

The Current Situation and Practical Strategies of Inheriting Chinese Ethnic Music Culture in Kindergarten Music Activities

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Abstract. This paper uses the questionnaire survey method and literature review method to study the current situation of Chinese ethnic music culture inheritance in kindergarten music activities in Changchun area, and analyzes the current situation of related music activities in kindergartens in Changchun from the perspectives of teacher's cognition and skills, content of music activity, kindergarten -related training and musical instrument input. In view of the current situation and problems, the author puts forward the strategy of integrating Chinese national music culture into kindergarten music activities, and hopes that through her efforts, Chinese national music culture can be better applied to kindergarten music activities, so that Chinese national music culture can be better inherited and developed in kindergarten music activities.

Keywords: Ethnic Music Cultural Inheritance, Kindergarten Music Activities, Current Status, Practical Strategies.

1. Introduction

The Chinese national music culture has nurtured the long history of the nation and cultivated a unique national spirit. Today, when "cultural self-confidence and national identity" are vigorously advocated, it is a brilliant treasure of excellent traditional Chinese culture, which has important educational significance for the development of the country and the nation, and is a key way for children to deeply feel the charm of the country and an important way for children to appreciate the charm of national culture. At the same time, Chinese ethnic music and cultural activities are an effective way for children's development in the social field, art field, language field and other aspects, and is the guarantee for children's comprehensive and scientific development. Therefore, Chinese folk music culture has irreplaceable value and significance in kindergarten music activities, and plays an indispensable role in enriching children's artistic experience. China actively advocates and vigorously promotes the development of Chinese national music culture, aiming to inherit and carry forward our excellent national culture. At the same time, the 'Kindergarten Working Regulations' also clearly requires: early childhood education should focus on cultivating children's love for their community, hometown, motherland, as well as labor and science, and enable them to possess good qualities, for example, honesty, self-confidence, curiosity, amicability, bravery, caring for public property, overcoming difficulties, politeness, discipline and etc.. The cultivation of these virtues and habits, as well as the formation of a lively and cheerful character, need to be achieved through a variety of educational activities. Integrating excellent Chinese folk music culture into kindergarten music activities cannot only help to stimulate children's national pride and confidence, but can also have unique and important educational value for them to cultivate innovative spirit and shape perfect personality. Such music activities meet the requirements of the "Kindergarten Working Regulations", at the same time, it is an important measure to promote the all-round development of children. On the other hand, it is possible to inherit and develop the excellent traditional culture of the Chinese nation. Therefore, kindergartens should pay attention to integrating Chinese national music culture into music activities. However, with the impact of westernization, Chinese national music culture has gradually been neglected in kindergarten music activities. At the same time, in the process of specific music activities, there are problems such as insufficient professional knowledge of teachers and inappropriate content of teaching materials. There have been a large number of research results both at home and abroad, most of which are from the perspective of kindergartens and teachers. This paper

focus on three new perspectives: the selection of textbook content, the supply of musical instruments, and the adaptation and innovation of textbooks. This paper observes and analyzes the existing problems of the inheritance of Chinese national music culture in kindergarten music activities, and puts forward targeted suggestions and strategies for integrating Chinese national music culture elements into kindergarten music activities.

Based on scientific research methods and a large number of literatures, this paper obtains the data on the current situation of Chinese ethnic music culture inheritance in kindergarten music activities in Changchun area through questionnaire survey, and explores the countermeasures to integrate Chinese ethnic music culture elements into kindergarten music activities more effectively with the support of first-hand data, so as to provide a new perspective for adding Chinese national music culture to kindergarten music activities, enrich the relevant theories and research contents, and have certain theoretical significance. At the same time, through the investigation, we can understand the current situation and existing problems of Chinese national music culture inheritance in kindergarten music activities, and explore the implementation strategy of adding Chinese national music culture elements to kindergarten music activities. On the one hand, it can improve the quality of Chinese national music culture in kindergarten music activities, on the other hand, it is also conducive to the inheritance and development of Chinese national music culture, and has certain practical and instructive significance for the practice of kindergarten music activities.

2. Literature Review

As for the study of Chinese national music culture, there are many theoretical achievements in the academia. Focusing on the keywords of "national music culture inheritance", "kindergarten music activities", "current situation" and "practice strategy", there are analyses of its inheritance and development value, analyses of its current situation, and studies of its inheritance and development path. Although there is a large number of related literatures in the academia, there are few studies on how to integrate Chinese national music culture into kindergarten music activities from the perspective of kindergarten music activities, and the number of academic results combining the above keywords is limited.

2.1. Research on the Cultural Value of Chinese National Music

Chinese folk music culture has important educational value for children, and it is very necessary to carry out Chinese folk music and cultural activities in early childhood. Wang Yushan (2024) and Ma Xuezhu (2023) discussed the role of Chinese folk music in cultivating students' musical emotion, aesthetic ability and creativity, as well as its significance in enriching students' cultural literacy and cultivating national identity, and systematically studied the educational value of Chinese folk music culture to students. Zihan Zhao (2024) elaborated that Chinese national music culture can increase children's national pride and form patriotic thoughts, so as to inherit Chinese national music culture.

2.2. Research on the Current Situation of the Inheritance of Chinese National Music Culture

Wei Hua (2019) pointed out that the current situation of the development of national music in college music education exists, and there are fewer class arrangements for ethnic music, which reflects that kindergarten teachers have less relevant knowledge when they are students. This issue has not received widespread attention, and it is an issue that needs to be addressed urgently. Li Honglei (2019) and Zihan Zhao (2024) argue that under the impact of emerging culture and Internet media, the development of ethnic music education has been hindered and challenged, and that the dominant position in music activities is Chinese and foreign children's songs, followed by classical musical instrument education, and there is little content related to ethnic and folk music culture, which leaves room for research in this paper.

2.3. Research on the Optimization of Chinese Ethnic Music and Cultural Activities in Kindergartens

Wenwen Yin (2023) and Zhang Xiaoyan (2019) argue that it is necessary to reasonably select ethnic music that is close to children's lives. In line with the optimization strategy of this paper to add high-quality Chinese folk music culture content to kindergarten music activities, it provides valuable research ideas for this paper, but the suggestions are relatively simple, and they do not realize that there are dross parts of folk music that are not suitable for children, and do not realize the importance of standardizing kindergarten folk music teaching materials, which is a problem that cannot be ignored and should be paid great attention to. The selection of music education content for young children should be based on the characteristics of children's physical and mental development and their needs for musical activities. Ji Haiyan (2024) discussed that education should take children as the main body and respect children's personality and choices, but the relevant literature is lacking in the research of music teaching materials and related musical instruments, which gives the author a certain research space.

3. Research Methods

3.1. Documentary Method

Through the search of literature through Google Scholar, CNKI and other related platforms, the relevant literature on the inheritance of Chinese national music culture in kindergarten music activities was collected and analyzed, and the definition, value and characteristics of Chinese national music culture were clarified. On this basis, this paper draws on the research ideas and views of predecessors as a reference, so as to discover the unresearched perspective, and provide a certain theoretical basis for the current situation and practical strategies of Chinese national music culture inheritance in kindergarten music activities in this paper.

3.2. Questionnaire Method

In order to analyze the current situation and problems of Chinese ethnic music culture inheritance in kindergarten music activities in Changchun area, a total of 109 questionnaires were issued to kindergartens in Changchun area, among which 106 were returned, with a return rate of 97.24%. And among these, a total of 100 were valid questionnaires, 6 were unanswered questionnaires, with an effective response rate of 91.74%. In the third chapter of this paper, the author analyzes the survey results, focusing on the application of Chinese ethnic music culture, the current situation of activities, and the effect of cultural inheritance. According to the survey results, the fourth chapter of this paper accurately grasps the problems existing in the inheritance of Chinese ethnic music culture in kindergarten music activities, including teachers' lack of music literacy, improper selection of activity content, and modest allocation from kindergartens. In view of these problems, a series of feasible countermeasures are put forward in the fifth part of the paper, including improving teachers' attention to inheritance, formulating unified standards and teaching materials, and increasing allocations from kindergartens, in order to provide useful references and suggestions for promoting the inheritance and development of Chinese national music culture in kindergarten music activities.

4. The Definition of Chinese National Music Culture

In a narrow sense, Chinese national music culture is created in the 5,000-year-long history and culture of China from ancient times to the present, and has the characteristics of Chinese national culture and can reflect the Chinese national spirit, it involves Chinese people's philosophy, life style, social ethics and so on [1]. Broadly speaking, the so-called Chinese national music culture is the musical culture created, accumulated and inherited by various ethnic groups in the long-term development process, which usually reflects the cultural beliefs, values and lifestyles of various ethnic

groups. At the same time, Chinese national music culture also contains unique musical language, performance techniques and forms. In the 5,000-year-long history of China, the descendants of all ethnic groups in China have created many outstanding Chinese folk music works and cultures, forming a folk music culture system with rich content and profound connotations, and also occupies an important position in world music. To inherit and develop the Chinese national music culture, we must not only learn to sing some excellent Chinese folk music tunes and listen to traditional folk songs, but also have a deep understanding of the Chinese national music culture from the perspectives of nationality, history and region.

5. Investigation of the Current Situation of Chinese National Music Culture Inheritance in Kindergarten Music Activities

5.1. The Current Situation of Kindergarten Teachers' Musical Quality and Cognition

Through the analysis of the statistics in questionnaire data, most of the kindergarten teachers in Changchun graduated from preschool education majors in colleges, accounting for 51% of the total number of respondents. A number of teachers graduated from music-related majors in various colleges and universities, accounting for 31%. Eighteen per cent of kindergarten teachers are from other professions, as shown in Table 1 below. At present, there are many problems in college music education, such as not paying enough attention to folk music culture, too low proportion of class hours and single course content [2]. Most of the kindergarten teachers in Changchun have not acquired the theoretical knowledge related to Chinese ethnic music culture, and have not experienced the training of relevant skills, so their understanding of Chinese ethnic music culture is insufficient, which makes it difficult for them to add elements of Chinese ethnic music culture in kindergarten music activities, as shown in Table 2 below.

Table 1. Teachers Graduated from Colleges and Majors Distribution

	Preschool Education Major	Normal Music Major	Comprehensive University Music Major	Other Major
Number of people	51	17	14	18
Proportion (%)	51	17	14	18

Table 2. Teachers' knowledge of Chinese Folk Music Culture

	Schoolage learning	Group training organized by the kindergarten	self-directed learning	Have not acquired relevant theoretical knowledge and skills
Nnumber of people	17	5	8	70
Proportion (%)	17	5	8	70

As shown in Table 3 below, more than 80% of kindergarten teachers in Changchun believe that the inheritance of Chinese national music culture is very necessary, but a considerable number of kindergarten teachers in Changchun have been receiving western music culture education, which leads to their neglect to add Chinese national music and cultural content when carrying out kindergarten music activities. Both the concept and the content of activities are still based on western music, which makes the kindergarten activities about Chinese national music inefficient. Although kindergarten teachers have realized the importance of Chinese national music culture, the relevant music literacy and awareness are still insufficient, which is a major problem encountered in the kindergarten's activities related to Chinese national music culture, and it is also a major obstacle to the inheritance of Chinese national music culture in kindergarten music activities.

Table 3. Teachers' Cognition of Chinese Folk Music Culture Inheritance

	Strongly Necessary	Not Prticularly Necessary	No Need
Nnumber of people	81	11	8
Proportion (%)	81	11	8

5.2. The Practice Status of the Inheritance of Chinese National Music Culture in Kindergarten Music Activities

The kindergarten emphasizes "mutual penetration and flexible connection" in the content of activities, and pays attention to "fun, active, and comprehensive" in the practice of activities [3]. However, there is no detailed selection of content, and some content that is not conducive to the development of kindergarten also appears in the kindergarten's music activities.

In terms of the selection criteria of Chinese ethnic music and cultural content, the vast majority of kindergarten teachers chose the options of "whether it conforms to the characteristics of the kindergarten age group" and "whether it conforms to the characteristics of the times", ignoring the option of "whether it reflects the ethnic characteristics of each region". It can be seen that most kindergarten teachers in Changchun can follow the basic rules of early childhood development, but they ignore the inheritance of Chinese folk music culture, as shown in Table 4 below.

Table 4. The Selection Criteria of Chinese Folk Music Culture Content

	Whether it Meets the Age Characteristics of Kindergarten	Whether it Conforms to the Characteristics of the Times	Whether it Reflects the Ethnic Characteristics of each Region
Nnumber of people	44	47	9
Proportion (%)	44	47	9

5.3. The Current Situation of the Selection of Chinese National Music and Culture Teaching Materials in Kindergarten Music Activities

According to the survey results, kindergartens in Changchun lack teaching materials about Chinese ethnic music culture. Most of the kindergartens in Changchun use the textbooks prescribed by the Education Department of China, and a considerable number of kindergartens spontaneously order other music textbooks, which relate to the mainstream culture of the West, and few kindergartens will specifically order textbooks about Chinese national music culture, and there is a shortage of music activity materials for teachers to use. Moreover, the content of relevant textbooks on the market is very difficult for teachers and children, which is not conducive to the development of Chinese folk music activities and the cultural inheritance of Chinese folk music, as shown in Table 5 below.

Table 5. The Present Situation of Selecting Teaching Materials Related to Chinese Folk Music Culture

	Textbooks Prescribed by the Department of Education	Other textbooks Ordered by the Kindergarten	Chinese Folk Music Culture Related Teaching Materials	Western Mainstream Cultural Textbooks
Nnumber of people	46	31	3	20
Proportion (%)	46	31	3	20

5.4. The Current Situation of the Selection of Musical Instruments for Chinese Ethnic Culture in Kindergarten Music Activities

There are various types of music activities carried out by kindergartens in Changchun, including singing activities, rhythm activities, percussion activities, etc. According to the survey results, 90% of kindergarten teachers use singing activities and rhythmic activities in their activity practice, and percussion is the activity type with the least frequency. See Table 6 below.

Table 6. Main Activity Type

	Frequency	Proportion (%)
Percussion Activities	10	10
Prosodic Activity	46	46
Singing Activity	44	44

As one of the main types of music activities in kindergartens, percussion activities are naturally inseparable from rich musical instrument. According to statistics, kindergartens in Changchun can basically be equipped with musical instruments for teachers and children to carry out musical activities, but they are not available to a variety of musical instruments. Besides that, it is difficult to meet the standard of each-for-one-child, and there are very few musical instruments related to Chinese folk music.

5.5. Children's performance when Participating in Activities Related to Chinese Ethnic Music and Culture

Based on the data shown in Table 7, kindergarten teachers in Changchun evaluated children's performance in ethnic music activities. According to the data, 71 teachers thought that children's participation in ethnic music activities was more motivated, 20 teachers thought that children's participation was average, and 9 teachers believed that children's participation was relatively low. The results show that in these kindergartens, most of the children showed a high level of participation in the activities of Chinese national music and culture, and the children performed actively in the overall activities, which reflected the children's willingness to accept the Chinese national music culture, which was conducive to the inheritance and development of Chinese national music culture.

Table 7. Children's performance when Participating in Folk Music Activities

	Active participation	Normal	Less involved
Nnumber of people	71	20	9
proportion(%)	71	20	9

6. Problems in the Inheritance of Chinese National Music Culture in Kindergarten Music Activities

6.1. Kindergarten Teachers have Insufficient Knowledge of Chinese National Music Culture

According to the data analysis, a considerable proportion of teachers believe that the inheritance of Chinese national music culture in music activities is poor, or even rated as very poor. Due to the lack of knowledge of Chinese national music culture and the lack of relevant training and education, although the importance of the inheritance of Chinese national music culture can be recognized, the lack of methods for the inheritance of Chinese national music culture makes it difficult to carry out Chinese national music activities in kindergartens, and there are also challenges in kindergartens in the inheritance. One of the important reasons for the lack of Chinese ethnic folk music in preschool education can be attributed to the impact of Western music education models on traditional music culture [4]. Secondly, some teachers are influenced by western music education, they left Chinese folk music in the corner, and their understanding of Chinese folk music is insufficient, which is very unfavorable to the spread of Chinese folk music culture.

6.2. Less High-quality Content in Kindergarten Music Activities

In the kindergarten music activities, the content of Chinese national music culture is not carefully screened, in other words, there is no clear selection principle. Moreover, some content of Chinese national music culture is not conducive to children's development, since teachers only chose those rhythm and melody which can be used as activities for children to learn. The impact on young children may not be significant in the short term, but from a long-term developmental perspective, it is extremely inappropriate. The appropriateness, aesthetics and education of the content should be taken into account, and the content should be selected in line with the laws of children's physical and mental development.

There is no unified standard for the content of Chinese folk music and culture. Most teachers will take the music culture content that is in line with the characteristics of the times and the characteristics of children's development as the standard, ignoring the standard of reflecting the national cultural characteristics of each region in the Chinese national music culture.

6.3. Insufficient Teaching Materials Available in Kindergarten Music Activities

At present, kindergartens in Changchun lack relevant teaching materials of Chinese ethnic music culture, which brings great difficulties to preschool educators who lack professional theoretical foundation. Most of the kindergartens in Changchun use the music textbooks stipulated by the Ministry of Education, and some kindergartens will spontaneously order some textbooks that are in line with their philosophy in order to highlight their own characteristics, including some music textbooks related to western mainstream culture. Only a very small number of kindergartens will purchase music textbooks related to Chinese national music culture, but the content of these textbooks is difficult for children, and the teaching material creation of teachers is also extremely challenging, which is not conducive to the development of activities. All of these hinder the inheritance and development of Chinese national music culture in kindergarten music activities.

6.4. Insufficient Musical Instruments Available in Kindergarten Music Activities

The music of each nation has its own unique melody pattern and rhythm law, showing a rich variety of melody styles [5]. The kindergarten lacks musical instruments related to Chinese ethnic culture, and it is difficult to integrate Chinese ethnic music and cultural elements into musical activities without adequate instruments. Activities depend on the amount and type of instruments provided by the kindergarten, most kindergartens can provide musical instruments, but it is difficult to achieve one per person, not to mention diversity. There is even fewer instruments for Chinese folk music, which is also detrimental to the inheritance of Chinese folk music.

On the other hand, kindergarten music activities are rich in types, including singing activities, rhythm activities, percussion activities and music appreciation activities. Among these, percussion activities are inevitably inseparable from percussion instruments, so the richness of national music instruments also puts forward some requirements.

7. The Countermeasures of the Inheritance of Chinese National Music Culture in Kindergarten Music Activities

7.1. Improve Teachers' ability and Cognition of Chinese National Music Culture

Teachers can be strengthened to enhance their awareness and understanding of Chinese national music culture, for which special training courses can be organized, covering the education of Chinese national music culture knowledge and the introduction of teaching methods. And at the same time kindergartens can provide relevant practical operations by organizing teachers to visit museums and folk museums about Chinese national music culture in Changchun, so as to stimulate teachers' interest and enthusiasm. Rich music works can make up for the lack of music resources [6], it is also a key step to provide teachers with access to musical compositions, teaching materials, audio and video

materials, etc., to ensure that they can make full use of these resources and integrate Chinese national music culture into their musical activities. At the same time teachers can use a variety of ways to attract children's attention, stimulate children's interest in music learning and combining the traditional music let children understand the connotation of the traditional music culture. For example, teachers lead children to do some related games [7].

Furthermore, it will be a good idea for kindergartens to regularly organize and carry out teaching and research seminars on Chinese national music culture, formulating specific activity plans and activity arrangements, providing activity content guidance, consultation and support services, forming a music activity system with elements of Chinese national music culture, and ensuring that kindergarten music activities are integrated into Chinese national music and cultural elements.

7.2. Add High-quality Chinese Folk Music and Cultural Content to Kindergarten Music Activities

Not all music is suitable for music teaching in kindergartens, which requires teachers to select excellent folk music of various nationalities according to the physical and mental characteristics of children's development [8]. In the selection of Chinese national music and cultural content, kindergartens should have a sense of appropriateness, education and aesthetics, and unify the criteria for the selection of Chinese national music and cultural content. Teachers should have certain criteria when selecting content, skillfully combining the classic elements of high-quality folk music to cultivate children's interest in folk art. Kindergartens should extensively collect, discuss, and excavate high-quality and classic elements of ethnic and folk music, and continue to innovate various forms of music activities, so as to promote the development of children's multi-faceted musical abilities [9], and be more conducive to the development of high-quality Chinese ethnic music and cultural activities.

Chinese folk music culture contains the characteristics of various ethnic groups and a history of 5,000 years, which is mixed with a lot of dross that have been discarded by modern society.

7.3. Select and Create Music Teaching Materials with the Characteristics of Chinese National Music Culture

It is necessary to dig deep into the essence of Chinese national music culture, select content suitable for Chinese ethnic music culture and integrate it with kindergarten activities, integrate local folk dances and songs into teaching materials, and select music teaching materials that are standardized, highly recognized, and can highlight the characteristics of Chinese national music culture [10]. The selection of teaching materials in kindergartens should take the characteristics of children's age into consideration to cultivate children's imagination and creativity. In addition, the selection of teaching materials and content should also be related to children's actual life experience, using the ethnic music and cultural resources related to Han, Manchu and China Korean ethnic group in Changchun, and using associative methods to connect them with Chinese ethnic music culture-related works, so as to make children resonate with Chinese ethnic music culture. Depending on the age group, there are different content to choose from. When choosing music, the junior class of kindergarten should focus on music games, and the content should be repeated, and the modification should also be combined with specific examples from the life of the children in the kindergarten class to help the children better understand the Chinese national music culture. For the children in the middle and senior class of kindergarten, when adapting the music content, teachers can determine a theme or topic first, and then let the children create according to the theme or topic, so that they can better integrate the Chinese national music culture into the music activities of the kindergarten, while at the same time the children's horizons can become more broadened. By doing these, the Chinese national music culture may can be developed and inherited in the kindergarten music activities.

7.4. Increase Money Allocation in Chinese National Musical Instruments

Kindergarten can increase money allocation in national musical instruments, striving for financial support, and at the same time, innovating methods by using of a variety of measures to obtain more musical instruments. Changchun area covers the Han nationality, Manchu and China Korean ethnic group and other ethnic groups, which means Changchun kindergarten teachers have received the influence of these ethnic culture, teachers can try some approaches by using some low-priced and easily available materials to produce related national musical instruments by themselves. Children can also cooperate to make simple Musical Instruments, This can not only greatly increase the number of related musical instruments, but also guide and help children gradually develop a good habit of thrift. On top of that, by carrying out cooperative learning activities, we can cultivate children's cooperative consciousness and teamwork ability, so that they can learn to share, listen to and respect others' opinions in the interaction with others, so as to promote the development of children's subjectivity [11].

8. Conclusion

This paper selects kindergartens in Changchun to study the current situation of the inheritance of Chinese ethnic music culture in kindergarten music activities, and understands that there is a situation that the current ethnic music activities in kindergartens have the problem of insufficient attention to the inheritance of Chinese national music culture. Many kindergartens have encountered many difficulties in carrying out ethnic music activities, which has led to the lack of children's interest in Chinese national music culture and hindered the development and inheritance of Chinese national music culture in kindergarten music activities. We need to recognize the current problems of Chinese national music culture inheritance in kindergarten music activities, understand the value of Chinese national music culture inheritance, attach importance to the status of Chinese national music culture in children's music activities, and integrate the elements and content of Chinese national music culture into kindergarten activities.

There are some limitations to this study. The coverage of the survey sample is relatively limited, which cannot fully reflect the overall situation of ethnic music culture inheritance in kindergarten music activities. The research methods are not comprehensive enough to conduct in-depth analysis and discussion of various aspects of ethnic music activities. Therefore, in future research, the scope of the survey sample can be further expanded, and a variety of research methods can be used to more comprehensively understand and solve the challenges of the inheritance and development of ethnic music in kindergartens, and promote the inheritance and development of Chinese ethnic music culture in early childhood education.

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