

# Early Childhood Preservice Teachers' Aesthetic Experience and Its Application to Aesthetic Teaching of Music

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With the promotion of aesthetic education in Taiwan, the enhancement of preservice teachers' aesthetic literacy is gradually and greatly valued in teacher education. This study aimed to explore early childhood preservice teachers' aesthetic experience in music and their applications of such experience to aesthetic teaching with early childhood music. An action research approach was employed for the 36 preservice teachers in an Early Childhood Education program. On the basis of Dewey's aesthetic experience and aesthetic experience of music, the researcher designed an early childhood music curriculum for them, with an expectation to evoke their aesthetic experience in music and to develop their aesthetic teaching abilities in music, thus to enhance their aesthetic literacy. The findings revealed that these teachers constructed their aesthetic experience musically and unmusically through music listening, music and drawing, body movement, and music creation. They further constructed their aesthetic experience of endeavoring to accomplish their music creation by doing and undergoing. Moreover, they also applied the spirit of doing and undergoing of aesthetic experience, along with their aesthetic experience of music to aesthetic teaching music. They, too, constructed their aesthetic experience of endeavoring to overcome the difficulties to complete their teaching. Through this study, the researcher did enhance her aesthetic teaching profession at the same time. This study provides a reference for teachers and educators in early childhood music and aesthetic education institutions on early childhood education and care, as well as for researchers for any of their forthcoming research.

專論

Keywords: Dewey's aesthetic experience, aesthetic experience of music, aesthetic teaching of early childhood music, early childhood preservice teachers

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