



THE TRANSITION FROM PRESCHOOL TEACHERS' TRADITIONAL CONCEPTS TO MODERN PERCEPTIONS WITH EMPHASIS ON EDUCATION THROUGH ARTS

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Abstract:

The present study examines in detail and presents data on the chronological evolution of the institutional framework and the purposes of preschool centers in Greece. The traditional conceptions of preschool teachers and the state from the provision of exclusive care to the education and training of infants are revealed. Using music education as a main tool, the opinions of preschool teachers today on the contribution of music to the development and education of early childhood children are explored. A Mixed Method Research (M.M.R.) was preferred to conduct the study, combining quantitative and qualitative data. Regarding the contribution of music to child all-round development, preschool teachers claimed that music enhances children's motor development by 76.3%, emotional by 73.5%, and aesthetic development by 71.2%. This was followed by the development of children's creativity through music education by 65.1%, language development by 59.6%, then social development by 56.2% and finally children's cognitive development by 48.9%.

Keywords: kindergartens aims and institutional framework, arts, music education, teachers' opinions, areas of development

1. Introduction

The role of music in the education, training and general cultivation of the individual was already highlighted in ancient Greece. Leading thinkers, such as Plato and Aristotle, considered music an essential part of the education of young people, with Plato stating that music is the highest of all educational tools (Raptis, 2007; Wigram, Nygaard & Bonde, 2002). A review of the literature on the contribution of music to child development reveals that engaging in musical activities from early childhood enhances positive development and helps children to cultivate their skills (Hallam, 2010; Hallam 2015). The general belief of scientists and educators who have studied the value of early childhood education to

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the individual is that early childhood education and training enhance skills in all areas of children's development and at the same time help the individual to develop autonomy, independence, flexibility and structured thinking. The skills practiced during this period are considered to be the essential foundation for later experiences in adulthood. The emphasis on children's development in the motor, social, cognitive and emotional domains primarily means that educational programs attempt to provide an integrated experience aimed at children's holistic development (Jordan-Decarbo & Nelson, 2002).

2. The Necessity of Integrating Music Education in the Preschool Environment

The need to integrate music into education and the formation of a musical school environment as a factor of learning and development will be discussed below.

After the family environment where children's first musical experiences begin and the wider socio-cultural environment, in which they live and develop by receiving musical experiences, follows music education in kindergartens with more organized and targeted musical activities. In the context of a broader educational program, music education has been developed in line with the trends of basic education, which wants the child to have an active role and participation throughout the educational process (Harman, 2019). Music education along with other musical activities and games is seen as the most appropriate way in which the teacher can create a collaborative learning environment in the classroom that meets the needs and interests of preschool children (Young, 2003). It, therefore, appears that music contributes positively both to creating an environment that fosters effortless learning in an enjoyable and creative way for children, and to achieve a variety of educational goals. Its role is unique and special, whether it is for education in general or for personal development. The need to integrate music education into the daily school curriculum seems to be based on the assumption that music contributes in a unique and essential way to human life and this cannot be achieved without formal guidance and programming (Bowman, 2012).

As a whole, the purpose of music education during preschool years is the development and cultivation of musical feeling, aesthetic ability, entertainment and sensitivity. It is also the understanding of music and the release of the creative ability of children. This is achieved through organized forms of expression and activities such as music listening, performing and creating, singing, language and rhythm, music with movement, as well as drama and sound stories. These activities are the main forms of musical expression, linked to each other so that each contributes to the development of the other (Raptis, 2015).

3. Historical Background

3.1 Institution and Feasibility of Preschool Education in Greece

The education of children during preschool age began to concern the Greek state around the end of the 19th century. Until about 1893, there does not seem to have been a clear

distinction between welfare in the sense of the exclusive provision of care and education of preschool children respectively. The first efforts to integrate and engage children in activities that promote the education and training of infants began at the beginning of the 20th century. From 1922 to 1940, child care in Greece was of a welfare nature, with the main concern being the provision of basic physical needs, without particular attention being paid to the provision of general developmental needs and the cultivation of children's skills. Until the 1970s, factors that dominated the purpose of the establishment and operation of kindergartens were basically the daily care and education of children (Haritos, 1996). Then, in 1988, with the new regulations of the kindergartens, more emphasis seems to be placed on the education of children. An official daily curriculum with targeted educational activities was created, which supports the all-round children development. Preschool institutions initially seem to have a dual purpose, both welfare and educational (Papathanasiou, 2000). Later in 1997, the purpose of kindergartens was redefined, which refers to the daily care, education and entertainment of children whose parents' work. Reference is also made to the multifaceted mental, emotional, social and psychosomatic development of children, as well as to preparing them for the natural transition from family life to the school environment (www.kedke.gr). It was not until 2002 that the concept of preschool education began to be emphasized more, since preschool centers are now characterized as places of education and care at the same time. In 2002, the purpose was also redefined, where it is stated that the purpose of preschool centers, which are places of education and safe accommodation for children, is to provide integrated preschool education in accordance with the latest scientific standards. The updating and strengthening of the purpose of preschool centers as places for the education and upbringing of preschool children, is taking place with the publication of the latest operating regulations in December 2017. In the most recent operating regulation in 2017 (KYA 16065/FEK 497/2002), it is now distinctly noted that preschool centers, are mainly structures of education and care for children of preschool age. The educational staff of kindergartens are now required through official state documents to perform daily educational activities aimed at the smooth and all-round development of children. A fact that brings the feasibility of kindergartens today in line with global developments, but with a relative delay.

In summary, the purpose of kindergartens since their establishment of the institution until today has been gradually changing and evolving in terms of education and care, following the global scientific progress in the field of early childhood education (Pantazis & Sakellariou, 2005). Currently, the dichotomy between care and education is beginning to diminish. Early childhood care and education programs in Greece seem to be moving away from traditional models and an attempt is being made to develop these following philosophical and socio-political changes. Today, the main purpose of all these practices and programs is to make appropriate developmental changes in children before they enter primary school (Metochianakis, 2008).

4. Methodology

The most appropriate method for the purposes of this study was considered to be the use of a mixed-method approach, as this is appropriate for research in highly multi-factorial areas such as education (Cohen & Manion, 1994). The use of multiple methods in a study provides greater certainty to the researcher about the results of the study and its conclusions. This certainty can be achieved when different methods of data collection led to essentially the same results (Cohen, Manion & Morrison, 2007). Thus, they are able to use the findings of the quantitative part of the research to inform the qualitative part and vice versa (Onwuegbuzie & Leech, 2004). To conduct the results of the present study, a 'convergence design' was adopted in line with Creswell & Plano Clark (2011). Parallel data collection was carried out by the researcher, which was analyzed and taken into account in drawing conclusions having equal priority. Finally, a mixture of the results was also carried out in order to conduct the research in a safer way and for a better understanding of the results.

The data analysis that was collected from the questionnaires, was performed using SPSSv.23.0 software and the statistical significance was set equal to 0.05 in all cases. ANOVA test was used to detect differences between 3 or more different groups and continuous measures, while the Pearson Chi-square test was used to detect correlations between two categorical measures (Belle et al., 2004).

4.1 Sample

Convenience sampling was carried out on preschool teachers working in kindergartens. and 300 questionnaires were distributed by the researcher to kindergartens, of which 240 were answered and collected back. The majority of participants were female (97.9%) and working in public kindergartens (63.8%). University graduates (76.2%), preschool teachers' assistants with 2 years of training (13.0%), with a postgraduate degree (10.4%) and with a PhD (0.4%). The average age of the sample is 39 years and the average years of experience is 13.4 years.

5. Research Questions

The main research questions of the study are as follows:

- 1) The evolution over time of the purpose of preschool centers in Greece, can it still influence the perceptions of preschool teachers today, about the value of music education and arts in the development of young children?
- 2) What are the opinions of early childhood educators on the value of music education in early childhood?

6. Ethical Approval

The questionnaires were distributed to the kindergartens in person by the researcher, after consultation with each preschool center. During our visit, the preschool teachers were informed about the purpose of the study, and the structure of the questionnaire and it was made clear to them that the questionnaires are anonymous and the principle of confidentiality between the researcher and the participants is respected. It was also made clear that their participation in the study is not compulsory and they can opt out of the process at any time they feel they do not wish to participate in the study.

7. Results

7.1 Preschool Teachers' Opinions on the Contribution of Music Education to Child All-round Development

Data analysis showed that the majority of respondents consider the contribution of music education to children's development to be very important, believing that music education and musical activities contribute very much to all-round child development (67.0%).

As shown in Table 1, the majority of preschool teachers believe that music education contributes significantly (a lot), in all areas of child development.

Table 1: Preschool teachers' opinions on the contribution of music education in each area of child development

		Count	Column N %
Cognitive Development	None	1	0,4%
	Minimum	1	0,4%
	Moderately	14	6,0%
	Quite a lot	104	44,3%
	Very much	115	48,9%
Social Development	None	0	0,0%
	Minimum	1	0,4%
	Moderately	18	7,7%
	Quite a lot	84	35,7%
	Very much	132	56,2%
Motor Development	None	1	0,4%
	Minimum	0	0,0%
	Moderately	6	2,6%
	Quite a lot	48	20,7%
	Very much	177	76,3%
Development of Creativity	None	0	0,0%
	Minimum	1	0,4%
	Moderately	12	5,2%
	Quite a lot	68	29,3%
	Very much	151	65,1%
Emotional Development	None	0	0,0%

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	Minimum	2	0,9%
	Moderately	10	4,3%
	Quite a lot	50	21,4%
	Very much	172	73,5%
Language Development	None	1	0,4%
	Minimum	4	1,7%
	Moderately	14	6,0%
	Quite a lot	76	32,3%
	Very much	140	59,6%
Aesthetic Culture	None	0	0,0%
	Minimum	4	1,7%
	Moderately	12	5,2%
	Quite a lot	51	21,9%
	Very much	166	71,2%
Pleasure/stress Relief	None	0	0,0%
	Minimum	0	0,0%
	Moderately	1	0,4%
	Quite a lot	16	6,9%
	Very much	216	92,7%

Below are some typical quotes from teachers' interviews, in order to provide a deeper interpretation of the data obtained from the quantitative analysis of the data concerning the opinions of the preschool teachers on the value they place on music education.

Through reading the quotes, the exact beliefs of the preschool teachers about the value and positive contribution of music to child development are revealed. As can be seen, they attach great importance to music education, believing that musical activities aimed at the preschool age enhance the smooth development of children in all developmental areas.

Researcher: *"Now I'd like your opinion on music education. Do you think it affects the all-round child development and if so, how would you say it affects it?"*

Preschool teacher: *"Yes, I think it's the most important thing that we have in our program, ... and from my experience, over the years, it is the most important for the all-round children development, because through the musical and kinetic actions the child can express his feelings, his desires, he can release himself, to communicate and socialize, to become a member of a group, to know how to win, to lose, to conform, to learn to handle his problems, to give vent to his imagination and to build his whole inner world, expressing it at the same time."*

(B....)

Preschool teacher: *"Yes. I think that anyway music is considered to be innate to humans. Therefore, given the fact that from the embryonic age children in the hearing of a musical instrument were observed to move. We take it for granted now that music with the appropriate treatment, music education and expert musical activities can affect the all-round child development. I think that all developmental areas have a positive impact from music education."*

(F.....)

Preschool teacher: *"I think music is very important in children's education and it affects their development in a positive and multifaceted way. Basically, it helps us very much to introduce children to new things and knowledge. Music supports their motor development and physical ability. It also supports their emotional development and expression. They're calmer and more receptive. And definitely in the language area."*

(X.....)

By comparing the data obtained from the quantitative and thematic analysis of the interviews, an attempt was then made to provide a numerical sequence of responses on which area preschool teachers consider that music contributes the most. This is resulted in Table 2 below. As shown, preschool teachers value the contribution of music to children's enjoyment and stress relief more (97.2%), and less to cognitive development (48.9%).

Table 2: Development areas to which pre-school teachers consider music contributes most

Pleasure/Stress Relief	92,7%
Motor Development	76,3%
Emotional Development	73,5%
Aesthetic Cultivation	71,2%
Development of Creativity	65,1%
Language Development	59,6%
Social Development	56,2%
Cognitive Development	48,9%

More specifically, in order to investigate as thoroughly as possible, the opinions of pre-school teachers on the impact of music in child all-round development, their opinion on the influence of music education on each area of child development was correlated with their opinion on the influence of music on some of the skills of each area. More specifically, their view of the influence of music education on:

- Cognitive development, was correlated with their opinion of music's influence on children's cognitive development and intellectual maturation.
- Social development, correlated with their opinion on the contribution of music to communication between children and to strengthening their friendships.
- Children's motor development, was correlated with whether they believe that musical activities contribute to the development of children's motor skills.
- Children's creativity, was correlated with their view on whether musical activities contribute positively to children's creative expression.
- Children's emotional development, correlated their opinion on whether musical activities contribute to children's emotional expression.
- Cultivation of pleasure, was correlated with whether participation to musical activities contributes to children's feeling of pleasure.

- Responding to a stressful situation, was correlated with how important they perceived music to be, for children's enjoyment/relief of stress.
- Children's language development was correlated with their opinion on whether they believe that music enhances children's oral language development and vocabulary enrichment respectively.
- Children's aesthetic culture, was correlated with their view on whether they believe that music education contributes positively to the development of children's aesthetic culture.

There, therefore, appears to be a uniformity in their responses to the results of Table 3 and Table 2.

Table 3: Correlated skills of each developmental area

		Count	Column N %
Do you think that musical activities promote the development of children's oral language?	None	2	0,8%
	Minimum	7	3,0%
	Moderately	9	3,8%
	Quite a lot	102	43,2%
	Very much	116	49,2%
Do you think that musical activities enhance children's vocabulary enrichment?	None	1	0,4%
	Minimum	10	4,3%
	Moderately	8	3,4%
	Quite a lot	120	51,1%
	Very much	96	40,9%
Do you think that musical activities foster communication between children?	None	0	0,0%
	Minimum	9	3,9%
	Moderately	6	2,6%
	Quite a lot	88	37,9%
	Very much	129	55,6%
Do you think that music strengthens children's friendships?	None	0	0,0%
	Minimum	13	5,5%
	Moderately	5	2,1%
	Quite a lot	98	41,5%
	Very much	120	50,8%
Do you think that musical activities facilitate the expression of children's emotions?	None	0	0,0%
	Minimum	4	1,7%
	Moderately	6	2,5%
	Quite a lot	58	24,6%
	Very much	168	71,2%
Do you think that musical activities contribute to children's sense of enjoyment?	None	0	0,0%
	Minimum	0	0,0%
	Moderately	2	0,9%
	Quite a lot	37	15,8%
	Very much	195	83,3%
Do you think that musical activities help to deal with a stressful situation in the classroom?	None	0	0,0%
	Minimum	6	2,6%
	Moderately	4	1,7%
	Quite a lot	53	22,6%

	Very much	172	73,2%
Do you think that musical activities contribute to children's creative expression?	None	0	0,0%
	Minimum	5	2,1%
	Moderately	2	0,9%
	Quite a lot	80	34,0%
	Very much	148	63,0%
Do you think that musical activities promote cognitive development/mental maturation?	None	0	0,0%
	Minimum	12	5,1%
	Moderately	6	2,5%
	Quite a lot	120	50,8%
	Very much	98	41,5%
Do you believe that music education contributes to the development of children's aesthetic culture?	None	0	0,0%
	Minimum	11	4,7%
	Moderately	7	3,0%
	Quite a lot	96	40,7%
	Very much	122	51,7%
Do you think that musical activities contribute to the development of children's motor skills?	None	0	0,0%
	Minimum	2	0,8%
	Moderately	4	1,7%
	Quite a lot	67	28,4%
	Very much	163	69,1%

7.2 Cognitive Development

Data analysis showed a statistically significant difference ($p < .001$) in the extent to which preschool teachers consider music important in children's cognitive development, depending on whether they believe that musical activities promote children's cognitive development and contribute to their intellectual maturation. As shown, those who consider the effect of music on cognitive development to be very important, usually believe that musical activities are very conducive to children's cognitive development and intellectual maturation. Conversely, those who consider it quite important or moderately important usually believe that musical activities are quite conducive to children's cognitive development and intellectual maturation.

7.3 Social Development

Social development was then correlated with the preschool teachers' opinions on whether music education enhances both communications between children and their friendships.

a. Communication between Children

Data analysis showed a statistically significant difference ($p < .001$) in the extent to which teachers consider music important in children's social development, depending on whether they believe that musical activities promote communication among children. As shown, those who consider music's impact on social development to be very important or fairly important usually believe that musical activities are very conducive to communication among children. In contrast, those who consider it moderately important

usually believe that musical activities are quite conducive to communication between children.

b. Friendly Relations between Children

There was also a statistically significant difference ($p < .001$) in the extent to which teachers consider music important in children's social development, depending on whether they believe that musical activities strengthen children's friendships. So, those who consider music's impact on social development to be very important usually believe that musical activities strengthen children's friendships a lot, while those who consider it to be fairly or moderately important usually believe that musical activities foster communication between children a lot.

7.3 Kinetic Development

A statistically significant difference ($p < .001$) in the extent to which preschool teachers consider music important in children's motor development, depending on whether they believe that musical activities contribute to the development of children's motor skills. Those who consider music's impact on motor development to be very important or moderately important, usually believe that musical activities contribute a great deal to children's motor skill development. In contrast, those who consider it quite important usually believe that musical activities contribute quite a lot to the development of children's motor skills.

7.4 Creativity

As data analysis showed, there is a statistically significant difference ($p < .001$) in the extent to which preschool teachers consider music important in the development of children's creativity, depending on whether they believe that musical activities contribute to children's creative expression. As shown, those who consider music's impact on creativity development very important usually believe that music activities contribute a lot to children's creative expression, while those who consider it quite important usually believe that music activities contribute quite a lot to children's creativity development.

7.5 Emotional Development

Survey participants' opinions on children's emotional development were correlated with their opinions on both a) expressing children's emotions, b) cultivating a sense of pleasure, and c) coping with a stressful situation in the classroom.

A. Expression of Children's Emotions

According to data analysis, there is a statistically significant difference ($p < .001$) in the extent to which teachers consider music important in children's emotional development, depending on whether they believe that musical activities facilitate the expression of children's emotions. As shown, preschool teachers who consider music's impact on emotional development to be very important, usually believe that musical activities

greatly facilitate children's expression of emotions. Conversely, those who consider it fairly, moderately or minimally important usually believe that musical activities facilitate children's emotional expression quite a bit.

B. Feeling of Pleasure

There was a statistically significant difference ($p < .001$) in the extent to which teachers consider music important for pleasure/anxiety relief depending on whether they believe that musical activities contribute to children's sense of pleasure. So, those who consider music's effect on pleasure/stress relief very important usually believe that musical activities contribute a lot to children's sense of pleasure, while those who consider it fairly or moderately important usually believe that musical activities contribute quite a lot to children's sense of pleasure.

C. Dealing with a Stressful Situation

Data analysis indicated that there is a statistically significant difference ($p < .001$) in the extent to which preschool teachers consider music important in promoting the feeling of pleasure and stress relief, depending on whether they believe that musical activities contribute positively to dealing with a stressful situation experienced by the child in the classroom. It is also shown that those who consider the effect of music on pleasure/stress relief to be very or moderately important usually believe that musical activities contribute a lot to coping with a stressful situation experienced by the child in the classroom.

7.6 Language Development

The exploration of respondents' opinions on the contribution of music to children's language development was related to a) their opinions on the influence of music on the development of oral language and b) the enrichment of children's vocabulary.

A. Development of Oral Language

A statistically significant difference ($p < .001$) was shown in the extent to which teachers consider music important in language development, depending on whether they believe that musical activities promote children's oral language development. Those who consider music's impact on language development to be very important, usually believe that musical activities are very conducive to children's oral language development. Conversely, those who consider it fairly or moderately important usually believe that musical activities quite facilitate children's oral language development.

B. Vocabulary Enrichment

Data analysis showed a statistically significant difference ($p < .001$) in the extent to which teachers consider music important in language development, depending on whether they believe that musical activities enhance children's vocabulary enrichment. As shown, those who consider music's impact on language development to be very important usually believe that musical activities greatly enhance children's vocabulary enrichment.

Conversely, those who consider it fairly, moderately or minimally important usually believe that music activities enhance children's vocabulary enrichment quite a bit.

7.7 Aesthetic Cultivation

There was a statistically significant difference ($p < .001$) in the extent to which teachers consider music important in aesthetic culture, depending on whether they believe that music education contributes to the development of children's aesthetic culture. As data showed, those who consider music's impact on an aesthetic culture very important, usually believe that music education greatly enhances the development of children's aesthetic culture, while those who consider it fairly or moderately important usually believe that music education fairly enhances children's aesthetic culture.

8. Discussion

In Greece, as the historical review has shown, child care was almost exclusively of a welfare nature with an emphasis on basic care, both because of the general living conditions in the country and because of the prevailing opinions on early childhood education. It was precisely this perception that was reflected in the official institutional framework (Zerba, Sidiropoulou et al., 2009). Thus, the development of the functioning of these institutions and the official framework that defines it seems to follow international standards, but with a delay, as can be seen from research in the field of general pedagogy and music pedagogy, but also from bibliographical references to educational programs in other countries that are aimed at the preschool age. The dichotomy between care and care/education, which for many years largely characterized all formal and institutionalized efforts to engage the state with early years children, began to gradually diminish from the mid-20th century onwards, as greater emphasis was placed on education. This is due both to major advances in living standards in many countries and to progress and new research findings in many sciences. Age-appropriate educational experiences are now considered an essential part of quality child care (Pantazis & Sakellariou, 2005).

Regarding the opinions of early childhood teachers on music education in early childhood, their responses showed that they highly value the contribution of music to the all-round development and education of early childhood children as they argued that music greatly enhances all areas of children's development. However, a difference was found in the question of whether musical activities contribute to children's cognitive development and enrichment of vocabulary. The response of the participants as a whole was quite a lot, in the individual skills related to the areas of cognitive and language development. This view and the fact that they place more emphasis on emotional rather than language and cognitive development reflects the general view that preschool teachers provide more care than education. It is possible that this view is linked to the general belief of earlier times of the state, as reflected in the institutional framework for

preschool teachers, which, as discussed in detail previously, does not highlight the important role of education at this age.

The opinions and beliefs of preschool teachers are in line with the research to date that supports the positive association between involvement in music and cognitive development/intellectual maturation (Young, 2003; Harman, 2018; Pound & Harrison, 2003; Ramos Vargas, 2015). The same is also supported regarding the language development of young children. Frequent exposure to music seems to greatly enhance language intelligence, which seems to have a direct impact on children's writing and reading ability and enrichment of their vocabulary (Chan., Ho & Cheung, 2003; Hallam, 2010; Jentschke & Koelsch, 2009; Lorenzo., Herrera et al, 2014; Anvari et al, 2002). Children's motor development has been argued to be enhanced by establishing a strong multisensory connection between body movement and auditory rhythm when data from both sources are experienced simultaneously (Philips-Silver & Trainor, 2005; Hallam, 2015). Regarding the cultivation of creativity, the participants' opinions are in line with research data from studies that have investigated the relationship between engagement with music and the enhancement of children's creativity and imagination (Running, 2008; (Koutsoupidou & Hargreaves, 2009; Raptis, 2015). The direct association of music with children's emotional development and stress relief was supported in the present study, consistent with the findings of similar studies. Characteristically, listening to music at a fast tempo can cause the individual to stimulate dopamine, the neurotransmitter responsible for the production of pleasure (Ramos Vargas, 2015). Through music, children externalize their feelings and moods, providing mental pleasure that cannot be expressed in any other way or words (Merriam, 1964). As a result of this, positive psychological attitudes and success in the later life of young children (Volchegorskaya & Nogina, 2014). A general assumption is that music is a tool that promotes and strengthens social bonds and group cohesion, providing children with opportunities for smooth social development and integration into the school community (Kirschner & Tomasello, 2010). Through engagement with music and music-derived activities, children's social development is significantly enhanced according to the findings of the present study and other previous research (Trainor et al., 2012). Communication between children and friendships is positively related to musical engagement. Active participation of group members in musical activities fosters interaction between members, which is likely to lead to better communication and also to early acquisition of communication skills (Gerry, Unrau & Trainor, 2012).

9. Conclusion

All previous theoretical references mentioned in the text are in line with international studies that argue that among the key priorities of early childhood education is the recognition that early learning should maintain a developmental orientation and support holistic and multifaceted learning and development through modern pedagogical methods. Another key learning goal in early education and learning is the need for

educators to promote children's independence and self-regulation, as these two skills have been shown to be significantly correlated with later school success and appear to be critical to successful learning (DeLuca, Pyle, Braund, & Faith, 2020). More specifically, self-regulated learning in the school environment increases problem-solving success, academic achievement, intrinsic motivation and interest in work (Peeters et al., 2014). Early childhood education internationally is changing, with current reforms requiring teachers to support children's constructive and creative learning by applying developmentally appropriate pedagogies, such as play-based education and enjoyable learning through arts (Pyle & DeLuca, 2017).

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

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