenge of Ensuring Effective Early Years Music Education by Non-specialists. *Early Child Development and Care*, 191(12). 1972-1984.

Williams, K. E. (2018). Moving to the Beat: Using Music, Rhythm, and Movement to Enhance Self-Regulation in Early Childhood Classrooms. *International Journal of Early Childhood*, 50, 85-100. <https://doi.org/10.1007/s13158-018-0215-y>

Contact email: ligita.stramkale@lu.lv