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**A Comparison Study of Preparing Kindergarten Teachers in bachelor-level teacher education programs between Czech Republic and China:
Focus on the Field of Kindergarten Arts Education**

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Declaration of Originality

I, NIAN Zhaohao (Student ID Number:D180304) declare that this dissertation entitled “A Comparison Study of Preparing Kindergarten Teachers in bachelor-level teacher education programs between Czech Republic and China: Focu on the field of kindergarten arts education ” submitted as partial requirement for Ph.D. study program of Education is my original work and that all the sources in any form (e.g. ideas, figures, texts, tables, etc.) that I have used or quoted have been indicated and acknowledged in the text as well as in the list of references.



_____ 18 , January,2023
Signature Date

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Abstract

Comparative research is not only about comparing the similarities and differences between two countries on a particular research topic, but also about trying to find better educational solutions through the results of the comparison between the two countries. This study attempts to provide a reference for the problems of arts education in Chinese kindergartens through a comparative study between the Czech Republic and China on this research topic. Since the researcher conducted field observations in several kindergartens in the Czech Republic, the researcher found that kindergarten teachers in the Czech Republic have the flexibility to carry out kindergarten activities without writing lesson plans. This is in stark contrast to the situation in China, and given that English, rather than Czech, was used during the collection of the research data in the Czech Republic, the researcher focused on the field of kindergarten arts education in kindergartens to facilitate further communication and exploration of the details of the process based on the artwork. Furthermore, based on the convenience of the researcher's current university in the Czech Republic, the researcher framed the study in relation to preparing kindergarten teachers in the bachelor-level kindergarten teacher education programs, the researcher found four potential key dimensions of the teacher education process: subject courses; professional guidance from teacher educators; field practice; and teachers' reflection. Based on these four dimensions, the researcher looked for details of the processes of university-trained kindergarten teachers (related the field of kindergarten arts education) in the two countries, using a variety of data collection methods such as textual analysis, participant observation and group interviews, combined with data processing software to analyse and summarise the data, and then compared the two countries to find similarities and differences. Finally, based on the differences in the comparative study, the researcher provides reflective answers to the educational questions identified and gives reflected conclusions. It is worth mentioning that through the comparative study between the Czech Republic and China under the theme of this study, the researcher gives advice to the teacher education institutions in Chinese universities and kindergartens: observe and discover the artistic elements in surrounding objects in the current environment, and then on this basis inspire the student teachers/children to create their own personal style in the arts field; guide the educational aim is to help children to express themselves through artistic elements, not as an end in itself but as a tool; to guide teaching objects in their surrounding environment, to inspire them to think about potential themes and to personalise their teaching, etc.

Key words: Comparative research, kindergarten teachers education, kindergarten arts education.

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1.INTRODUCTION

1.1 Research Motivation

Since 2010, I have been enrolled in a university in China and started to study a teacher program for preparing kindergarten teachers, and the name of the major translates mainly as preschool education, which refers to early childhood education for ages 0-6, are trained at the higher education level in China. According to the the teacher education program, I will not only complete the theoretical courses at university, but also do internships or educational practices in different kindergartens .In the first few years of preparing kindergarten teacher education in China, one of the key words I could not ignore was about the arts skills of preparing kindergarten teachers. Before entering university, I and most of my classmates had not taken any arts courses and were zero-basic learners. However, in the teacher education program of preparing kindergarten teachers,I had to take various arts courses as parts of the compulsory courses. I started learning arts courses such as piano, painting and dance etc. from zero foundation in the university in China. In addition to this, before we could enter kindergarten to carry out our teaching activities, we needed to learn to write lesson plans for each teaching activity, which is a requirement for most Chinese kindergartens. This not-so-easy process made some of my classmates give up the profession before entering kindergarten.

In 2018, I started my PhD research in the Czech Republic. When I attended classes about arts education in kindergartens at Czech universities in the field, I experienced a completely different process of teaching that broke my old framework of arts education in kindergartens and I was inspired by many new things, such as the ability of kindergarten teachers to inspire children to draw creatively even if they cannot reach an advanced level of drawing. In addition, I have been involved in field practice in local Czech kindergartens. I was surprised by the strong contrast between both countries, for example, most Chinese kindergarten teachers who have to write lesson plans before carrying out their teaching activities, and Czech kindergarten teachers who do not need to write lesson plans, but rather have the flexibility to decide according to the teachers' teaching needs. Apart from my surprise, I seemed to see the possibility of solving my own country's problems in this area.And there were two questions arose in my mind:

1) *Why can kindergarten teachers in the Czech Republic carry out lively arts education*

activities without writing lesson plans?

2) *What China can learn from the experience of the Czech Republic?*

Reflections based on the above phenomena gradually formed the motivation for my research, and in the initial stages of the research, as more data and cases were collected, the researcher eventually settled on a more precise research perspective: A Comparison Study of Preparing Kindergarten Teachers in bachelor-level teacher education programs between Czech Republic and China: Focus the Field of Kindergarten Arts Education. Due to the limitations of the researcher's lack of proficiency in the Czech language, in gathering first-hand information, the researcher sought out official sources, including English versions. Finally, among the various textual sources of teacher education programs at higher education institutions in both countries, the researcher found first-hand information on bachelor-level kindergarten teacher education programs, including both Czech and English versions, to ensure that the data was relatively accurate and objective. The researcher sought to use the final results of the comparative study of China and the Czech Republic to attempt to answer and reflect on the questions that initially motivated the research.

1.2 Background of Czech Republic

1.2.1 Basic Profile



Diagram 1.1 Map of Czech Republic (Auty, 2022)

The Czech Republic (Czech: Česká republika) is a landlocked country in Central Europe, located in the heart of Europe. It borders Germany, Austria, Poland and Slovakia. The Czech Republic used to be the western part of Czechoslovakia in history. On January 1, 1993, the Czech Republic and Slovakia were peacefully separated, and then its political system is parliamentary republic, and its capital is Prague. The official language is Czech. According to the latest data from Encyclopædia Britannica (Auty, 2022), the population of the Czech Republic reaches 10,535,000. The total land area is 78,871 square kilometers. In terms of the international common name, although it is customary to call the Czech Republic in English, in 2016, the country adopted the name "Czechia" as the abbreviation and informal name. The Czech Republic is a capitalist country that was included in the list of developed countries by the World Bank in 2006. In addition to the Czechs, there are also Germans, Vietnamese and other ethnic groups. They are influenced by Eastern European and Central and Western European cultures, which makes the Czech Republic show its cultural diversity.

1.2.2 Education System in Czech Republic

According to a report by the National Center on Education and the Economy (2006), the

Czech education system is based on a long tradition beginning in 1774, when compulsory school attendance was instituted. Children start with Pre-school, and continue on to elementary, secondary, university, and post-graduate education. The classification system used in the Czech school system consists of a scale from 1 (best) to 5 (worst) that is used to evaluate the students' work.

The Czech education system is in the midst of implementing a comprehensive set of reforms. One reform strand has focused on decentralizing authority for the system. Authority for compulsory schooling and upper secondary school is now shared among the national Ministry of Education, Youth and Sport, newly created regional authorities, municipalities and the individual schools.

The first two years of kindergarten education are not free, while the last year is funded by the government. After kindergarten education, children can attend primary school for nine years of compulsory education. During the nine years of compulsory education, public primary schools are free of charge. When students graduate from primary school they can continue their studies by applying to secondary school. Compared to primary education, secondary education offers students more options, including choices such as general secondary schools or vocational schools, etc. Of all secondary schools, the general secondary school is the most academic in character, as it is partly aimed at preparing students for university. There are three types of general secondary school, usually four, six and eight years respectively. Students studying in four-year general secondary schools are at upper secondary school level, as they have previously completed compulsory education, which is the most common in the Czech Republic. The other two types of secondary school cover the end of compulsory lower secondary education, with eight-year systems being more common than six-year systems. At the end of their studies, students studying at secondary school take the Maturita exam, which is a national examination administered by the national Ministry of Education, Youth and Sport department. This is an important prerequisite for entry into university or higher professional schools and is also important for the student's career. After secondary school, students can apply for a bachelor's degree at university or can also study at a higher vocational school, usually for three years.

It is worth mentioning that the higher education is the sector that has been most dramatically reformed, with the creation of autonomous institutions and the creation of a non-university sector for vocational training. There are currently 57 institutions of higher

education in the Czech Republic, 27 of which are universities. Higher education is free for students, although higher education institutions are also able to offer fee-based courses to individuals and companies. Higher education institutions prepare their own study programs, which need to be approved by an independent Accreditation Commission. The universities award bachelor degrees, master degrees and doctoral. Degree candidates must pass national exams.

As mentioned above, in this research, the bachelor-level teacher education programs in Czech Republic's universities selected by the researcher for the purpose of preparing future kindergarten teachers are three years.

1.2.3 History of Kindergarten Teacher Education in Czech Republic

Since 1830, the first public Pre-school institutions were not formal kindergartens or nursery schools, and they established in the similar form of schools. The emergence of a new teaching profession, even if it is certainly not called kindergarten teacher. The female employees of these facilities have not yet had specialized institutional training, which is also due to the initial social focus of these facilities. These are women with experience in parenting, and the basic selection criterion is their integrity. The professional designation of foster carer was introduced and there was a growing belief that the profession was suited to only women were suited to the job. (Opravilová, 2004) According to the literature, the occupational name of foster carer is the early form of kindergarten teachers in the Czech Republic.

In 1870, Marie Riegrová-Palacká established an institution equivalent to a nursery or kindergarten for children between the ages of 3 and 6. On her recommendation, Barbara Ledvinkova and Maria Müllerová took courses at the School of Foster Carers' Education in Paris. Barbora Ledvinková was then the first foster carer in the nursery school at St. Jakub in Prague. Then She became a role model, promoting the Pre-school education of Czech Republic with Czech, French and German elements. (Chlup, 1948) In 1873, the foster carer education program was established at the state college in Czech Republic. Article 12 of the decree of the Ministry of Culture and Teaching dated June 22, 1872 stipulates that only experienced family teacher can teach in kindergartens, and Article 13 stipulates that the candidate can be any person of good character and physical and mental health. Subsequently, under the Ministerial Regulations of May 26, 1874, the professional training of female nursery teachers was provided for in the form of a one-year course in institutions. (Čábalová, 2014, p. 13)

In 1914, the training of kindergarten teachers (precisely, foster carers) was changed, and the decree of July 3, 1914 extended the length of the training course for teachers in kindergartens from one to two years.(Čábalová,2014, p. 14)In 1934, graduates of the two-year program at Teachers College began to be called kindergarten teachers.(Kovaříček, 1972) In 1946, the faculties of education were established and teacher education subsequently had a university character and status. Initially, the length of this study program was four semesters, but later it was shortened to two semesters. (Opravilová 2004, p. 47).In 1950, for capacity reasons, the training of kindergarten teachers was again transferred to the secondary school level. This was in the form of the four-year pedagogical high school. In the year 1953, these grammar schools were transformed into secondary pedagogical schools for the preparation of kindergarten teachers.(Čábalová,2014,p. 14)

As already mentioned, for the first time, kindergarten teacher education had a university status in 1946. For the second time, in parallel to secondary education, this opportunity appeared in 1970 with the opening of the study programs of Pre-school pedagogy at the Faculty of Education, Charles University in Prague and the Faculty of Education of the University of Olomouc. A completely new stage in the higher education of kindergarten teachers was the opening of the Bachelor's degree in Kindergarten Teaching at the Faculty of Education, Charles University in Prague.(Opravilová, 2004). Then, an increasing number of universities in the Czech Republic offered early childhood teacher education programs that included bachelor's and postgraduate degrees as well as doctoral degrees. In 2010, a study by a Czech researcher on study programs to prepare kindergarten teachers, the researcher listed eight universities offering a variety of degree levels in Czech Republic.(Čábalová,2014, p. 22)

In summary, there are examples of the historical development of kindergarten teacher education in the Czech Republic for more than 190 years. The programs for the preparation of future kindergarten teachers are diverse and selective. Since this study selected the study sample from full-time bachelor-level bachelor's degree programs, the researcher through the collection of data currently found 10 universities with full-time bachelor's degree programs for the preparation of future kindergarten teachers in the Czech Republic.

1.2.4 Contemporary Kindergarten Education in the Czech Republic

Since 2005, the educational activities of kindergartens in the Czech Republic have been guided by the Framework Educational Program for Pre-school Education issued in 2004. "The Framework Education Program for Pre-school Education defines the main Program requirements, conditions and rules for the institutional education of pre-school children. These rules are binding for pre-school education in educational institutions, including in the network of schools and school facilities" (Průcha, 2009).

The Framework Education Program for Pre-school Education (2004) (It's abbreviated as: FEP PE.)states that there are differences in personality and individual performance among children in pre-school education and the aim does not seek to balance children's achievements, but rather to balance children's access to education. At the same time,it elaborates that the content of pre-school education in the Czech Republic is based on five educational areas(FEP EP,2004,p.14):

- Child and Body
- Child and Psychics
- Child and the Other
- Child and Society
- Child and World

The education content is usually set up for the whole age group i.e. for children aged from 3 up to 6 (7) years.The natural compactness of the child's personality is taken into account, as well as his or her gradual integration into life and the social environment. The five areas of education overlap, interpenetrate and influence each other. Therefore, the natural interconnection of these areas is also required in kindergarten practice. For the teacher, this means that the realisation of the implementation of individual and separate educational areas should be unnatural, unrealistic and unacceptable. On the contrary, it is more complete and valuable with the interconnection of all areas of education.In addition, the Framework Education Program for Pre-school Education sets out five key competencies for the development of the child, and the following are details(FEP PE,2004,p.10):

- Competence to Learn

- Competence to Decide Problems
- Competence to Communicate
- Social and Personal Competence
- Civil and Functional Competences

The foundation of key competencies can be established even in a child's Pre-school years. They are basic and important. A good and adequate foundation of key competencies in the period of Pre-school is beneficial to children's development and education, whereas weak competencies can hinder their way of life and education in the first place, putting children at a disadvantage. Therefore, Pre-school education should aim to lay these good foundations. It is worth mentioning that the Czech Republic's FEP PE, an official document for the pre-school level, also describes in detail what teachers support and what the risks are in carrying out educational activities with children.

1.3 Background of China

1.3.1 Basic Profile



Diagram 1.2 Map of China (Lieberthal, 2022)

China (Chinese: 中国), its official country name is the People's Republic of China. China is located in East Asia, with a land border of 22,800 kilometers. China shares borders with North Korea, Mongolia, Russia, India, Nepal and other countries. The eastern and

southeastern parts of China are across the sea from South Korea, Japan, the Philippines, Brunei, Malaysia, and Indonesia. Provincial-level administrative divisions are divided into 4 municipalities, 23 provinces, 5 autonomous regions, and 2 special administrative regions. The capital is Beijing. The official language is Mandarin Chinese. According to the latest data from Encyclopedia Britannica (Lieberthal, 2022), the land area of China is 9,572,900 square kilometers. China's population reaches 1,412,952,000. China is the most populous country in the world, with the Han nationality accounting for more than nine-tenths of the population. China is a one-party socialist People's Republic. China has 56 ethnic groups and is a multi-ethnic, multi-language, multi-dialect and multi-language country.

1.3.2 Education System in China

In China, children usually enter kindergarten at the age of two or three and complete their pre-school education at around the age of six or seven in kindergarten. As pre-school education is not compulsory for children, parents need to pay for it themselves. When a child enters the first year of primary school, he or she enters the nine years of compulsory education. Most pupils spend six years in primary school, but there are a few school systems that use a five-year primary education system. Primary education for most children begins at the age of six. This is followed by three to four years of lower secondary education.

After completing compulsory education, students could choose whether to continue with upper secondary education. High school education takes three years. There are five types of high schools in China: general high schools, technical or professional high schools, adult high schools, vocational high schools and craft schools. The latter four are known as secondary vocational schools. Students go through a public examination called “ Zhong Kao” before entering high school, and admission depends on individual test scores. The government uses the examination results of the “ Zhong Kao” to allocate students to different high schools.(Peking University,2002)

In recent years, China has made significant efforts to expand participation in secondary vocational schools in order to meet the country's rapidly developing economic and manpower needs. Although high school education is not part of compulsory education in China, in 2021 data, over 95% of junior high school graduates continue their studies in high school, and when students graduate from high school, they are required to take China's national college entrance examination, called “ Gao Kao”, which is usually

organised by provincial education authorities. In most cases, the content of the examination varies from province to province. With regard to higher education, admission to an bachelor-level degree depends on their academic results, while some students can be admitted because of recommendations. In China, it usually takes four years for students to complete an bachelor-level bachelor's Program. Graduates can go on to pursue master's as well as doctoral education Programs. In addition to the university's four-year bachelor-level bachelor's programs, students can also choose to apply for a three-year degree Program at a higher vocational college. As of September 2021, China's Ministry of Education counted 2,738 higher education institutions nationwide, of which 1,270 offer bachelor-level degrees. (Ministry of Education, 2021).

As mentioned above, in this research, the bachelor-level teacher education programs in Chinese universities selected by the researcher for the purpose of preparing future kindergarten teachers are four years.

1.3.3 History of Kindergarten Teacher Education in China

The earliest kindergarten teacher education institutions in China were established by foreign churches, most of which were affiliated to various schools run by the churches. In 1903 the Hubei Kindergarten was opened, and under this kindergarten a subsidiary school was opened to train kindergarten teachers, enrolling girls aged 15-35 in a special kindergarten teacher training course, the first germ of Pre-school teacher education in China. (Zhu, 2010) Two types of school systems co-existed in kindergarten teacher education institutions at this time: the first was established by individual foreign churches or missionaries in China, most of whom served as teachers and whose curricula were religious in style; the second was a kindergarten teacher education institution founded by the Chinese themselves, which employed teacher-training students who had graduated from Japanese teacher training colleges to preside over or serve as teachers. In short, the initial Chinese kindergarten teacher education institutions emulated Western and Japanese concepts of kindergarten teaching. It was not until the late 1920s and 1940s that new trends emerged in kindergarten teacher education in China with national characteristics. For example, the Chinese educators of that historical period: Tao Xingzhi, Chen Heqin, Zhang Xuemen and Zhang Zonglin made outstanding contributions to the localisation of teacher education for kindergarten teachers in China. (Tang, 2015) These Chinese educators combined China's specific realities with foreign experiences and innovations to develop a series of theories of kindergarten teacher education that fit the

realities of China at the time.

According to the records of the China Education Yearbook Editorial Department (1984), after the founding of New China, China strengthened its investment in education, the teacher education of kindergarten teachers was given attention, and its development entered a new historical period, with the initial formation of a Pre-school teacher education system. In October 1951, the central government's Ministry of Education promulgated the "New Academic System", which stipulated that teacher training schools for kindergarten teachers were to be called kindergarten teacher training schools, and that all teacher training schools were to have a department of Pre-school education, which was the first time that an independent public kindergarten teacher training school was included in the academic system. In 1952, higher education was adjusted and improved, and many of China's teacher-training universities opened Pre-school education programs, forming a preliminary system of kindergarten teacher education at the higher education level. However, during the Cultural Revolution, schools stopped enrolling students, and the kindergarten teacher education system established by the new China was almost destroyed. It was not until 1978, after China's reform and opening-up policy, that the situation was restored and a new development began, with the Ministry of Education issuing the Opinions on Strengthening and Developing Teacher Education, which clearly stated that "early childhood teacher training schools should be actively run", and Pre-school teacher education entered a phase of rapid development.

After 1986, the Chinese Ministry of Education issued a series of laws and regulations that continued to regulate the management and teaching of early childhood teacher training schools. This period also saw the emergence of vocational high schools taking on the training of kindergarten teachers, broadening the avenues for the training of kindergarten teachers. By 1987, there were 22 Pre-school education Programs in China's normal universities. In September 1997, the Shanghai Normal College of Early Childhood Education was incorporated into the College of Pre-school Education of East China Normal University, and the early childhood teacher education system began a transition from the old system to the new one. The old training system included secondary early childhood teacher training schools, vocational colleges, and universities, and the new training system included vocational colleges, universities, and teacher education at the postgraduate level: including master's and doctoral students. (Hu, 2018)

Until now, the education programs for kindergarten teachers in China have become

increasingly diverse. According to this study which is centered on bachelor's level kindergarten teacher education programs, the researcher learned that a total of 424 universities in China today conduct bachelor's level degree programs for the preparation of future kindergarten teachers.

1.3.4 Contemporary Kindergarten Education in China

In the 21st century, in order to better promote the development of kindergarten education, China's Ministry of Education promulgated *The Guidance of Kindergarten Education*, (trial) in September 2001. This document, which includes educational content and requirements, organisation and implementation, and educational evaluation, positions preschool education in China, emphasising that preschool education is the foundation stage for school education and lifelong education in China, and should lay a good foundation for the development of young children throughout their lives. (Ministry of Education, 2001) It clearly points out that early childhood is a period of rapid physical and mental development for individuals and lays an important foundation for their lifelong development. It also clearly states that the development of children should be the main focus of education, and that "education should take full account of the physical and mental development characteristics of young children and promote the full development of each child at their original level"; "education should be close to the actual lives of young children and make full use of the educational resources in their lives. This is to promote the lively and active development of young children. In terms of concrete implementation, teachers are required to fully consider the developmental characteristics and differences of young children, provide them with activities and methods that are in line with their level of physical and mental development in specific educational teaching, give them the opportunity to choose, and allow them to explore in their own way so that each child can develop at their original level. It proposes the concept of scientific childcare, which is based on the realities of Chinese preschool education on the one hand, and the latest findings of modern educational science research on the other to ensure the scientific nature of the educational philosophy, including the findings of constructivism and modern cognitive psychology, suggesting that knowledge is dynamic and needs to be actively constructed by children themselves. It clearly states that the content of kindergarten education is comprehensive and enlightening. In the history of early childhood education in China, the curriculum for the preservice training of kindergarten teachers has been closely linked to the content of kindergarten education (Yinglan, 2014). The teaching content of kindergarten education in China can be divided into five

fields:

- Health education field
- Language education field
- Social education field
- Science education field
- Arts education field

Chinese official documents state that the five areas of kindergarten education are comprehensive and enlightening, and can be relatively divided into five areas: health, language, social, science, and art, and that the content of each area interpenetrates each other. (Ministry of Education, 2001) The specific provisions promote the development of children's emotions, attitudes, abilities, knowledge and skills from different perspectives, including the objectives, content and requirements and guidance focus of each educational area. In conclusion, this official document incorporates advanced international educational concepts, combines the experience of China's kindergarten curriculum reform in the 1990s, establishes the value of child development-based education, further standardises the kindergarten curriculum and teaching in China, and is a programmatic document to guide the curriculum reform of Chinese preschool education in the new century. (Wei, 2013)

In October 2012, the Chinese Ministry of Education officially promulgated the Learning and Development Guideline for Children Aged 3 to 6, which is also an important official document to promote the development of preschool education in China. The explanatory section of its basic framework outlines issues of background and purpose, objectives and role, content and structure, and implementation principles. This document specifies three age groups, i.e. 3 to 4, 4 to 5 and 5 to 6 years old, what children should know and be able to do, and what developmental level they can reach, and sets out reasonable expectations and specific directions for their learning and development. (Ministry of Education, 2004). (Ministry of Education, 2012), In China, these three age periods are assigned to age-specific group in Chinese kindergartens:

- 3-4 years old (younger age group)
- 4-5 years (middle age group)

- 5-6 years old (older age group)

This document describes the five major areas of learning and development for children aged 3 to 6 years, namely "health, language, social, science and the arts". Each of these domains outlines the educational value, key points and considerations for children's learning and development. Each domain is divided into sub-domains according to the most basic and important elements of children's learning and development. The implementation of China's "Guidelines for Children's Learning and Development from 3 to 6 Years of Age" is valuable in guiding preschool education in the following areas: attention to the holistic nature of children's learning and development, respect for individual differences in children's development, understanding of children's learning styles and characteristics, and emphasis on children's learning qualities. It is an effective means for young children to acquire knowledge and is an important activity in early childhood education(Wang, 2020).

1.4 Theoretical Framework

1.4.1 Potential Dimensions of Teacher Education Programs in the Process of Preparing Teachers

Although it is known from previous studies that the process of preparing kindergarten teachers is a complex process, the researcher attempts to consider the current research situation that can be combined with previous studies to find multidimensional perspectives under the research theme:subject courses,professional guidance from kindergartenteacher educators, field Practice, teachers' reflection.

1.4.1.1 Subject Courses

Sutherland (1985) criticises the view that the role of educational theory in teacher education has been weakened. Whenever teacher education is discussed, the learning of theory is always downplayed. It is always said that theory is divorced from what is happening in schools, that it is wasting the time of prospective teachers, and that students are hungry for more practice-oriented courses. But the danger lurks thatteacher educators are still unsure of what educational theory actually is. What is not realised is that it is essential for every would-be teacher to think systematically about the principles and purposes of education, which constitute educational theory itself, as Hirst (1990) points out in his study of the relationship between theory and practice in teacher education "All human activity is theory-loaded, and the process that drives events into activity is the

result of actors understanding and making judgements to some extent. Activity depends on how the person understands it. Such an understanding is a judgement of the overall synthesis of 'theory' as it covers concepts, tenets and general rules and principles. In a simple analysis of this basic element, the professional activities that teachers engage in are guided by 'theory', by the concepts, beliefs and principles that they use'. The assumption that subject knowledge opens up a perfect pathway to learning is a tempting one. This assumption saves time and energy for minors and allows them to avoid endless trial and error.

Dimitriadis and Kamberelis (2006) argue that all skills and procedures are acquired through the vehicle of educational concepts, principles and theories of basic research. Theory is a systematic attempt to explain practice and can be effective, and it is only when we embrace concepts about theory it with this in mind that we can lay rational roots for action, evaluate teaching and learning effectively, and reflect on our actions on the basis of theory and philosophy that will provide a fundamental and dynamic path for further learning for us and our future teachers. They emphasise the ways in which effective training for teacher education is based on strong theoretical roots. Stage and Hubbard (2017) explore the significance of educational theory for practice, arguing that teachers attribute their knowledge of teaching strategies, classroom management and classroom norms to effective help from educational theory courses, and that new teachers integrate what they have learned about the subject matter into their field teaching. Maria (2017) argues that student teachers need to gain knowledge of educational theory by studying theories of educational subjects, which can help them better understand the nature of teaching and learning. It is evident that educational theory influences teachers' perceptions of teaching and learning. There has been considerable discussion about what theoretical knowledge teachers should learn and acquire. According to Shulman (1987), the sources of theoretical knowledge about the content of teaching and learning can be obtained from four dimensions. This knowledge is the basis for initiating the professional preparation of student teachers and may have a significant impact on other aspects of student teachers' professional growth, including self-efficacy in teaching ((Abbitt, 2011; LeaderJanssen & Rankin-Erickson, 2013) and preparation for teaching (Lee, Tice, Collins, Brown & Smith, 2012)

In a summary, theoretical knowledge plays a key role in the process of preparing kindergarten teachers. In this study, the researcher collected the related textual data of Subject Courses in bachelor-level kindergarten teacher education Programs to further

investigate the details of preparing kindergarten teachers in the preparation process.

1.4.1.2 Professional Guidance from teacher educators

Becoming a teacher is a complex process that involves a variety of factors. Theoretical knowledge and teaching practice are two key factors that play an important role in the professional journey of becoming a teacher. However, research has also shown that theoretical learning and practical experience during teacher training, on their own, are not sufficient to achieve professionalism, including a sense of readiness to teach. Previous research has shown that student teachers need other professional support, particularly from university supervisors, mentors in placement schools, peers, students and other community workers. Having the support of others certainly contributes to student teachers' sense of readiness to teach. In the field of teacher training, mentoring is often defined as the relationship between experienced and less experienced teachers ((Eleanor, Sandra, Ragins, & Kram, 2008; Kram & Isabella, 1985). Furthermore, Kram and Isabella (1985) argue that mentoring serves two functions which are related to professional and psychosocial functions: the professional function involves mentoring less experienced teachers, supporting their improvement and providing challenges, while the psychosocial function aims to build trust between mentors and mentees and improve their personal and professional growth, such as identity, self-esteem and self-efficacy. In line with Kram and Isabella (1985), Anderson and Shannon (1988) also identified two key points of mentoring, namely the intentional activities of the mentor's role and the nurturing process aimed at promoting the mentee's professional growth.

Previous research has also suggested that mentoring makes a crucial contribution to the professional competence of student teachers (see Bang, 2013; Chizhik et al., 2018; Dixon et al., 2012). Ambrosetti (2010) synthesised the research literature on mentoring to identify various definitions of mentoring that are inconsistent and reveal Ambrosetti (2010) synthesised the research literature on mentoring to identify various definitions of mentoring that are inconsistent and reveal the various roles of mentors and mentees. For example, a mentor can be a supporter who provides personal and professional encouragement, a role model who demonstrates professional behaviour, or a friend who provides constructive feedback and companionship.

In addition, previous investigations have demonstrated the impact of mentoring from a

teacher educators's profession on student teachers' professional competencies, including knowledge (see Achinstein & Davis, 2014; Achinstein & Fogo, 2015; Mena, Hennissen & Loughran, 2017), self-efficacy (Chizhik et al., 2018), professional identity (Devos, 2010; Izadinia, 2015), preparation for teaching (Izadinia, 2017) and networking and the essence of teacher educators (see Hudson, 2012; Loughran & Menter, 2019). In addition, Izadinia (2017) conducted a qualitative study that found that mentor teachers' teaching styles significantly influenced student teachers' self-perceptions as teachers. Furthermore, this study showed that personal connection is emotionally supportive of the mentee and that personal connection indicates the closeness and friendliness of the mentor towards the mentee. In contrast, a survey conducted in the United States revealed that a lack of mentor support may negatively affect the mentee's willingness to teach (Durgunoglu & Hughes, 2010).

In summary, professional guidance from teacher educators plays an important role in the process of preparing future teachers. In this research, professional guidance means from kindergarten teacher educators in the university classrooms, and the researchers collected the related data to figure out the details that exist in the process of preparing kindergarten teachers.

1.4.1.3 Field Practice

Field practice, or teaching practicum, is an important part of teacher education and a key element in the preparation process for becoming a teacher (Darling-Hammond, 2006). el Kadri and Roth (2015) claim that teaching practicum has the potential to transform not only student teachers but also teacher educators and mentor teachers. Furthermore, Juuti, Christophersen, Elstad, Solhaug, and Turmo (2018) found that practical school experiences may influence student teachers' perceptions of their teaching competencies, which is an important factor in the sense of readiness to teach. Therefore, field practice can be considered a supportive as well as a challenging activity for student teachers.

In addition, research has identified the impact of teaching practice on other aspects of student teachers' careers, including student teachers' readiness to teach (Brown, Lee, & Collins, 2015). Other research has revealed relationships between teaching practice and self-efficacy (Arslan and Ilin, 2018); job stress (Klassen & Durksen, 2014); openness to theory (Hascher & Hagenauer, 2016); and transformative locus (El Kadri & Roth, 2015). Brown and Collins (2015) examined the impact of teaching internships on 71 student teachers' perceptions of teaching efficacy and readiness through a survey. The

findings indicated that there was a significant improvement following the teaching internship. In addition, Brown et al. (2015) identified three fundamental aspects of teaching placements that may contribute to student teachers' professional competence. They relate to teaching experience, observation opportunities and relationships with teacher educators.

There are also studies that focus on learning more about the practical experiences of student teachers. In a systematic review of teaching practice, Lawson, Çakmak, Gündüz, & Busher (2015) report that research in this area has been conducted in a variety of countries, including Australia, Malaysia, Thailand and the Netherlands. They note that most studies include a small group of student teachers as participants and mainly use qualitative research methods. This means that more studies with more participants and different research methods are needed to broaden the understanding of this area of research. In addition, the systematic review revealed that previous research has shown that the experiences and challenges encountered in teaching placements contribute significantly to some aspects of student teachers' professional growth, including student teachers' sense of preparedness for the teaching profession.

The gap between theory and practice is a common challenge faced by student teachers at the preservice level (see Cheng, Cheng, & Tang, 2010; Korthagen, 2007, 2010; Nuthall, 2004). Cheng, & Tang (2010) reported inconsistencies between student teachers' best teaching strategies and their most commonly used strategies. This study, conducted in Hong Kong, assessed student teachers' considerations in their teaching and the contribution of teacher education Programs to bridging the gap between theory and practice. It asked fourth-year student teachers to complete a survey and take part in an interview. The findings showed that all participants preferred student-centred teaching strategies. Interestingly, from the results of the interviews, only 23 participants indicated that their views were consistent with the teaching strategies used. Conversely, the remaining participants identified student-centredness as the most preferred teaching strategy, but they used both teacher-centred and student-centred teaching strategies in their teaching. This study provides examples of the differences between student teachers' understanding of teaching and their practice in the classroom. These are aspects that may influence preparation for teaching and learning.

In order to address this gap between theory and practice, recommendations have been made based on previous research in the field. Leiken, Levav, and Waynberg (2007)

suggest the use of a common language among professional groups, including teacher educators and researchers, while Korthagen (2010) suggests that teacher education should consider Further, McLean-Davies et al (2017) highlight the importance of collaboration between universities and schools in translating theory into practical practice.

Another common problem that can arise in early teaching experiences is that student teachers have to face an uncomfortable new situation. This is referred to as 'reality shock' (see Caires, Almeida, & Martin, 2009; Gaede, 1978; Kim & Cho, 2014). Previous investigations have shown that the process of student teachers' field practice appears to be a key factor in coping with reality shock. (see Dicke, Schmeck, & Leutner, 2015; Megawati & Astutik, 2018).

In summary, field practice plays an important role in preparing true teachers, and developing their knowledge and understanding of the teaching profession in the process of doing so. Therefore, there is a need to further examine the details of teachers' field practice within the teacher education framework. And in this research, the researcher collected data based on the practice arrangements involved in the bachelor-level kindergarten teacher education programs and also collected data from the kindergarten classrooms where those student kindergarten teachers will stay and observe under the requirements of their teacher education programs.

1.4.1.4 Teachers' Reflection

Dewey (1933), in his study 'How We Think', first introduced the concept of reflection as the active, persistent and thoughtful consideration of any belief or hypothetical knowledge in the light of the basis and further conclusions on which it is based. For Dewey, one of the important goals of education is the development of reflective habits in those who are being educated. In the context of this study, student teachers (student kindergarten teachers) in the framework of bachelor-level teacher education were also educational objects that needed to be developed into habits of reflection. Later in the 1970s, Argyris and Schön (1974) introduced the concept of the reflective practitioner, arguing that much of what we regard as practical knowledge is in fact tacit knowledge in action and the practitioner's ability to reflect and practice on the spot in relation to the emergent problems of complex situations. According to Argyris and Schön (1974), the central task of professional education is to construct 'what we already know'. That is, the insights, values and strategies for action that practitioners will demonstrate when dealing with practical problems. Teaching is not merely a matter of reflecting on situations

obtained from theoretical descriptions with prior preparation, but of making particular judgements based on a particular interpretation of indigenous knowledge, qualitative concepts and educational ideas. They see educational activity as a coherent process of understanding, action, reflection, and adaptation.

Hatton and Smith (1995) in their review have identified a number of definitions of reflection in teacher education, such as reflection as an effort to review past behaviour and reflection as a way of finding solutions to complex problems that require careful consideration. They suggest that reflection is a way of finding solutions to complex problems that require careful consideration. In addition, they suggest that reflection in teacher education should be a developmental sequence. For beginners, reflection should be a simple form of discussing basic skills in a small context. In this context, Ward and McCotter (2004) also emphasise the significance of making reflection understandable to student teachers. Then, as student teachers prepare to move to a higher level, they are expected to gain a deeper understanding through 'reflection in action', which analyses one's teaching performance, and 'reflection in action', which deals with their own practical teaching problems.

Furthermore, in a study by Young (1998), student teachers' reflection on self-experience is affirmed, but it is argued that student teachers must receive systematic theoretical knowledge, which is the basis of their learning, but they must learn personal reflection in order to be able to develop a set of conceptualise, which helps student teachers to adapt their practice to new difficulties and demands. This knowledge cannot be generated in practice alone. Therefore, the process of preparing student teachers cannot be without personal reflection by teachers. Some of the investigations that have explored the role of personal reflection in teacher education include the contribution of reflection to teaching practice and personal development. Urmeneta (2013), for example, argues that reflection makes a significant contribution to the teaching practice of student teachers in Barcelona. Similarly, Yunus et al (2010) found in their study that reflection revealed the challenges student teachers face when engaging in teaching placements and their relationships with their mentors and supervisors. Interestingly, Meristo et al (2013) found that when student teachers reflected on their past teaching practice or teaching placement experiences, it provided important support for student teachers to develop personal practical knowledge.

In summary, teachers' reflections support the development of preparing the future teachers. Therefore, when exploring the process of preparing kindergarten teachers in

bachelor-level teacher education programs, kindergarten teachers' reflections will be a key dimension.

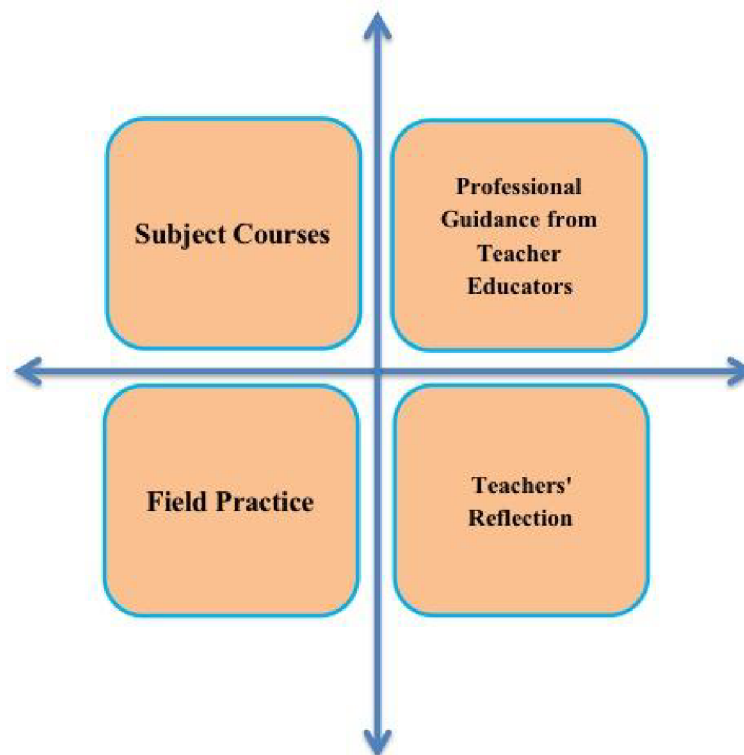


Diagram 1.3 Potential Dimensions of Teacher Education Programs in the Process of Preparing Teachers

In overview, this chapter discusses four key dimensions in the process of preparing kindergarten teachers in the framework of bachelor-level kindergarten teacher education programs, which are four key dimensions of the research: Subject Courses, Professional Guidance from teacher educators, Field Practice, and Teachers' Reflection. And the researcher collected data to explore the related details from the Czech Republic and China. Also, both of countries will be compare from the above four key dimensions (see Diagram 1.3).

1.4.2 Situated Cognition and Learning

Situated Cognition and Learning theory recognize the inability to separate thoughts from the context in which events occur. Thus, derived from Vygotsky's (1986) theory of teaching practice based on socio-cultural theory, students' cognitive development is related to higher level thinking and is usually situated in a social context. Further theories suggest that knowledge is a positive by-product of the connection between an individual

and his or her environment; learning is then assumed to be a natural by-product of one's exposure to knowledge and is acquired naturally. Lasmawan and Budiarta (2020) affirm and explain Vygotsky's view that knowledge is actually co-constructed and distributed by individuals as they interact with each other when students work together or with the involvement of a teacher, or when teachers work with other adults or discuss with students.

Contextual cognition focuses on providing enabling experiences in authentic and non-contextualised contexts, as well as nurturing learning processes/experiences that lead to successful learning outcomes (Choi & Hannifin, 1995). Collins (1988), one of the founders of contextualised cognition theory, defined cognition as the concept of learning knowledge and skills in contexts that reflect the way they are used in real life. Scholars such as Tennant (1997) endorse Collins' belief that all new knowledge and learning must be grounded in a particular context, so that new knowledge is constructed and applied to a community of practice.

Based on contextual cognitive theory, student teachers need to be immersed in an apprenticeship setting during socio-cultural learning preparation so that they can acquire skills and knowledge about teaching and learning that they will be able to transfer to their future classroom practice (Sanga, 2017). Furthermore, teachers who have a combination of technological and pedagogical knowledge only have the unique ability to understand, consider and choose to use technology when they uniquely enhance curriculum, instruction and student learning (Rodriguez, J.A., & Hughes, C, 2014) . By purposefully planning unfamiliar learning experiences, incorporating a variety of teaching styles, and appropriately modeling the expectations of future educators, student teachers will have the opportunity to gain the pedagogical knowledge needed to be successful in the classroom. A teacher's ability to prepare a plan to communicate how pedagogical knowledge relates to content knowledge and technological knowledge will determine whether student teachers consider themselves ready to effectively integrate technology in the classroom (Darling-Hammond, 2006). In this study, contextual cognitive theory was used as one of the theoretical frameworks. It is specifically demonstrated in this study: on the one hand, it is used in a university classroom context to explain that the teacher educators's instruction helps student teachers to achieve the dynamics of the nearest developmental area, and on the other hand, it is used in a kindergarten field practice context to explain that student teachers' new knowledge is constructed and applied in kindergarten field practice.

1.5 Research Purpose and Questions

1.5.1 Research Purpose

From the perspective of a comparative study of China and the Czech Republic, this study aims to explore the similarities and differences about preparing kindergarten teachers in the framework of their bachelor-level kindergarten teachers' programs in both countries (especially related the field of kindergarten arts education).

Also, based on the findings of this study reflect on the problems the researcher sees in the educational phenomenon. From an academic perspective, the researcher hopes to provide more references and inspiration for research in the field of kindergarten teacher education in both countries; from a practical perspective, the researcher hopes to provide this research as a reference solution for more kindergarten teachers and teacher educators to understand the preparation of being a kindergarten teacher in both countries and to explore whether it is possible for Chinese kindergarten teachers to learn from kindergarten teachers of Czech republic: to find the possible details to explain the reasons that they can carry out lively kindergarten teaching activities (related the field of kindergarten arts education) even without writing lesson plans.

1.5.2 Research Questions

The researcher designed the questions based on two main prerequisites: firstly, all the questions were answered from China and the Czech Republic, and then the findings were compared between China and the Czech Republic; secondly, all the questions were raised within the framework of the bachelor-level kindergarten teacher programs. In addition, based on the theoretical framework of this research (four dimensions in the process of preparing kindergarten teachers in the framework of bachelor-level kindergarten teacher education programs), the researcher raised questions from four different dimensions surrounding the theme of this study. And the four dimensions with the research questions are described as follows:

Dimension 1: Subject Courses

Question 1: *What are the characteristics of the overall arrangement of subject courses found in kindergarten teacher education programs related the field of kindergarten arts education? (percentage of subject courses/ the subjects' focus related the field of kindergarten*

arts education in the bachelor-level programs).

Dimension 2: Guidance from teacher educators

Question 2: *What are the characteristics about the professional guidance from teacher educators in the courses of kindergarten arts education in university classrooms? Try to find the details and give the description/record about the process that those student teachers experienced.*

Dimension 3: Field Practice

Question 3: *What are the characteristics about the aspect of field practice in the process of preparing kindergarten teachers? Try to find the details and give the description/record about the process that those student teachers experienced*

Dimension 4: Teachers' Reflection

Question 4: *What are the characteristics in the aspect of kindergarten teachers' reflection in the process of preparing kindergarten teachers? Try to find the details and give the description/record about the process that those student teachers experienced.*

1.6 Definition of Terms

● ***Kindergarten Teachers***

In the context of the research, it means student teachers. According to Kellough and Jarolimek (2008), the student teachers are defined as college students who are enrolled in a teacher preparation program.

As understood by Michael J. Dunkin (1989), the professional and qualifying preparation of student teachers usually takes place in schools or in situations comparable to school conditions according to well-developed instructional norms. Student teachers are generally always placed within real schools and classes, and this process continues throughout the internship. The early training of teachers before they teach in schools is often referred to as preservice education.

Also, in the context of the research, it specifically refers to bachelor-level student teachers whose major is for preparing kindergarten teachers in the kindergarten teacher education programs at universities.

● ***Arts Education***

The Arts, defined as music, drama, dance, and visual arts, etc within formal, nonformal,

and informal settings, which personify a splendid plethora of cultural expressions, is a testament to diversity as lived and living reality. Thus, arts education within formal, informal, and nonformal settings, has been identified as an appropriate space for engaging with critical pedagogies that would allow learners to have close encounters with each other, to interact, collaborate and create artistic expressions together, to experiment and explore creative processes in a safe space where they can imagine, reflect, rethink, and come up with new and innovative ways to shape their diverse cultures and identities. (Burnard & Hennessy, 2006)

According to Jin (2012), arts education in kindergartens is an education for preschool children, which is based on the needs and characteristics of preschool children's artistic development, and through various means such as games, group activities and children's daily life, preschool children are inculcated with various artistic activities involving music, painting and drama in a purposeful, planned and organised manner, helping children to build up an aesthetic psychological structure with artistic creativity and aesthetic ability as its core, to improve their aesthetic psychological quality and to promote the perfection of their personality. Arts education in kindergartens is a dynamic, active process, one that is based on the spiritual and emotional needs of children, established in a dialogue between teachers and children on an equal footing, growing out of a harmonious and interactive teacher-child relationship, and co-creation.

In this research, “arts education” is precisely in the context of kindergarten teachers' education, and the meaning includes universities' courses about arts education and kindergartens' arts activities.

● ***Bachelor-level Teacher Education Programs***

In this research, the term refers to full-time bachelor-level programs offered at universities in China and the Czech Republic to prepare future kindergarten teachers. The main target of the programs are to prepare the future kindergarten teachers with bachelor degree.

1.7 Structure of the Dissertation

In Chapter 1, the researcher outlines the motivation for the study based on the perceived differences between China and the Czech Republic related the field of kindergarten arts

education, pointing out two questions that the researcher wishes to further reflect on through the results of this study. This chapter also presents the relevant background of the two countries, the research framework, the research aims and research questions, etc.

In Chapter 2: the researcher compiles a literature review on “Preparing to be a kindergarten in the Czech Republic/China”, including: qualifications for kindergarten teachers, bachelor-level kindergarten teacher' education, the role of the kindergarten teacher, and the competencies of the kindergarten teacher.

In Chapter 3, the researcher outlines the research design and methodology of the study, including how the study was sampled in China and the Czech Republic, as well as data collection and data analysis.

In Chapter 4, the researcher analyses and organizes the data from the Czech Republic from the four dimensions and summarises the characteristics of the Czech Republic in relation to this research questions.

In Chapter 5, the researcher analyses and organizes the data from China from the four dimensions to draw out the relevant characteristics of China in relation to this research questions.

In Chapter 6, the researcher compares and analyses the data from China and the Czech Republic across the four dimensions to figure out the similarities and differences between the two countries in this research theme.

In Chapter 7, the researcher attempts to use the comparative findings of China and the Czech Republic under this research theme to provide reflective answers to the questions posed in the motivation section of the study, in an attempt to try to solve educational problems through comparative research.

2. LITERATURE REVIEW

2.1 Prepare Kindergarten Teachers in Czech Republic

2.1.1 Kindergarten Teachers' Qualification

The Act on Pedagogical Workers and the Act on Teacher Education, through the so-called professional qualification (theoretically and experientially conditioned entitlement to raise and educate children, youth and adults with regard to society's requirements), the requirements for the teaching profession are defined for individual categories, which are characterized in the relevant laws (Vašutová, 2004).

It is the Act No. 563/2004 Coll., on teaching staff and amending certain laws, which entered into force on 24 September 2004 and it defines (Act No. 561/2004 Coll, 2004):

- in part one § 2 describes who is a pedagogical worker and who performs this activity.
- in part one § 3 describes the prerequisites for performing the function of a pedagogical worker
- in part two § 6 determines how professional qualifications are obtained:

- **Higher education**
- **Higher vocational education**
- **Secondary pedagogical education**

Act No. 561/2004 Coll., on preschool, elementary, secondary, higher vocational and other education, in § 33, expresses the goals of preschool education that kindergarten teachers should fulfill as part of their profession (Act No. 561/2004 Coll, 2004). The law also lists institutions that ensure the acquisition of the necessary qualifications for future kindergarten teachers and this encourages them to come closer. They are in universities, higher vocational schools and secondary pedagogical schools.

2.1.2 Bachelor-level Kindergarten Teachers' Education in Universities

In order to study in the field of kindergarten teachers, the Faculty of Education of the universities in the Czech Republic set up bachelor-level degree programs to preparing future kindergarten teachers.

To enter this field candidates need to be assessed in advance by the University for a number of competencies such as: arts education and music education, as well as basic physical skills. Prerequisites for working with preschool-aged children. The admissions process varies depending on the requirements of the universities. Some universities' faculties of education give candidates a talent test and an admissions interview focusing on Czech language, literature, culture, etc. Some do not require participation, but rather interview students based on their own findings, a method that differs from most admission rules can be found in the faculty of Palacký University in Olomouc. The bachelor-level kindergarten teachers' education programs come out thanks to the Act No. 172/1990 Coll., on universities from their own conditions and ideas, i.e. from their own educational programs, as they were given autonomy by this law (Šmelová, 2006).

According to Brukvovičová, the aim of universities is to offer society and provide students with quality higher education that leads to a certain degree and type of higher education (Brukvovičová, 2006). While studying, the applicant should acquire adequate skills for a future occupation in kindergarten, alternative kindergarten and special kindergarten. The candidate can choose a bachelor-level program. The state final exam with the defense of the bachelor's thesis completes the bachelor's studies and the graduate receives the title of bachelor's degree. It is worth mentioning that studying early childhood education at a university has been possible since 1970. The first accredited bachelor's program was launched in 1993 in Prague (Charles University) and later in other universities as well (Spilková, 2004). According to the standard classification, universities is classified educational level ISCED 5 A (Šmelová, 2006).

2.1.3 Kindergarten Teachers' Competencies

Švec (1999) included teacher competencies as a summary of qualifications that a teacher should be equipped with in order to be able to effectively teach and educate as well as improve their pedagogical activity and which should be shaped, cultivated, or and improved by teacher students. These include innate abilities, skills, pedagogical talents,

and abilities acquired through learning and practical pedagogical activity. They are pedagogical knowledge, skills, and pedagogical experience. Other components of pedagogical competencies are personal properties, students about the concept of teaching, attitude, etc.

Průcha, Walterová, and Mareš(2003)describe the teacher's competence as"a set of professional skills and dispositions that a teacher should be equipped with in order to be able to perform his/her profession effectively.Since there are many different definitions for the term about competence, it is therefore good to know that it is necessary to specify the given topic. In the Czech language, it means "be competent" or "have the appropriate authority and know how to act"literally "to be eligible, entitled.(Brukovičová, 2006, p. 92).

As for the professional competence of a kindergarten teacher, Spilková(2004) proposed the following seven components of professional competencies:

- **Professional subject competence.**
- **Psycho didactic competence,which creates favorable conditions for learning, e.g. motivation to learn, activation of thinking, creation of a favorable social, emotional, and work climate, management of learning processes.**
- **Communicative competence, which applies not only to children but also to parents, colleagues, and social partners of the school.**
- **Organizational and management competence, which relates to planning and projecting their activities, establishing and maintaining order and system.**
- **Diagnostic and intervention competence focuses on children's thinking, feelings, actions, their problems and ways to help them.**
- **Advisory and consultative competence is focused on the relationship with the parents.**
- **Competence of own reflection ones refers to one's own activity as a subject of analysis, to be able to draw consequences from the findings, for example, to adapt one's approach, behavior, and methods.**

Based on the research topic, czech scholar Burkovičová (2006)proposed that today's kindergarten teacher should be a strong personality with natural authority who can convince others of his high qualifications, expertise in the professional field of pedagogy, and practical solutions to questions related to the child's personality.

2.1.4 Kindergarten Teachers' Roles

Vašutová (2004) gives a definition of the role and it represented a summary of the manner of behavior that is expected from an individual in a certain social position. According to Šmelová, the conceptual meaning of the role is "Mission, role, or as expected modes of behavior and action" (Šmelová, 2006, p. 120) and Hartl similarly describes the role. He perceives a role as the behavior of individuals that is expected, desirable, and appropriate in a certain situation (Hartl, 2004). Even if the teacher's role is understood as a whole, we should distinguish teachers according to the type or level of schools (Vašutová, 2004). Since my work is about kindergarten teachers, I will further deal with the definition of roles for this group. According to Tomanová (Šmelová 2006), the roles of a kindergarten teacher are as follows:

- **The role of the caregiver .(she is empathetic to children's need for respect, love, and safety, protects children from possible danger, provides assistance to children and emphasizes the support of a healthy lifestyle. It also leads children to self-care and cleanliness).**
- **The role of the communicator.(manages communication in various situations that may occur in kindergarten, listens, responds, establishes a relationship with parents, children, colleagues, etc. Communicates with children in a spirit of partnership, trust, and respect).**
- **The role of the teacher.(children are taught not only to learn about the world around us, but also to live, act, learn and learn about their possibilities in various life situations, by inducing model and natural situations, they teach children to recognize the meaning of what they learn and discover).**

When creating and dividing roles, it is good to take into account the legislative documents of educational policy. In the Framework Educational Program for Preschool Education (FEP PE,2004),we find both the educational framework for working with children of preschool age and also the requirements for kindergarten teachers. According to Šmelová (2006), it was proposed by Framework educational program about kindergarten teachers in the following five roles:

- **The role of the protector and professional care provider (providing professional care and creating a welcoming and friendly environment).**
- **The role of the mediator of knowledge and experience (conveying and incorporating knowledge into the kindergarten curriculum, using and creating situations for conveying experiences, using strategies and methods when working with children).**
- **The role of advisor and initiator (the use of an educational strategy for**

learning new knowledge, acquiring knowledge and skills, creating conditions for the formation of correct attitudes, counseling in solving various situations that children encounter in everyday life).

- **The role of the manager (participation in the creation of school and class educational programs according to the Framework Educational Program for Pre-school Education, the use of appropriate evaluation tools, the ability to innovate education, create aids and specific educational strategies both for individuals and for the whole class.)**
- **The role of diagnosis and clinic (diagnosing the interests and needs of the children she works with, identifying problems and their possible sources, evaluating the children's personality development based on pedagogical diagnostics, appropriate intervention, and communication with parents, colleagues, and other school partners).**

2.1.5 Kindergarten Arts Education

Hazuková (2011, p. 11-13) proposes a definition of arts education in kindergartens. He defines arts education as an integrated space in which it is possible to create particularly favourable conditions for simultaneous arts education, even in kindergartens, as a process of conscious action with children through special means and the realisation of its general educational and special functions. According to the Framework Education Programme for Pre-school Education, the concept of arts education is not used as a field. Children develop through creative activities. Artistic activities may be linked to other physical or musical activities in the implementation of integrated educational areas (Vondrová, 2005).

The objectives of arts education are based on the Framework Education Programme for Pre-school Education. arts education has specific aims, which include: developing imagination and creativity, mastering the surrounding reality, the relationship between people and objects, and developing primary graphic skills and technical skills in artsthrough artistic interconnections. (Vondrová, 2005). The common goal of arts education is to enable children to perceive themselves and, through themselves, the environment around them, the world around them. Ask questions and look for information in the field of artsand visual culture. But also to look for answers. (Valachová, 2010)

For children's arts education, the activity of creating artsfor children comes naturally to them. Even a small child will pick up crayons and scribble on the wall. These activities should come from the child's own interests or current situation, for example, visiting a theatre. Watching a squirrel in a tree. Build a snowman. Art-making by pre-school

children should be understood as an attempt to record experiences, ideas and experiences while learning about the world. The typical mode of children's perception is joint perception, i.e. perceiving with all the senses while not drawing boundaries between individual forms of creative expression (e.g. visual, musical or motor) in a spontaneous creative process. Thus, in pre-school education, an integrated conception of the content of the various domains dominates (Stadlerová, 2011). Before carrying out creative activities, the teacher must be clear in advance how she will organise them. Whether the teacher and the children will prepare for individual or group work. In the work area, it is important who will prepare and clean the tools, and the materials they will use. The materials they will use are an important part of the preparation so that the activities can be fully distributed. As the children progress, it is important to prepare an important part of the activity in advance. This means where they will put the finished work. This means where they will put the finished work and where they will display it, for example, in a place on a noticeboard (Hazuková, 2011, p. 82).

The possibility of expressing oneself with the help of creative activities is crucial for the kindergarten child. Artistic expression refines his aesthetic perception and helps him to express his ideas about the world around him (Bezděková, 2016). Children's drawing, like other graphic and artistic expressions, is historically and ontologically considered to be one of the first spontaneous manifestations of an individual's spiritual life. It can be a statement about the child's inner life, his thoughts, interests, feelings or experiences, and is associated with his current psychological state and personality structure. (Šupšáková, 2013). Each teacher should choose an appropriate motivation for a particular artistic activity so that it is necessary for the child to participate in it (Hazuková, 2011). According to the Framework Education Programme for Pre-school Education, motivation should not be artificial, but should always be based on the child's current needs or some other situation. An example is a visit to the zoo (Vondrová, 2005). We should respect children's creative expression and understand its specificity. Children use their own understanding to describe their perception and understanding of the world around them. They use a huge amount of imagination and parents or teachers should not interfere with their creativity, even if it seems incomprehensible (Uždil, 2002, p. 119). We try to allow the child to express his creation. In our conversations with children about creation we try to provide them with new vocabulary, for example, we include new terms in our conversations (e.g. brushes, coloured paint etc.) In the kindergarten arts education activities we can also use the aesthetic education approach, in which we include the

method of mindless perception. The teacher brings and places an arts object in the classroom. The children do not work with that object from the very beginning. It can naturally draw children's attention and bring positive effect (Hazuková, 2011).

To sum up, this part will collect and organize the literature related to "Prepare to be kindergarten teacher in Czech Republic", combined with the themes in this research, the themes of the literature include: Kindergarten Teachers' Qualification, Bachelor-level Kindergarten Teachers' Education in Universities, Kindergarten Teachers' Competencies, Kindergarten Teachers' Roles, Kindergarten Arts Education. Because there is very little literature on the subject of this research, the research on kindergarten teacher education from a comparative perspective between China and the Czech Republic is still blank, and the researchers' cognition of kindergarten education in the Czech Republic from their Chinese learning experience is still very superficial. , The knowledge of kindergarten teacher education in Czech is almost zero. This part of the literature is from Czech researchers. By sorting out the literature, it helps researchers and readers understand how to prepare to be kindergarten teacher in Czech Republic.ave reached (Hazuková. 2011).

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2.2 Prepare Kindergarten Teachers in China

2.2.1 Kindergarten Teachers' Qualification

Before 2015, there were two solutions in China about the acquisition of kindergarten teacher qualifications. The first solution was for teacher trainees. The Three-Year Secondary Kindergarten Teacher Normal School Teaching Program (for trial), issued by the Ministry of Education (1995) in China, stipulated that teacher-training graduates applying for kindergarten teacher certification .Meng (1995) participated in the revision of this document and suggested in his commentary that secondary kindergarten teacher training schools should strengthen quality education for all-round development.

The State Council of China promulgated the Teachers' Qualifications Regulations, which further defined the conditions for certification of kindergarten teachers, certification procedures, certification methods, and implementation agencies. Later, the Ministry of Education of China (2000) promulgated the Implementation of the Teachers' Qualifications Regulations, which no longer rested on the level of vague principles, but further defined the conditions for teacher certification. In the certification phase, the first step is for the teacher to be certified as a teacher. In the certification stage, the initial review is first conducted by the teacher qualification institution or the entrusted university in a timely manner based on the materials submitted by the applicant; then, the teacher qualification expert committee composed by the teacher qualification institution or the entrusted university is reported to the teacher qualification institution or the entrusted university in accordance with the test methods and standards specified by the provincial education administrative department; finally, the teacher qualification institution, based on the The teacher qualification expert review committee will make a conclusion on whether to recognize the teacher qualification within 30 working days from the date of termination of the application acceptance period and notify the applicant of the result. Those who meet the statutory requirements for recognition will be issued a kindergarten teacher qualification certificate (Jiang, 2015).

The second solution is for non-student-teacher graduates to apply for kindergarten

teacher qualifications. Who are required to pass the kindergarten teacher qualification examination: it includes a written test and an interview to examine the basic qualities and abilities of the candidates in education and teaching. However, the above two solutions of obtaining kindergarten teacher qualifications in China were unified in 2015. In order to improve and guarantee the quality of teachers, the Chinese Ministry of Education (2015) issued the Provisional Measures for Primary and Secondary School Teacher Qualification Examination, according to which teacher-training graduates will not be able to obtain teacher qualifications directly, but will all have to take a nationally administered teacher qualification examination. Referring to the Standards for Primary, Secondary and Kindergarten Teacher Qualification Examinations (Trial) issued by the Chinese Ministry of Education (2011), which The Standards for Kindergarten Teacher Qualification Examinations (Trial), which sets out the objectives and content of the Kindergarten Teacher Qualification Examinations (see Table 2.1).

Table 2.1 Indicators on the Content of the Kindergarten Teacher Qualifications Examination in China

First-level Indicator	Second-level Indicator	Third-level Indicator
1.Occupational Ethics and Basic Literacy	1.1 Occupational Philosophy	1.1.1 Care for young children and respect the human dignity and fundamental rights of each child. 1.1.2 Understand the importance of early childhood education in the development of the whole person throughout life and recognize that early childhood education must be based on the holistic development of each child. 1.1.3 Understand the honor and responsibility of the teaching profession and have a passion for working in early childhood education. 1.1.4 Understand the requirements for the professional development of kindergarten teachers and have a sense of lifelong learning and self-development.
	1.2 Occupational Norms	1.2.1 Be aware of the main national laws and regulations on education and be aware of the Convention on the Rights of the Child. 1.2.2 Be familiar with the code of professional ethics for teachers and be able to evaluate ethical issues in the practice of care and education. 1.2.3 Understand the professional characteristics and professional conduct of kindergarten teachers and be able to consciously regulate their own professional behavior. 1.2.4 Have a sense of love, patience, and responsibility.
	1.3 Basic Literacy	1.3.1 Understand general knowledge of natural and humanities and social sciences, and be familiar with common early childhood science books and literature. 1.3.2 Have good artistic and aesthetic skills. 1.3.3 Have good interpersonal and communication skills. 1.3.4 Have certain reading comprehension, language and written expression, and information acquisition and processing skills.
2.Educational Knowledge and Applications	2.1 Pre-school Children Development	2.1.1 Understand the basic principles of infant and toddler development 2.1.2 Understand the basic laws of physical and psychological development of infants and toddlers. 2.1.3 Understand the individual differences in the development of infants and toddlers and the reasons for their formation, and be able to use relevant knowledge to analyze relevant problems in education. 2.1.4 Understand the basic methods of studying young children and be able to gain a preliminary understanding of the developmental status and educational needs of young children based on these methods.
	2.2 Principles of Pre-school Education	2.2.1 Master the basic theories of education and be able to analyze educational phenomena and problems. 2.2.2 Master the basic theories of preschool education and be able to analyze the phenomena and problems in preschool education. 2.2.3 Understand a brief history of the development of early childhood education and the educational ideas of children by famous educators, and be able to analyze them in relation to the real-life problems of early childhood education. 2.2.4 Understand the basic principles of early childhood education and the basic characteristics of early childhood education that are different from those of primary and secondary education, and be able to analyze problems in the practice of early childhood education. 2.2.5 Understand the meaning and role of early childhood play. 2.2.6 Understand the purpose and meaning of kindergarten environment creation and design and classroom management. 2.2.7 Be familiar with the Kindergarten Education Guideline and understand the dynamics of educational reform.
3.Knowledge and Competence in Childcare	3.1 Instruction of Kindergarten Day Life	3.1.1 Be familiar with the main aspects of the kindergarten day and have the awareness of integrating education into the kindergarten day. 3.1.2 Understand the content and requirements of routine education and the methods of cultivating good living and hygiene habits of young children. 3.1.3 Understand the basic knowledge of health and safety of young children and the basic methods of handling common problems and emergencies.
	3.2 Creation and Design of Kindergarten Environment	3.2.1 Be familiar with the principles and basic methods of creating the environment for young children. 3.2.2 Understand the importance of teachers' attitudes, words and actions in the formation of the kindergarten psychological environment, and be able to self-regulate. 3.2.3 Understand the functions of common activity areas in kindergartens and be able to create and design appropriate activity areas according to the needs of children. 3.2.4 Understand the importance of coordinating various educational forces such as family and community, and understand the basic methods of communication with parents.
	3.3 Instruction of Game Activities	3.3.1 Be familiar with the types of games for young children and the characteristics and main functions of their various types of games. 3.3.2 Understand the characteristics of children's play at all ages and be able to provide support and guidance as needed.
	3.4 Organization and Implementation of Educational Activities	3.4.1 Be able to select educational content, determine activity goals, and design educational activity programs according to educational goals and children's interests and needs, and age characteristics. 3.4.2 Acquire basic knowledge and corresponding teaching methods in the areas of health, language, social, science, and art for young children. 3.4.3 Understand the connections between the domains and the meaning and methods of carrying out integrated educational activities. 3.4.4 Pay attention to children's performance and responses during activities and be able to make adjustments accordingly. 3.4.5 Pay attention to individual differences and be able to give guidance according to the individual needs of children.
	3.5 Educational Evaluation	3.5.1 Understand the purpose and methods of kindergarten education evaluation, and be able to evaluate and reflect on care and education work. 3.5.2 Be able to correctly use evaluation results to improve care and education work and promote the development of young children.

This is the most authoritative indicators of the content of the Kindergarten Teacher Qualification Examination in China. And the main indicators include three aspects: occupational ethics and basic literacy, educational knowledge and applications, knowledge and competence in childcare. In summary, it can be seen that after the education reform through 2015, if one wants to be qualified as a kindergarten teacher in China, both teacher trainees and non-teacher trainees have to take the national kindergarten teacher qualification examination, which mainly involves the following subjects: professional ethics and basic literacy, educational knowledge and application, and knowledge and ability of teaching and learning. In addition, there are educational requirements for taking the kindergarten teacher qualification examination, which stipulates that teacher-training graduates should have at least an early childhood teacher training school graduation or above, and non-teacher-training graduates should have a college graduation or above. In addition, the validity of the teaching qualification was changed from being valid for life to being registered every five years, based mainly on teacher performance, annual assessment and training (Ministry of Education, 2015).

2.2.2 Bachelor-level Kindergarten Teachers' Education in Universities

The Higher Education Law of the People's Republic of China (1988) states that "the basic duration of bachelor-level education shall be four to five years". In China, the bachelor-level kindergarten teacher education program is usually translated as "Pre-school Education" in the catalog of Bachelor's Major in General Higher Education (1988). In the Catalog of Bachelor's Major in General Higher Education (1988), it is stated that the bachelor's level major in preschool education has a typical duration of 4 years, and the bachelor's degree in education is awarded upon graduation. According to the China Education Network (2020), by 2020, 424 universities in China will offer bachelor-level teacher education programs for the purpose of training future kindergarten teachers. The literature related to bachelor-level kindergarten teachers' education in Universities focuses on research related to the preparation models of bachelor-level kindergarten teachers. The literature compiled by the researcher includes the following topics:

- **The developmental goals**
- **The setting of curriculum**
- **The practice and teaching.**

About the developmental goals. Yang and Cao (2009) suggest that the orientation of the developmental goals of bachelor-level majors in preschool education in higher education should be based on the principles of equal emphasis on theory and practice, concepts and skills, and education and competence, and that the new concept of early childhood development should be highlighted and emphasise in the bachelor's degree: professional knowledge and skills (Liu (2013) argues that the training objectives of this course in preschool education have ambiguous orientation leading to no characteristics, unclear hierarchy leading to weak application of practical skills, and lack of connection between developmental objectives and practice. Li (2022) analysed the training programs about training kindergarten teachers at the bachelor-level level and found that the construction of the system of the curriculum of preschool education in many universities was not perfect, and gave suggestions for improvement from the government and education departments.

About the setting of curriculum. Yu and Hou (2017) argue that the curriculum should start from students, reflect professional characteristics and requirements, follow the principle of combining theory and practice and outline the problems of the curriculum structure, and propose reforms to integrate curriculum modules and increase the proportion of skills and practice courses. Jiang and Wu (2020) analyzed the current situation of the curriculum of this major and proposed to offer a variety of elective courses, increase the number of skills and techniques courses in the major curriculum, and provide practice opportunities. The countermeasures of providing opportunities for practice It can be found that the views of Chinese scholars focus on the issues of course content involving many and mixed, and unreasonable course structure. At the same time, scholars emphasized the need to increase the number of skill classes (especially artistic skill classes).

About practice and teaching. Chen (2019) proposed classroom, experimental training and children's educational institution platforms to achieve an expanded practice platform. Some scholars also suggest coherent practice throughout the four years of university to achieve a full range of practice in and out of school practical training bases to promote students' professional competence (Wang & Ma, 2020). In addition, some scholars believe that teacher-student interaction in classroom teaching presents low frequency, little time, one-way type interaction, and single form, thus advocating teachers to adopt more teaching methods such as dialogue, discussion, and inquiry to increase the learning effect to improve problem analysis and solving ability (Wang, 2020). In terms of the

impact of teaching practice on competencies, Li (2022) believes that educational practice is an important part of preschool students' professional learning and development, and is His study found that nine competencies, namely, "practice of teacher ethics", "practice of teaching", "practice of teaching", "practice of teaching", and "practice of teaching". His study found that nine competencies, namely, "practice of teacher ethics", "communication skills", "learning skills", "reflective skills", "observation and feedback", "information technology", "self- awareness", "professional awareness" and "professional sentiment", are important factors, they should be taken into account. Preschool students and their training schools should strengthen the development of students' identity, build learning communities in educational practice, emphasize Preschool students and their training schools should strengthen the development of students' identity, build learning communities in educational practice, emphasize personalized guidance in practice, and improve the measurement of expressive competence in educational practice. In addition, Hu (2022) argues that "dual-teacher" (the unity of both theoretical and practical teachers) teachers have both theoretical knowledge and practical skills, which are conducive to improving teaching quality and achieving better teaching results.

2.2.3 Kindergarten Teachers' Competencies

According to the relevant literature, Chinese scholars have conducted studies on kindergarten teachers' professional competencies from different perspectives. After the researcher has summarised the analysis of the relevant literature, the studies mainly focus on seven main competencies of kindergarten teachers in China:

- **The competency of creating and designing kindergarten environment,**
- **The competency of organising and caring for kindergarten life in a day**
- **The competency of supporting and guiding play activities**
- **The competency of designing and implementing educational activities**
- **The competency of motivating and evaluating education**
- **The competency of communication and cooperation**
- **The competency of self-reflection.**

About the competency of creating and designing kindergarten environment. in exploring

the current status of teachers' competency in creating educational environment, Xiao (2018) found that there was a negative correlation between teachers' teaching experience and kindergarten teachers' competency in creating educational environment in many aspects, mainly in the ability to put in play. Cao (2014) found that teachers' age was negatively associated with their ability to create educational environments, mainly in their ability to put up play materials and create interactive opportunities for children. Cao (2014) found that novice kindergarten teachers developed more quickly in their ability to create and use the environment, and teachers generally reported that it was easier to master the creation of the kindergarten environment than other areas of competency. Wang (2016) found that novice teachers lacked educational thinking about the creation and use of the environment, and in most cases, they were trying to cope with their work in the school, creating environments that focused on beautifying effects rather than on their educational functions, and were not good at using environmental resources for educational purposes. Huangpu (2019) found that teachers with 6-10 years of teaching experience were significantly more competent than teachers with other teaching experience in providing regional materials, followed by teachers with 10-15 years of teaching experience, poorer than teachers with more than 15 years of teaching experience, and the least competent than teachers with less than 5 years of teaching experience; in terms of the ability to develop regional routines, teachers with 10-15 years of teaching experience were significantly more competent than teachers with other teaching experience. In terms of competence in creating regional routines, teachers with 10-15 years of teaching experience were significantly more competent than teachers with other teaching experience, followed by teachers with 6-10 years of teaching experience, teachers with more than 15 years of teaching experience, and teachers with less than 5 years of teaching experience; teachers' competence in creating regional spaces was not affected by teachers' teaching experience, and the analysis indicated that teachers with more than 15 years of teaching experience lacked a certain level of enthusiasm for their work and thus performed less well in various aspects of competence in creating regional play environments.

About the competency of organising and caring for kindergarten life in a day. Cao (2014) found that novice kindergarten teachers had good levels of competence in organising and caring for a day, and most novice teachers had a more accurate concept of preschool education and could actively focus on the Wang (2016) found that novice kindergarten teachers had a biased understanding of kindergarten life routines and a lack of experience,

which weakened the educational connotation of life activities, and although they could grasp the daily life routines as soon as possible, they lacked certain experience and vigilance in safety prevention and accident handling. Han (2017) found that new kindergarten teachers have a better perception of the competency of organizing and caring for daily life, can master all aspects of daily life, consciously cooperate with caregivers to complete care work, and can grasp the opportunity to conduct safety education and random education, but are less competent in classroom management.

About the competency of supporting and guiding play activities,. Cao (2014) found that novice kindergarten teachers basically have some good and correct conceptual understanding in supporting play activities, but in actual competency there is a big difference from the standard requirements, and novice kindergarten teachers lack innovation and multidimensional thinking in play. The novice kindergarten teachers lacked innovation and multidimensional thinking in play activities, lacked guidance ability, and had a poor level of game organization. Li (2016) pointed out that experienced teachers were significantly more capable of creating and guiding play environments than mature teachers, and the survey concluded that the former were more capable of designing play activities that took into account classroom characteristics and children's age and interests, and were able to use play materials more rationally. According to Ren (2017), kindergarten teachers with more than 11 years of teaching experience were significantly more capable of supporting and guiding play activities than teachers with less than 10 years of teaching experience, and the analysis suggested that teachers with more teaching experience were able to grasp opportunities to encourage children's play, while new teachers were more concerned with maintaining the order of play and lacked specific attention and guidance for children's play.

About the competency of motivating and evaluating education. Cao (2014) found that novice kindergarten teachers basically had some accurate concepts of teaching activities, but in the actual teaching activities, their teaching activities competency was difficult to adapt to the actual learning needs of young children. Li (2016) et al. pointed out that novice kindergarten teachers have a low level of competence in organizing and implementing educational and teaching activities, and found through their investigation that novice teachers lack the ability to independently and independently develop teaching plans and design teaching programs. Ren (2017) pointed out that kindergarten teachers with more than 11 years of teaching experience were significantly more capable of designing and implementing educational activities than teachers with less than 5 years of

teaching experience, and analyzed that novice teachers were overly concerned with the organization of teaching activities and lacked the pursuit of children's learning needs due to their own inexperience, but teachers with higher teaching experience had the problem of ability due to the solidified ideology of the teaching model and the saturation of work experience needs slow development. Liu (2018) found by investigating kindergarten teachers' child behavior observation and support literacy enhancement that teachers with two to five years of teaching experience lacked time and experience to conduct professional child observation and documentation, and rarely and hardly designed curriculum based on observation, and had insufficient expertise and competence in this area. Guo (2020) found that kindergarten teachers with more than 10 years of teaching experience were significantly more competent in planning and implementing educational activities than those with less years of teaching experience, and the analysis indicated that the more experienced kindergarten teachers were, the more aware they were of improving their professional skills. Both types of teachers neglected the development of children's creativity and expressive skills and gave poor quality feedback.

About the competency of communication and cooperation. Wei (2019) found that there were significant differences in teachers' authentic, multiple, process, and comprehensive evaluation competencies by teaching age, and the overall trend was that the level increased with teaching age, and the analysis concluded that teaching age was one of the important factors influencing teachers' judgments about children's development, but due to burnout, teachers with 5 to 10 and 10 to 20 years of teaching experience had low levels of developmental evaluation competencies. Wang (2016) found that novice kindergarten teachers lacked in-depth knowledge of young children's development, making it difficult to make objective and targeted evaluations. Ren (2017) noted that kindergarten teachers with more than 11 years of teaching experience had significantly higher motivational and evaluative skills than those with less than 5 years of teaching experience, and concluded through observational analysis that individual teachers with low teaching experience Zhang (2018) found through a survey of kindergarten teachers' evaluation literacy that kindergarten teachers' evaluation literacy increased with teaching age, and teachers with more than 20 years of teaching experience were significantly better than teachers of other teaching ages, especially in evaluation skills, and teachers with 11 to 20 years of teaching experience had a small drop in evaluation knowledge development. The analysis suggests that as kindergarten teachers get to know young children better, their self-evaluation criteria are stricter and they find it difficult to evaluate easily, and to some extent they

show negativity about improving their evaluation skills due to burnout. Huangpu (2019) found that the higher the teaching age of teachers, the stronger their teacher-child interaction ability and the better their teacher-child relationship, but in terms of teacher-teacher communication skills, teachers with 6 to 10 years of teaching experience showed higher levels of competence, followed by teachers with more than 15 years of teaching experience, poorer teachers with 10 to 15 years of teaching experience, and worst teachers with less than 5 years of teaching experience. Guo (2020) similarly found that kindergarten teachers with more than 10 years of teaching experience were less competent than teachers with less than 10 years of teaching experience in terms of communication and cooperation, analyzing that teachers at the former stage already had their own inherent teaching patterns and rich experience, and therefore were usually able to solve teaching problems or other issues based on their experience, and lacked communication with teachers with shorter teaching experience.

About the competency of self-reflection. Cao (2014) found that novice kindergarten teachers mostly have some awareness of reflection, but in practice the teachers' reflection level is poor and lacks routinization and reflective effect. Li (2016) pointed out that novice kindergarten teachers had the lowest level of reflection and developmental skills dimension, with research showing that about more than one-third of kindergarten teachers at that stage did not have the habit of writing teaching reflection, and most of them relied more on external support to enhance their professional development rather than actively focusing on their own development, and were not highly motivated to learn on their own; although experienced teachers could conduct experimental teaching reflection. Although experienced teachers can try to reflect on teaching, there are still many problems in the process of reflection, such as the single form of reflection and the lack of comprehensiveness of reflection content; mature teachers have difficulty in carrying out regular teaching reflection because their energy is dispersed by various pressures, which makes them vulnerable to bottlenecks in development; although research teachers have matured in various aspects and have rich working experience, they are still lacking in the ability of reflection and development, and their awareness of professional development is gradually weakening. Although research-oriented teachers have matured in all aspects and have rich working experience, they still lack the ability to reflect and develop, and their awareness of professional development has gradually weakened, and their ideology has been slow to change. Guo (2020) also found that kindergarten teachers with high teaching experience lacked the ability to reflect and develop, and most of them believed

that their qualifications could meet their work demands and were in a state of saturation rather than actively seeking professional development.

In summary of this part, researchers have explored seven specific areas of professional competencies development for kindergarten teachers. What is more consistent in their findings is that kindergarten teachers' development in each specific professional competency tends to develop with the age of teaching, but teachers at all stages of development have uneven professional competency development and vary in their performance in specific professional competency levels.

2.2.4 Kindergarten Teachers' Roles

Chinese scholars began their research on the role of kindergarten teachers in the 1930s. In 1932, the Republic of China issued the Kindergarten Curriculum Standards, which stated the roles of the kindergarten teacher as follows: "The kindergarten teacher is the guide of children's activities and the referee of children's problems, 1995). The roles of kindergarten teachers are described in the fifteen recommendations for running a good kindergarten by the famous Chinese educator Mr. Chen Heqin: "The kindergarten teacher should be a friend of the children and should teach the children in the process of playing with them in order to make them not afraid. Kindergarten teachers should have adequate training in a variety of teaching skills as well as a wealth of natural and social knowledge" (Chen, 2007).

In the 21st century, governments in various countries have increased their attention to preschool education and introduced many policies to promote the development of preschool education. In China, the Ministry of Education (2001) issued "The Guidance of Kindergarten Education, (trial version)", in which the role of early childhood teachers is clearly stated that "early childhood teachers should be supporters, collaborators, and guides of children and learning activities. The role of the kindergarten teacher is clearly stated in the document: "The kindergarten teacher should be a supporter, collaborator, and guide of children's learning activities. The role of the kindergarten teacher is discussed. As a professional worker in early childhood education, the kindergarten teacher is entrusted with the responsibility of the state and society. At the same time, modern society is in a period of rapid change, with significant changes in social life, economy, culture, and education. The new era emphasizes that early childhood teachers should assume the following roles: facilitators of early childhood development, supporters

of early childhood learning, and researchers in early childhood education (Wang & Yue, 2019).

In this new period when the role of teachers is undergoing important and profound changes, especially in the Chinese Ministry of Education, the Department of Teachers' Work Group (2013) provides a deeper reading of the content of the important national document, "professional standards for kindergarten teachers," in which the roles of the teacher is reconceptualized and interpreted to further the understanding of the teacher's role in early childhood development. The researcher synthesizes the content of the national document "Professional Standards for Kindergarten Teachers". The researcher synthesized the content of the national document and mainly sorted out seven roles of kindergarten teachers including :

- **The creator of the kindergarten classroom environment**

Human development is the result of positive interaction with the environment. Children are influenced by their environment in the course of their activities. They transform themselves in the process of transforming their environment. Therefore, teachers should be the creators of a good environment. This role not only highlights the professionalism of teachers, but also plays a pivotal role in the development of children. In fact, teachers are also an integral parts of the environment in which children grow up. If they do not create a good environment, there is no way to talk about children's development and preschool education will only pale in comparison. The teacher's role in creating an environment includes establishing good teacher-child relationships, establishing classroom order and rules, creating an educational environment that helps children grow, and using resources wisely.

- **Organizer of the kindergarten day**

The kindergarten day is full of educational elements, such as meals, washing, naps and other small things that we usually see in life, but they are not negligible for preschool education. Early childhood teachers should arrange and organize all aspects of the kindergarten day in a reasonable way, so that education can be integrated into the day and educational objectives can be flexibly and appropriately penetrated into the day.

- **Instructor of play activities**

Play is an activity that children voluntarily participate in for the pursuit of happiness, and

kindergartens should take play as the basic activity and include education in all activities. Before teachers start the game activities. First of all, teachers should provide play conditions that meet children's interests and needs, age characteristics and other factors, including the creation of play areas, time guarantees, etc.; secondly, they should make full use of and reasonably design the space for play activities, provide rich and suitable play materials, support, trigger and promote children's play.

- **Implementers of educational activities**

Educational activities in kindergartens run through all aspects of children's daily life and directly affect children's effective learning and development, so teachers' professional competence is especially crucial at this level. Teachers are expected to develop phased educational activity plans and specific activity programs prior to the activities to ensure that the educational activities are implemented in an orderly manner. In the process of educational activities, they should be child-oriented, observe and understand children's performance, and adjust activities at any time according to children's actual needs.

- **Evaluators of children's growth**

Children's behavior and developmental changes are important to evaluate. Teachers must look at children through a developmental lens and use appropriate roles to evaluate children's growth. For evaluation to be effective. Early childhood teachers must pay attention to the progress of children as they grow. They must identify and provide timely and appreciative comments. This will stimulate and protect children's motivation and self-confidence. In the evaluation process, teachers should use a variety of methods to understand and evaluate children objectively and comprehensively. After the evaluation, the evaluation results should be used effectively to guide the next educational activities.

- **Communicator for joint education between families and kindergartens**

Kindergartens facilitate the work and study of parents. We guide kindergartens and families in the implementation of scientific care and education. Teachers and parents communicate and cooperate effectively to promote the development of children together. In particular, we need to change some parents' misconceptions about education and make parents partners of kindergartens, while teachers should help kindergartens establish a good relationship of cooperation and mutual assistance with the community.

- **Reflector of Self-Development**

Teachers should take the initiative to collect and analyze relevant information from teaching activities, and constantly reflect on them to improve their teaching and learning. In response to the real needs and problems in educational activities, they should explore and research, and propose practical solutions. In particular, teachers should formulate their own professional development plans, constantly summarize their strengths and weaknesses, and strive to improve their professional quality.

2.2.5 Kindergarten Arts Education

The "Learning and Development Guideline for Children Aged 3 to 6" issued by the Chinese Ministry of Education (2012) states, "The key to teaching activities in the arts area of kindergarten is to create sufficient conditions and opportunities for children to develop. The "Learning and Development Guideline for Children Aged 3 to 6" states, "The key to kindergarten arts teaching activities is to create sufficient conditions and opportunities for children to develop their feelings and experiences of beauty so that their imagination and creativity can flourish. In the process of children feeling and discovering beauty with their hearts, they express it in their own way." The core goal of kindergarten arts education in China, as interpreted from the spirit of the document, is to improve children's aesthetic ability in the process of feeling and appreciation in arts activities, and to develop children's imagination and creativity in the process of expression and creation. related the field of kindergarten arts education in China, the researcher collected relevant Chinese scholars' perspectives on topics including:

- **Kindergarten arts education methods**
- **Kindergarten arts education practices**
- **Contemporary problems in kindergarten arts education**

In the aspect of kindergarten arts education methods, an important textbook used in teacher education programs to prepare future kindergarten teachers in China is the book *Guidance for kindergarten arts education activities* by Xian and Liu (2014). This book systematically interprets the basic theory and practical operation of kindergarten arts education activities, This book systematically interprets the basic theory and practical operation of kindergarten arts education activities, and explains the core concepts of arts education, the goals and contents of education, the implementation suggestions for educational activities, and The design of educational activities from the aspects of music

education and arts education. and case analysis, educational activities evaluation Through case demonstrations, this book introduces the methods of organizing various types of arts education activities, and solves Through case demonstrations, this book introduces the methods of organizing various types of arts education activities, and solves some of the confusions encountered by teachers in arts education activities.

Jin (2012) argues that arts education in kindergarten is based on preschool children's artistic development needs and experiences, and through various means such as games, group activities, and children's daily life, preschool children are inculcated with various arts activities involving music, art, and drama in a purposeful, planned, and organized manner to help children build up an aesthetic mental structure with artistic creativity and aesthetic ability as the core in arts activities. The purpose of arts education is to help children build up an aesthetic psychological structure centered on artistic creativity and aesthetic ability, to improve their aesthetic psychological quality, and to promote the perfection of their personality. Kindergarten arts education is a dynamic and active process, a co-creative process based on children's spiritual and emotional needs, established in an equal dialogue between teachers and children, and growing up in a harmonious and interactive teacher-child relationship. Wang (2019) proposed that the creation and design of artistic environments in kindergarten classrooms is a very important teaching tool for kindergarten arts education and found that kindergarten teachers in China nowadays lack a certain level of creativity in creating artistic In addition, Huang and Li (2021) proposed that kindergartens should give a full use to the emotional function of arts education, use play as In addition, Huang and Li (2021) proposed that kindergartens should give a full use to the emotional function of arts education, use play as the basic activity, take life as the main content, and research and explore arts education that meets the physical and mental needs of young children.

In the aspect of kindergarten arts education practices. Some Chinese scholars proposed that kindergarten arts integration activities are a form of teaching and learning that is in line with the cognitive rules of young children. Kindergarten arts activities can find an entry point for integration in terms of thematic objectives, attaching importance to the links between music and the fine arts; determining the means of integration in the development of activities, forming an integration model, and finding innovative points of integration in the creation of the environment, such as integrating painting in music activities and performing in arts activities (Jin, 2015; Xiao, 2018; Zheng, 2019).In addition, the research team of Hangzhou Early Childhood Teacher Training College of

Zhejiang Normal University introduced the "ecological view" from life sciences into the field of preschool arts education for the first time, and considered that "ecological arts education" with integrated life sciences is an important orientation to achieve the harmony and unity between children and nature, pursue the perfection of children's personality, and form children's perfect personality through the integration of drama, art, dance, and other arts disciplines to make children relate to arts and nature, arts and science, and arts and emotion, so that children can become a fully developed whole person with good aesthetic sensibility, good worldview, and healthy psychology (Xian & Liu , 2014; Li,2019).In terms of kindergarten teachers' arts practices, several Chinese scholars proposed the importance of kindergarten teachers' practical arts teaching skills to early childhood education, and explored solutions to improve kindergarten teachers' practical arts teaching skills from three aspects: the ability to play piano and sing songs for young children, the ability to create and perform dances for young children, and the ability to teach drawings for young children (Shao, 2015; Wang, 2019).In addition, as for the kindergarten arts courses in teacher educational framework,which focu on three modules: "basic theoretical knowledge, professional skills training and professional practice", and explained the value of practical teaching for the development of students' professional practice skills, with a view to strengthening the relevant aspects of practical teaching (Zhao, 2021).

In the aspect of contemporary problems in kindergarten arts education . Several Chinese researchers (Jin, 2015; Zheng, 2019; Li, 2020; Kang, 2022) point out that future research should pay more attention to the integration or penetration of the five major areas of kindergarten education with each other and avoid the fragmentation of the kindergarten arts education area from other teaching areas. However, there are still most people currently pointing the goal of kindergarten arts area teaching wrongly to the improvement and development of arts skills, and the teaching process is based on direct teaching and repeated practice. The subjectivity of young children is ignored, their feelings and experiences are neglected, and the results of the presentation of their works are wrongly reflected as the standard. Moreover, the material of early childhood thinking structure is mainly concrete images and representations, so in the usual teaching activities, we should consciously create concrete image situations for children to stimulate their interest and introduce the content learned into them. Contextual teaching is the creation of various contexts, based on the goals of arts and aesthetic education and the actual situation of children, so that children are placed in a contextual learning environment, which is bound

to promote the good development of children's emotions and personality and enhance the teaching effect.

The literature review in this section discusses several aspects of "Preparing to be a kindergarten teacher in China", from which the standard requirements for kindergarten teachers in China, as well as the roles and competencies of kindergarten teachers in China, are understood. Based on the needs of this study, this section of the literature reviews also discusses relevant research on the topic of bachelor-level teacher education and on the field of Kindergarten arts education. This section of the literature reviews also discusses the relevant research in these two areas, and through the literature review, identifies the current problems in kindergarten arts education in China, which is the topic that this research will attempt to solve.

2.3 Summary

In the chapter of overall literature review, I collected related literature around the theme “prepare to be a kindergarten teacher” in Czech Republic and in China. Based on the research title, the researcher divided the contents into five topics:

- ✓ **Kindergarten Teachers’ Qualification**
- ✓ **Bachelor-level Kindergarten Teachers’ Education in Universities**
- ✓ **Kindergarten Teachers’ Competencies**
- ✓ **Kindergarten Teachers’ Roles**
- ✓ **Kindergarten Arts Education**

Around the above five topics’ literature , the researcher tried to find a way to know more description and findings closely with the theme of this dissertation. Due to the limitation of language, most of the literature from Czech scholars were translated from Czech Language to English. To some extent, the literature from Czech Republic that could be found not as many as the literature from China. But the researcher tried the best to gather, classify and summary. And the overall purpose is to find what the previous research findings had been done and to find what the shortage of previous findings. Then, my dissertation will try to some different research solutions to promote the research in the area. Combined with my research motivation, the researcher will try to solve questions

about the field of kindergarten arts education in China from a comparative research perspective (between Czech Republic and China). From Chinese literature, we could see that most of the Chinese researchers had been analyzed the overall framework of Chinese kindergarten teachers' education programs, and they had also found some educational problems from current kindergarten teachers in arts education. Also, most of the Chinese researchers suggested to be creative and find new solutions. However, when the researcher summarized the same topic literature from the Czech Republic, from the comparative perspective to review the previous research, the researcher found a question in the selected research area:

It's not very wise that the Chinese researchers just suggested the kindergarten teachers should try to try something new to solve current problems in the selected research area. But how can they try something new with the current framework? Also, previous research had some findings about the current framework of teacher education programs and found some educational results and performance from kindergarten teachers, but the previous research lacks more details. (e.g., How do those kindergarten teachers' education institutions prepare their future teachers; What happens in their lively classrooms?) Based on this research theme, the researcher will try to collect the inner details especially about the details from the lively classroom to figure out the kindergarten teachers' preparation process with the comparative perspective. And the researcher will try to collect more research details from lively classrooms, no matter in university's classrooms or in field kindergarten classrooms. I believe it will promote the development of the selected research area and fill the gap in the research field of kindergarten teachers' education from the comparative perspective between the Czech Republic and China.

3. RESEARCH METHODOLOGY

Methodology is a research design that shapes our choice and use of particular methods and relates them to desired outcomes. (Crotty, 2003). This chapter addresses the question of what research methods were used to conduct this study and justifies each of the methods used. It provides a complete picture of the pathway used to conduct this research work. It describes in detail the importance and nature of research designs and analyzes the different research designs that are appropriate for different types of research.

3.1 Research Design

The researcher plans out the research in a research design in a way that helps to achieve the stated objectives effectively. Therefore, a research design must be conducted on how to achieve the research objectives under the existing conditions. Punch (2000) proposed that a research design is the basic plan of a study and consists of four main ideas. The first is the strategy; the second is the conceptual framework; and the third is the question of who or what to study. The fourth part deals with the tools and procedures used to collect and analyze data. Research design plays a key role in research. In any field study, the researcher needs to construct an appropriate research design before starting the research procedure (Cohen, et al., 2000). Furthermore, Silverman (2001) mentioned that research design is concerned with how to conduct research on a particular phenomenon, and refers to "the choices we make in planning and executing research about the cases to be studied, the methods of data collection, the form of data analysis, etc.". In this study, the researcher gives attention to the research design and further elaborates on the research methods and details in the following sections.

3.1.1 Research Framework

To illustrate the research design and make it more understandable and clear, Crotty (2003) and Kerlinger (1973) explain that research design is particularly concerned with finding answers to two questions. The first concerns the selection of research methods that best meet the objectives of the study, and the second concerns the rationality of those research methods. In the present study, the researcher will elaborate in the following sections based on the study population and research objectives of this study: research sampling,

data collection, data analysis, etc.

3.1.2 Research Sampling

In each type of research, using the entire population is the highest level, but in most cases it is not possible to include all subjects because the population is almost finite. This is the rationale behind the use of sampling techniques by most researchers. A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. This method is the most straightforward of all the probability sampling methods since it only involves a single random selection and requires little advance knowledge about the population. Because it uses randomization, any research performed on this sample should have high internal and external validity (Rao, 2000). Convenience sampling (also known as random or accidental sampling) is a non-probability or non-random sample in which members of the target population meet certain practical criteria, such as ease of access, geographical proximity, availability at a given time or willingness to be included for research purposes, and participants are included (Dörnyei, 2007). It also refers to a population study population that is easily accessible to the researcher (Saumure & Lisa, 2008). Parallel sampling designs represent a body of sampling strategies that facilitate credible comparisons of two or more cases. These designs can involve comparing each case to all others in the sample (i.e., pairwise sampling designs) or it can involve comparing subgroups of cases (i.e., subgroup sampling designs). The choice of these sampling designs stems from the research questions and the research design, e.g., case study, ethnography, phenomenology, grounded theory (Onwuegbuzie & Leech, 2007; Lohr, 2021). Based on the specific situation of this study, the researcher used a combination of research sampling methods, including: random sampling, convenience sampling, and Parallel sampling. In terms of the research sample in this study, the researcher considered that this study was conducting a comparative study of China and the Czech Republic, based on the premise of the research objectives and the dimensions of the study, the researcher collected in multiple ways from China and Czech Republic. and the research samples from both countries are comparable.

3.2 Data Collection

The theoretical framework chosen for this study is primarily qualitative research, often referred to as "naturalistic research", which, as noted above, claims that human behavior can best be understood by exploring it in its natural context (Denzin & Lincoln 1994). Qualitative techniques have evolved from phenomenological and interpretive frameworks, which recognize that "there is no explicit objectivity or reality" (Cassell & Symon, 1994). As a result, qualitative research methods are based on "inductive inquiry" (Anderson & Arsenault, 2002). Therefore, the phenomenological (interpretive) paradigm is more in line with the ideals of cross-cultural research and methods of understanding experiences and perspectives (Ahmed, 2008). Therefore, the interpretive paradigm is considered to be the most appropriate for this study and its goals. In exploring individuals' knowledge, beliefs, and attitudes, it is important that we allow them to share these in a meaningful way, and the interpretivist approach allows for this. The data for this study was collected through a variety of data mainly including: textual analysis, participant observation, case study, focus group interviews, etc.

3.2.1 Textual Analysis

Textual analysis is a method that involves understanding the language, symbols and/or pictures present in a text in order to gain information about how people understand and communicate about their lives and lived experiences. Visual, written or verbal information provides clues to understanding the way communication takes place. Often, these messages are understood as being influenced by and reflective of larger social structures. For example, messages reflect and/or may challenge the historical, cultural, political, ethical context in which they exist. (Foster, Ghani, Jarmin,, Kreuter & Lane, 2020). According to Scott (2006), textual analysis involves categorizing Texts' sources using texts and documents as source materials: government publications, newspapers, certificates, census publications, novels, films and videos, paintings, personal photographs, diaries and other written, visual and pictorial sources in the form of paper:

The first category, first-hand documentation, refers to those sources of original paper information that appeared during the study period (Bell, 2005). In this study, the primary sources of textual documents selected by the researcher include: internal textual materials from selected universities and cooperative kindergartens in China and the Czech Republic, original textual materials, and original national education policy documents,

etc.

The second category, secondary documents, is based on primary source interpretations of the events of the period (Bell, 2005). In this study, the secondary literature included: English versions of journals describing certain educational topics in the Czech Republic that the researcher read, literature from previous researchers on related research topics, and, based on the fact that the researcher's native language is Chinese, the secondary literature that the researcher read also included Chinese versions of related literature.

3.2.2 Participant Observation

Bernard (1994) defines participant observation as the process of establishing rapport within a community and learning to act in such a way as to blend into the community so that its members will act naturally, then removing oneself from the setting or community to immerse oneself in the data to understand what is going on and be able to write about it. He includes more than just observation in the process of being a participant observer; he includes observation, natural conversations, interviews of various sorts, checklists, questionnaires, and unobtrusive methods. Participant observation is characterized by such actions as having an open, nonjudgmental attitude, being interested in learning more about others, being aware of the propensity for feeling culture shock and for making mistakes, the majority of which can be overcome, being a careful observer and a good listener, and being open to the unexpected in what is learned (DeWalt & Wayland, 1998).

Researchers believe that the goal for design of research using participant observation as a method is to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method. They suggest that participant observation be used as a way to increase the validity¹⁾ of the study, as observations may help the researcher have a better understanding of the context and phenomenon under study. Validity is stronger with the use of additional strategies used with observation, such as interviewing, document analysis, or surveys, questionnaires, or other more research methods (Adelman & Walker, 1975; Zepeda, 2008; O'Leary, 2013).

Based on the four dimensions of this research and the needs of the investigation, the researcher conducted field observations as a participant in order to further collect more specific overall data. For example, in the research dimension on "Professional Guidance from teacher educators", the researcher collected data from teacher educators' lessons from universities in China and the Czech Republic's classroom cases through classroom

observation form(see Appendix A,Table 3.1), so the researcher actually participated in the course to collect more specific data on how the teacher educators instructed the student teachers during the class. For example, in the research dimension on "Field Practice", the researcher collected data by classroom observation form (see Appendix A,Table 3.2) from the selected kindergartens in China and the Czech Republic, as well as from the actual practice cases of the student teachers, so that the researcher and the student teachers were therefore involved in the actual field practice of daily kindergarten activities.In addition, the researcher used observation forms to collect and record data during the participatory observation process, recording cases of arts education activities in kindergartens, specific cases of student teachers' practice, additional details of memos, etc.

3.2.3 Case Study

Case study research is defined as "a strategy for conducting research that involves the empirical use of real-life contexts to investigate multiple sources of evidence for a particular contemporary phenomenon" (Robson, 2011: 136). Robson (2011) categorizes case studies as one of three traditional research strategies (experiments, surveys, and case studies) used to develop detailed, in-depth knowledge about a single "case" or a small number of related cases. One of the strengths of case studies is that they view education as a social process (Goodson, 1992). "The purpose of a case study may be to explore little-known phenomena or to describe something in detail" (Day Ashley, 2012: 102). This not only acknowledges the importance of the teacher's workplace, but also demonstrates the importance of social interaction in the school setting. Such interactions can only be understood through an in-depth analysis of the participants' discourse and actions.

In a case study design, there can be a single case or multiple cases (Yin, 2003; Platt, 1988) to conduct a detailed and in-depth (Bulmer, 1988) investigation of social entities such as communities, social groups, organizations, events, life histories, families, work teams, roles or relationships through any method (Punch, 1998) (Hakim 1992). Case studies provide a wealth of information and different insights into the phenomenon. However, a case is more than the sum of its parts and must be understood in its entirety (Thomas, 2011). The various methods used in case studies provide a wealth of empirical data for in-depth investigation. They provide a wealth of primary data (Bassey, 1999: 70). Therefore, in this context, case studies are one of the most effective methods to explore

one or a few cases in depth and to study naturally occurring phenomena (Thomas, 2011), and are also suitable for in-depth studies of classroom teaching practices. The multiple data collection methods used in case studies help to provide insight into real-life situations, providing a way to holistically present descriptive data collected from different forms of observation, interviews, and document analysis (Burns, 2000; Grbitch, 1999; Stake, 1997). In educational research, case studies are used to illustrate issues related to teaching and highlight the careers of specific teachers (Bell, 2005; Freeman & Zlotnik Schmidt, 2000; Stake, 2000; Wellington, 2000).

In this study, the researcher's use of case studies applied across the four dimensions of the research framework was to explain the process of preparing kindergarten teachers in the bachelor-level teacher education programs (related the field of kindergarten arts education), this approach better gathered details about the preparation of kindergarten teachers related the field of kindergarten arts education, and the researcher tried to use in-depth field cases as one of the powerful data to explain this process phenomenon.

3.2.4 Focus Group Interviews

Focus groups or focus group interviews are a qualitative technique used for data collection. A focus group is "a group of individuals with specific characteristics who focus their discussion on a given issue or topic" (Anderson, 1990, p. 241). According to Denscombe (2007, p. 115), "focus groups consist of a small group of people, usually between six and nine, brought together by a trained facilitator (researcher) to explore attitudes and perceptions, feelings and ideas about a topic". Focus group interviews provide a setting for a relatively homogeneous group to reflect the issues raised by the interviewer. According to Casey and Krueger (2000), focus groups provide "a more natural setting than individual interviews because participants are influenced by others - just as they would be in real life" (p.11).

Focus group interviews are designed to collect high-quality data in a social context (Patton, 2002), which primarily helps to understand particular issues from the perspective of the research participants (Khan & Manderson, 1992). Questions about why and when focus group interviews should be used are important. Firstly, focus group interviews can be a valuable research tool when researchers lack a great deal of information about the subject matter. Focus groups provide "a rich and detailed set of data, in people's own words, about their perceptions, thoughts, feelings and impressions" (Stewart &

Shamdasani, 1990, p. 140). Secondly, when the researcher intends to understand people's understandings and experiences about the issue and reasons behind their particular pattern of thinking (Kitzinger, 1995).

In this research, according to the actual situation of the research subjects and the research process, the researcher chose focus group interview as one kind of approach to collect data, and the focus group interviews include those interviewees: student teachers, teacher educators, kindergarten teachers. In addition, because the researcher was in a nearly half-year period involved in specific activities with the interviewees in the university classroom and in the kindergarten classroom, the researcher's interviews with the interviewees were mainly unframed in-depth interviews around the theme of the kindergarten teacher preparation process. The researcher is in the same environment as the student teacher, so this approach is more likely to allow the researcher to capture the most realistic details in this natural state of reduced intervention.

3.3 Data Analysis

3.3.1 Data Analysis Instrument

Based on the large amount of data in this study from the data in this paper, the tools used by the researcher for textual data analysis included: calculator, Excel ; Nvivo 12. The researcher used the calculator and Excel to analyse the data involving the collation of numbers and the tabular data; in addition, the researcher used Nvivo 12, a qualitative research data processing software, to analyse the large amount of qualitative data collected using Word Cloud function for content analysis.

In addition, the researcher used Nvivo 12, a qualitative research data processing software, to analyse and summarise the qualitative data to capture the main features of the content and to find the high frequency words that occur in the overall data (for example, see Diagram 3.1).

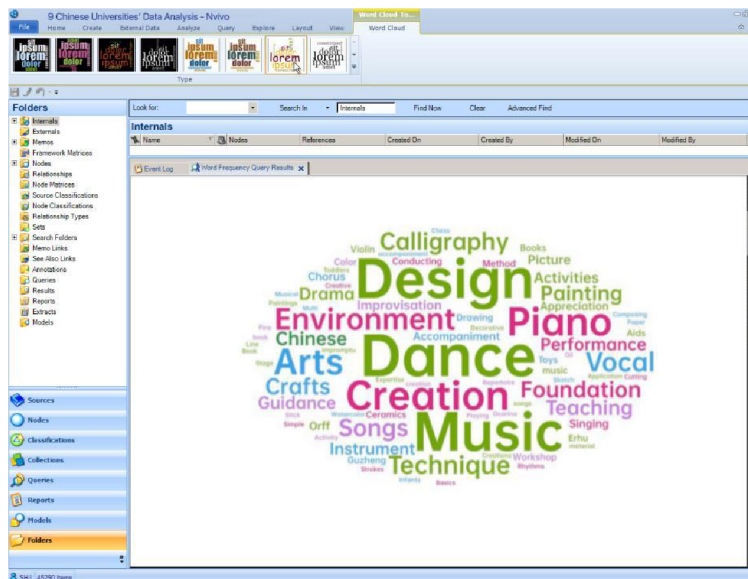


Diagram 3.1 An example of Word Cloud Data Analysis

3.3.2 Inductive Analysis Method

The inductive analysis method used in this study means that "the data collected relates to the focus of the investigation and the assumptions are not a priori." Therefore, there are no predetermined categories for the data. They are derived from the data through a process of inductive analysis. Inductive reasoning involves a shift from the particular to the general" (Ahmed, 2008: 98). The inductive method, also known as inductive reasoning, begins with observation and ends with observation of patterns, similarities and regularities in experience (premises) as a result of the research process in order to draw conclusions (or generate theories). This method of data analysis is also applied to the process of classroom observation of the phenomenon of education taking place and the interviewees in the classroom, the process of recording the observed data by the researcher, and the process of analysing the data in which the inductive method is applied.

3.3.3 Bereday's Comparative Paradigm

The main purpose of comparative research is to better understand oneself based on the experiences of others (Bereday, 1964). Getao (1996) defines comparative education as a discipline that is the study of educational systems with the aim of understanding the similarities and differences between them, which is the main purpose of this study. As Gross (2000) describes, the status of comparative education as a discipline is often controversial. Because it sits at the crossroads between qualitative and quantitative approaches and incorporates sociology, philosophy, anthropology, political science and educational policy studies, the nature and direction of comparative education often

appears ambiguous.

Comparative education reveals the factors and dynamics that influence educational practice, and it enables future teachers to understand the phenomenon of education, the general educational process and its educational systems (Kandel, 1955, cited in Socolova, 1990). Comparative education also elucidates the details of other educational systems and the ways in which they teach and educate children according to historical and national contexts (Socolova, 1990). The study, analysis and comparison of educational phenomena (Socolova, 1990) shows the value and effectiveness of different educational approaches and different educational systems (Planel, 2008).

In order to organise and structure the data collected, the researcher used Bereday's model of comparative education. Bereday (2001) also highlights the inherent advantages of comparing local systems with those of other countries. He elaborates that the lessons learnt through such comparisons can protect us from repeating the same mistakes and help us to learn lessons in time to implement new practices appropriately. He argues that the knowledge gained through the process of comparison and analysis satisfies the desire to know, and thus to compare with foreigners in a better way, thus providing insight and promoting self-understanding. Self-knowledge generated from the awareness of others is the best lesson that comparative systems research conveys. George Bereday is considered to be one of the pioneers of comparative research methods, and Bereday's four-stage model of comparison is one of the best known. Bereday (1964) emphasised the importance of comparing different national education systems through whatever method was most relevant. This exercise is very reflective in terms of deducting curriculum from the differences in educational practices in different societies, and he argues that comparative education aims to identify the similarities and differences between educational systems. According to Bereday, comparative educators are familiar with the culture of the society they will be studying as well as being wary of their own cultural or personal biases. (Wojniak, 2018) In order to conduct comparative research, Bereday proposes a four-stage comparative approach (see Diagram 3.2).

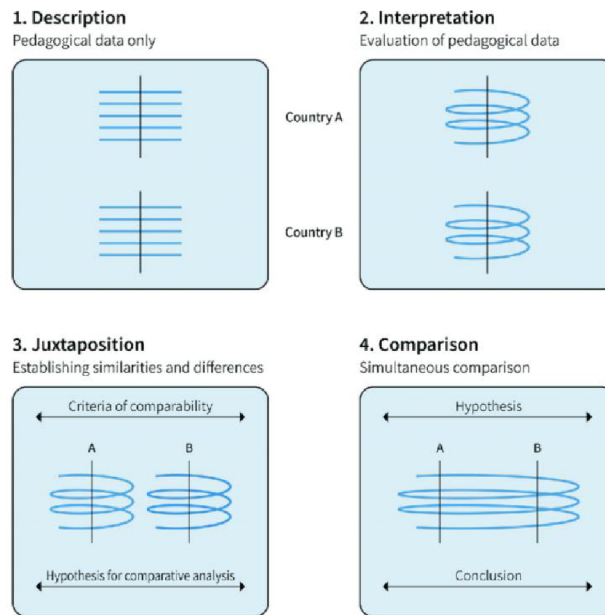


Diagram 3.2 Bereday's Four Steps Comparison Method(Bereday, 1964)

As can be seen from the diagram, Bereday compares the four stages of the educational approach. Below is a description and explanation of the four stages.

Stage 1: Description

In this stage, data from the different countries selected for this study are collected and presented in tables and charts. The data should be presented in a descriptive form to facilitate further analysis in subsequent stages. Consider the description of multiple education systems as a first step. The first step in the description is that the researcher must collect primary, secondary or supporting sources. Primary sources may be eyewitness accounts, primary reports and materials that can be found to be considered authentic and first-hand. The second step is to protect the data by visiting schools and other educational institutions to describe the educational system institution itself. Although; the third stage is to record what is seen. Finally, certain hypotheses or tentative generalisations can be established based on the preliminary data available to the researcher.

Stage 2: Interpretation

In this stage, the data on teaching and learning in one or more of the countries under study are evaluated and an attempt is made to interpret them using the multifaceted contexts involved in the subject of the study. This stage involves analysing the facts in different social sciences using the following methods. Bereday points out that school data

is interpreted in this way to test for social relevance. Finding the 'why' of it, he insists, rather than the 'how' starts the researcher on the path of direct comparison. Descriptions lead curiosity to conclusions, but it is necessary to recall that education systems do not exist in a vacuum. It is not only possible to evaluate educational data and their causes and connections.

Stage 3: Juxtaposition

This is the stage of initial comparison. It is an act or instance of placing things close together or side by side, in particular comparing or contrast. It can also be described as the state of being close together or side by side. In this stage, preliminary comparative facts and findings, concepts and principles are used to classify and process the data. Comparability is also specified at this stage. Here the researcher will determine the similarities and differences in the data collected to prepare for the next step.

Stage 4: Comparison

This is the final stage of Bereday's comparative methodology and involves the final fusion of data from other countries for comparison and develop a plan of action. It is a simultaneous comparison phase. We compare the functions in one system with those in other countries or institutions that are participating in the study. We do not consider similarities and differences and reasons. Here we make recommendations, generalisations and conclusions. Conclusions are drawn from the findings of the above steps and recommendations are made for new courses of action. These findings are based on the factors behind the observed similarities and differences.

3.4 The researcher's Role

Whyte (1979) states that the relationship between the researcher and informants, who are co-researchers, improves the research process and enhances the researcher's skills and efficiency in conducting the research by building a strong relationship. The extent to which the researcher involves themselves in the culture under study has an impact on the quality and quantity of data that can be collected.

In this study, the role of the researcher is multiple, and in the case of field-based participant observation, the researcher is acting as a triad of participant and observer as well as researcher. The researcher has conducted classroom participation in the field at universities in China and the Czech Republic and at kindergartens in China. In this study, the researcher participated in the Czech Republic/China university classroom and kindergarten practice in the same way as the student teachers on the process of preparing, trying to overcome the experience gained from the Chinese university classroom and the Chinese kindergarten, and to be a pure recorder of actual information in the Czech Republic classroom, experiencing what the student teachers saw in the university classroom and in the kindergarten practice in Czech Republic. In order to obtain more concrete explanatory data and details about the process of preparing kindergarten teachers related the field of kindergarten arts education.

3.5 Validity and Reliability

3.5.1 Validity

Guba and Lincoln (1994) in their work 'Competing Paradigms in Qualitative Research' propose two key criteria for assessing validity in qualitative study; credibility, whether the findings are believable and transferability, whether the findings apply to other contexts. Guba and Lincoln (1994) in their work 'Competing Paradigms in Qualitative Research' propose two key criteria for assessing validity in qualitative study; credibility, whether the findings are believable and transferable, whether the findings apply to other contexts. In this study, for example, the primary data collected by the researcher included a sample of universities selected from identified information on their official websites, and the language of the official websites of the Czech universities could be switched to English, which reduced the error of the data in the study by eliminating the need for translation from Czech to English. At the same time, the researcher used multiple research methods and dimensions to explore the research topic, and the sample collected in this study is representative and the results are generalisable, which reflects the validity of the study.

3.5.2 Reliability

Reliability is the degree to which a test or procedure produces similar results under constant conditions in all situations" (Bell, 2005: 117). Methods for establishing reliability include multiple data collection strategies, reporting any possible personal bias, and decisions made about data and categories (Burns, 2000). The researcher analyses and presents findings more objectively from multiple research perspectives, incorporating data analysis software for qualitative research, which exemplifies the triangulation approach to validation. Triangulation, which refers to the use of multiple data sources, data collection methods and theories to validate research findings, is very useful in qualitative research to help eliminate bias and detect errors or anomalies (Anderson & Arsenault, 2005). In this study, triangulation was used to improve the reliability of the study.

3.6 Ethical Considerations

The primary consideration in any research is to conduct it in an ethical manner and in this study, the following principles were followed.

Firstly, the data samples collected by the researcher consisted of two main types, one being publicly accessible information on the official university website and the other involving field activities of teachers and students. For both types of samples, the researcher took into account research ethics and all samples were presented anonymously.

Secondly, the researcher's methodology involves participant observation, where the researcher collects data through observation and recording, the researcher informs the subject about the purpose of his or her observation for research purposes and does not divulge the subject's personal privacy, the video and photographs used in the data collection process are done with the permission of the subject, and the data collected are presented in a way that protects privacy.

3.7 Limitations

In the words of Neuman (2003: 423), there are three limitations to comparative research.

- i. it is more difficult, expensive and time-consuming than non-comparative studies
- ii. comparative researchers rarely have access to random sampling.
- iii. comparative researchers can apply rather than test theories and they can only make limited generalisations.

In this study, the findings the researcher wanted to explore needed to be obtained from both China and the Czech Republic, the researcher's native language was Chinese and the primary language used in the data collection process in the Czech Republic was English, and although the research process was assisted by institutions and teachers who spoke English, and the researcher overcame the difficulties of the study as much as possible, there may still be some degrees shortage.

4.DATA ANALYSIS (CZECH REPUBLIC)

This chapter is about the analysis of the data collected from the Czech Republic, which is based on the four-steps comparative research paradigm of Bereday (1964), a pioneer in the field of comparative research. Therefore, before formally comparing the data from China and the Czech Republic, the researcher will carry out the steps of description and interpretation with the data from each of the two countries.

In the 'Description' step of the data analysis, the researcher collects textual information related to bachelor-level kindergarten teacher programs within each of the nine universities in the two countries based on the research topic. In this section, samples' information about the nine universities in Czech Republic is presented below (see Table 4.1).

Table 4.1 Samples' Information about the Nine Universities in Czech Republic

Samples' Name	Bachelor-level kindergarten teacher programs	Major Name in Czech/English	Common Characteristics
CZ1			1. The overall targets of the selected samples are all aimed at preparing future kindergarten teachers 2. The samples selected were all full-time teacher education programs. 3. The institutions are all universities.
CZ2			
CZ3	Full-time	Učitelství pro mateřské školy	
CZ4	Three years	/Kindergarten Teacher Teaching or Preschool Teacher Training	
CZ5			
CZ6	180 credits		
CZ7			
CZ8			
CZ9			

In addition, the second step of the data analysis was conducted: Interpretation, in which a combination of classroom observations, case studies and group interviews were used in order to obtain more details about the research topic. The case studies were selected from each of the nine universities in both countries and then, in tracking each dimension of the study, the researcher used classroom observations to record specific details and group interviews to collect data. The interviewees were all stakeholders involved in bachelor-level kindergarten teacher programs. Information about the interviewees from Czech Republic were as follows(see Table 4.2).

Interviewees	Number	Common Characteristics	Samples' Name
Teacher Educators	4	Teaching related the field of kindergarten arts education.	CZ-TE1 CZ-TE2 CZ-TE3 CZ-TE4
Student Teachers	8	Student teachers are in their final academic year.	CZ-ST1 CZ-ST2 CZ-ST8
Kindergarten Teachers	3	Bachelor's degree graduates are working in university cooperative kindergartens.	CZ-KT1 CZ-KT2 CZ-KT3
Total	15	All of the above stakeholders have been involved in the bachelor-level kindergarten teacher education programs.	

Table 4.2 Information of Interviewees from Czech Republic

The data on the process of preparing kindergarten teachers under the bachelor-level kindergarten teacher programs related the field of kindergarten arts education was refined through the researcher's observation of the interviewees' behaviour during the field observations, the recording of their performance through observation notes, and the review and addition of relevant data through group interviews. The interviewees' interpretations were further general interpretations and additions to make the research data more comprehensive and three-dimensional. Based on the research framework of this study, this chapter will be developed in the following four aspects:

- **Subject Courses**
- **Professional Guidance from teacher educators**
- **Field Practice**
- **Teachers' Reflections**

4.1 Subject Courses

The original source of data for this section is based on first-hand data from nine universities in the Czech Republic. Based on the original data collected, and organised in the order from the first academic year to the final academic year, the table presents the subject courses related the field of kindergarten arts education at nine universities from Czech Republic (see Appendix B ,Table 4.1.1, Table 4.1.2, Table 4.1.3).

In this part of the study, the data research methods used were mainly textual analysis, description of the data, and interpretation. In addition, the data was collated and analysed using the Excel table function and the data analysis function of the qualitative research analysis software Novivo 12. This part of the data was used to

study the general trends as a whole and to establish the overall profile of this research topic.

4.1.1 Percentage of Subject Courses Related the Field of Kindergarten Arts Education in the bachelor-level programs

The researchers conducted analysis from two perspectives: compulsory subjects and elective subjects. First, from the perspective of compulsory subjects, through data analysis, the researcher found the percentage of the compulsory subject courses related the field of kindergarten arts education in the bachelor-level programs in Czech Republic(see Table 4.1.4).

University	Compulsory Subjects (credits)	Percentage
CZ1	20	11%
CZ2	32	18%
CZ3	32	18%
CZ4	29	16%
CZ5	30	17%
CZ6	25	14%
CZ7	25	19%
CZ8	8	4%
CZ9	33	18%

Table 4.1.4 The percentage of compulsory subject courses related the field of kindergarten arts education in the bachelor-level programs in Czech Republic

As can be seen from the table, the percentage range of the compulsory subject courses related the field of kindergarten arts education in the bachelor-level programs of the 9 universities in the Czech Republic: 4%-19%.In addition, through data analysis from the perspective of elective subjects, the researcher found the percentage of the elective subject courses related the field of kindergarten arts education in the bachelor-level programs in Czech Republic(see Table 4.1.5).

University	Elective Subjects (credits)	Percentage
CZ1	9	5%
CZ2	14	7%
CZ3	4	2%
CZ4	4	2%
CZ5	9	5%
CZ6	3	2%
CZ7	0	0
CZ8	18	10%
CZ9	10	6%

Table 4.1.5 The percentage of elective subject courses related the field of kindergarten arts education in the bachelor-level programs in Czech Republic

As can be seen from the above table, the percentage range of elective subject courses in the bachelor-level programs related the field of kindergarten arts education in the 9

universities in the Czech Republic to the total credits is: 0-10%.

To sum up, to answer the first question about percentage of the subject courses related the field of kindergarten arts education is included in the bachelor-level programs of 9 universities in the Czech Republic: From the aspect of compulsory subject courses related the field of Kindergarten arts education in the bachelor-level programs: 4%-19%; From the aspect of elective subject courses related the field of kindergarten arts education in the bachelor-level programs: 0-10%.

4.1.2 Subjects' Focus Related the Field of Kindergarten Arts Education in the Bachelor-level Programs

In the process of data analysis on subjects' focus (related the field of kindergarten arts education in the bachelor-level programs in Czech Republic), the researchers used the qualitative research analysis software Novivo 12, and related 4167 original words Section input, a systematic analysis was carried out, and the word frequency of high-frequency words was obtained. The researchers extracted the top 10 high-frequency words. Therefore, the researcher found the followed subjects related the field of kindergarten arts education in the bachelor-level programs in Czech Republic are the focus subjects.(see Table 4.1.6)

Ranking	Word	Frequency
1	Music	50
2	Arts	44
3	Drama	23
4	Practice	22
5	Activities	17
6	Didactics	16
7	Piano	15
8	Methodology	10
9	Expression	10
10	Visual	8

Table 4.1.6 Top 10 high-frequency subjects' focus related the field of kindergarten arts education in the bachelor-level programs in Czech Republic

As can be seen from the table above, the 9 universities in the Czech Republic focus the above related subjects related the field of kindergarten arts education in the bachelor-level programs. From the perspective of word frequency analysis, we can see all the information about kindergartens in the 9 universities in the Czech Republic. The arrangement of overall courses in the field of arts education focuses on related subject courses such as Music, Arts, Drama, Practice, Activities, Didactics, Piano, Methodology, Expression, Visual, etc.

4.2 Professional Guidance from Teacher Educators

In this part of the data description and analysis, in order to conduct a comparative study between China and the Czech Republic from the details, the data conducted case study in this chapter, and collected the related cases about "Arts and Crafts" offered in the subject courses of respective two universities in the Czech Republic and China (all from the bachelor-level kindergarten teacher education programs).

Below are 10 cases from the Czech Republic, involving 20 pictures of teacher educators during lessons and student teachers' completed assignments. The following is the description, elaboration and analysis of the 10 cases: (see Table 4.2.1; Table 4.2.2; Table 4.2.3; Table 4.2.4; Table 4.2.5; Table 4.2.6; Table 4.2.7; Table 4.2.8; Table 4.2.9; Table 4.2.10). In addition, to obtain more details of the data, further interpretation of each case is illustrated in conjunction with the data from the group interviews.

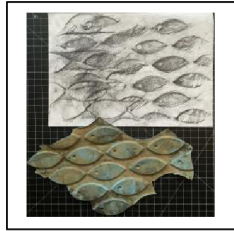

Case Number 1	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Forttage		Observe Daily Objects Surrounding	

Table 4.2.1 Case 1

Basic Description: It refers to the technique of copying the texture and shape of a real object by placing a sheet of paper on top and rubbing with a pencil or similar implement.

Key Guidance Words from the teacher educators:

"The first step is to observe and pay attention to find daily objects that really exist in our living space or surrounding natural environment, to observe the texture of these objects, and then to draw the texture of this object with an A4 paper and pencil in your hand." (CZ-TE1)

"What are you inspired to do based on these realistic and beautiful textures? Start creating whatever comes to mind and don't doubt yourself, I'm sure each of you has a special answer." (CZ-TE2)

Feedback from Student Teachers:

"I tried to complete the first step with the texture of the leaves, and I have to say that the first step brought a wonderful visual sensation, it was not the first time I saw a leaf, but its texture was so clear and beautiful that I instantly thought of the dress of a princess in a fairy tale." (CZ-ST5)

"I think this approach is also very applicable to art teaching in kindergarten, on the one hand, it can

make the children know a variety of objects around them very intuitively in the process; on the other hand, the children's imagination is richer and I believe the final work presented will be very promising." (CZ-ST8)



Case Number 2	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Czech Folklore		Traditional Innovate Digital Cross-culture	

Table 4.2.2 Case 2

Basic Description : It refers to a folk tradition developed by the Czech people over the centuries. Including culture, music, art, etc., here refers to the traditional Czech artistic patterns.

Key Guidance Words from the teacher educators:

"These are the traditional patterns of the Czech Republic, and they are beautiful in style and color. However, I would like you to innovate on the basis of this pattern." (CZ-TE3)

"Everyone is kindly invited to think about how to represent and innovate them in new ways, for example: creating them with digital mapping software or interactively with traditional patterns from other cultures." (CZ-TE4)

Researcher's Memo :

"Regarding traditional art, I did not expect that teacher educators at universities in the Czech Republic would encourage students to combine traditional art with modern techniques, as well as to place traditional art in a multicultural perspective. This collision was amazing. It inspired me to think about ways to break out of the old framework."

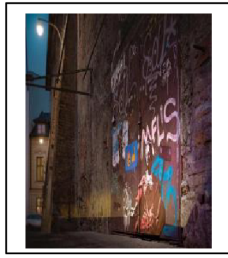

Case Number 3	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Digital Street Art		Historical Surroundings Digital Express	

Table 4.2.3 Case 3

Basic Description : It refers to the use of digital technology to graffiti in photos of street buildings to express /connect a certain mood/opinion .

Key Guidance Words from the teacher educators:

"We can go out on the streets, look around, get to know some of the historical buildings or corners that interest you in your surroundings, and try to take pictures." (CZ-TE1)

"You may need to learn a couple of digital software that doodles or manipulates photos digitally to express your story or mood or some kind of point of view through artistic creation." (CZ-TE2)

Researcher's Memo :

"In the past, I was always in a hurry when I was walking around and rarely really stopped to look at the buildings and streets around me. This class inspired me not only to combine creative ways of creating art, but also reminded me to pay attention to my surroundings and learn to express myself in a unique way."


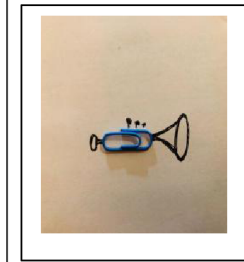
Case Number 4	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Daily Objects in New Stories		Daily Objects Surrounding Expression	

Table 4.2.4 Case 4

Basic Description : It refers to artistic creation based on the form of objects seen in daily life, so as to form a work of art with a new story.

Key Guidance Words from the teacher educators:

"The first step is to pay attention to discovering real, daily objects surrounding us, to observe their shapes and colors." (CZ-TE3)

"Then we build on it by creating a kind of storyline with a paintbrush to enable this daily object to have a new story." (CZ-TE4)

Feedback from Student Teachers:

"It was only before I finished my artwork that I paid attention to observe how everyday objects at hand could be turned into tools for artistic expression." (CZ-ST1)

"I was so inspired by this approach that I think I will use a similar approach to inspire art creation for kindergarten children in the future, and many everyday objects in the kindergarten can be used as references." (CZ-ST2)



Case Number 5	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Notan Art		Japan artistic style Light and dark Philosophical Expression	

Table 4.2.5 Case 5

Basic Description: It refers to art about the contrast and balance of light and dark, especially used in Japanese art, and contains oriental philosophies.

Key Guidance Words from the teacher educators:

"It is an artistic style from Japan that contrasts light and dark to create a symmetrical logic and artistic aesthetics." (CZ-TE1)

"Sometimes, philosophical thinking is implied in the artistic expression." (CZ-TE2)

Feedback from Student Teachers:

"This is a peculiar way to do it, and I have aroused my curiosity about foreign ways of artistic expression, and will visit the library recently to look up the information." (CZ-ST5)

"This way is very clever to express the symmetry relationship and the contrast relationship between light and dark, these abstract concepts can be shown in kind of artistic way, which can be well applied in kindergarten teaching." (CZ-ST7)



Case Number 6	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Knolling		Artistic expression Daily objects Logical	

Table 4.2.6 Case 6

Basic Description : It refer to a way of organizing a space that reduces clutter and creates a clean, visually appealing aesthetic.

Key Guidance Words from the teacher educators:

"It is a popular artistic expression and creation on Instagram that expresses the logical relationship between the whole and the parts, and also contains the graphic sense of combining right angles and straight lines." (CZ-TE3)

"This artistic approach is a good way to show the internal structure of objects, and there are many objects in our daily life waiting for us to discover more." (CZ-TE4)

Feedback from Student Teachers:

"I usually chop vegetables for cooking, too, and it was only until I put the cut vegetables together in this way that I realized that very little things can have an artistic aesthetic." (CZ-ST1)

"Regarding the details of many daily objects, I tend to be used to telling them in the language. However, this lesson has inspired me in a new way. This is also a great idea to apply in kindergarten to help children observe and learn. (CZ-ST3)


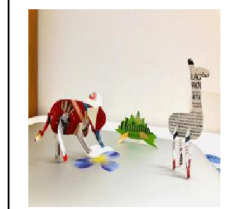
Case Number 7	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Cardboard Creatures		Cardboard Components Combine	

Table 4.2.7 Case 7

Basic Description:It refers to Creating imaginary cardboard figures from cardboard elements using slot joints.

Key Guidance Words from the teacher educators:

"It's similar to the structural organization of Lego toys, and this way of making toys might be a good alternative. All you need to do is find some scrap cardboard boxes and scissors, and think about what you want your components to combine with each other to make." (CZ-TE1)

"Don't underestimate one very small part, a combination of a different way and angle could well be something new." (CZ-TE2)

Feedback from Student Teachers:

"This is a great way to help me get rid of all the boxes and wrappers in my room that are going in the trash." (CZ-ST5)

"The combination of making small parts and the overall idea really made a cute animal toy. This kind of disassembled and freely assembled "artificial toy" will be very popular in the kindergarten."(CZ-ST6)

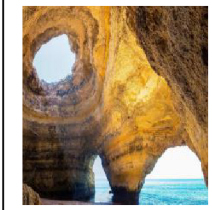

Case Number 8	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Soap Carving		Artistic expression Light and shadow In nature	

Table 4.2.8 Case 8

Basic Description : It refers to the art of changing the shape and size of soap in a sculptural way inspired by the landscape of nature.

Key Guidance Words from the teacher educators:

"A lot of very wonderful artistic expressions are hidden in nature, such as the light and shadow, light and darkness presented in the pictures." (CZ-TE3)

"There are gaps where light often shines in. People can try to carve on soap and then take it to the sunlight to feel the change of light and shadow in this work at different times." (CZ-TE4)

Feedback from Student Teachers:

"I was thinking about things that were bothering me while I was sculpting on the soap, but the process relaxed me and the art taught me that life can be subtracted." (CZ-ST2)

"The process is interesting, like being a sculpture artist myself. I think this art approach will also give the kindergarten children a sense of joy and accomplishment in the process of making their own. (CZ-ST4)

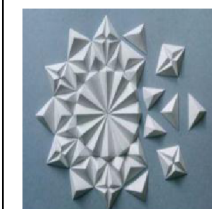

Case Number 9	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Paper Folding		Multi-dimensional Combination Unique Imperfections	

Table 4.2.9 Case 9

Basic Description : It refer to the art of folding objects out of paper to create both two-dimensional and three-dimensional subjects.

Key Guidance Words from the teacher educators:

"We tried to make a multi-dimensional artwork out of paper, which is composed of multiple identical pieces." (CZ-TE1)

"The pieces are created by you, and the combination is free to create in a way that doesn't need to express perfection, and it's unique to have a little flaw that seems asymmetrical." (CZ-TE2)

Feedback from Student Teachers:

"When I made the first part, I had no idea what it would look like in the end, and the process allowed me to experience the feeling of change from quantity to quality." (CZ-ST5)

"Exactly the same thing presented completely different after different ways of combination, and this process would be fun to apply in a kindergarten activity for children to try. " (CZ-ST8)

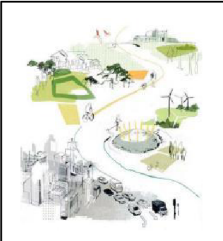
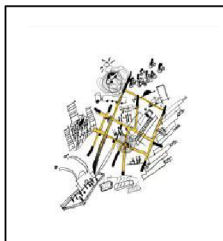
Case Number 10	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
<p>Subjective Mapping</p>		<p>Surroundings Express Personal style map</p>	

Table 4.2.10 Case 10

Basic Description : It refers to a map that describes a spatial structure that is dependent on the observer, thus reflecting some aspects of how the city or Surrounding is perceived. It is usually related to humans.

Key Guidance Words from the teacher educators:

"In your daily schedule, recall your surroundings, what are the places you often pass by, such as: library, cafeteria, park, supermarket, gym, etc." (CZ-TE3)

"How are these places planned on the map, and can you express the map in your own artistic style that belongs to your personal style?" (CZ-TE4)

Feedback from Student Teachers:

"I started to look more closely at the maps and streets in my area, and when I put my personal map on paper, I realized that the daily trajectory of my living environment looked like this." (CZ-ST1)

"This approach brought me a good way of thinking, I can take the children to observe what is in the environment and then we draw them together, it will be interesting to discuss while drawing. " (CZ-ST2)

As mentioned above, in all cases, the teacher educators instructed the student teachers (future kindergarten teachers) to relate to objects around them to express them in their artwork. For example, in the case of Forttage, the teacher educators instructed the students to find objects they were familiar with to make topographies of. As you can see in the students' artwork, the first step in the students' creation was to use leaves to form the texture of a leaf on paper, and then instructed the students to imagine the shape of the texture. For example, Daily Objects in New Stories, Knolling, and Subjective Mapping are examples of themes that allow students to relate to or observe objects around them in the process of creating art. In some cases, teacher educators can be found instructing students to relate to their surroundings to be represented in their artwork. For example: Digital Street Art, and Subjective Mapping are two examples of themes that instruct students to use artistic expression to discover a certain building around them and to discover a map of their daily activity area, both of which provoke thoughts about people and the environment. In some cases, teacher educators can be found instructing students to use modern technology to complete their artwork. For example, Digital Street Art, and Subjective Mapping are all using popular modern digital art forms to express their views and attitudes. In the cases, teacher educators can be found guiding students to feel a certain logical relationship from the art. For example, the Notan Art case allows students to feel the logical relationship between the balance of light and dark; the Knolling and Cardboard Creatures, Paper Folding cases allow students to feel and think about the logical relationship between whole and partial elements.

In summary, based on the description and analysis of the above cases, the researcher summarizes the characteristics of the teacher educators' professional guidance:

- **Creating artistic work based on the observation of real existing objects and materials**
- **Inspiring student teachers to express themselves in relation to artistic elements in themselves and their surroundings**
- **Encouraging students to use creative applications of digital artistic approaches**
- **Guiding students to include logical relationships in the artistic making process**

4.3 Field Practice

In order to study in more depth the process and details of field practice about preparing kindergarten teachers related the field of kindergarten arts education in the bachelor-level teacher education programs, the researcher selected one of the nine universities in the Czech Republic and two kindergartens in cooperation with this university (both of which serve as practice sites for preparing kindergarten teachers) to collect information and data related to the topic of the study. The data are organized

and summarized as follows. This part of the data is mainly developed from two aspects: university's textual arrangements in kindergarten practice related the field of kindergarten arts education, kindergarten field practice related the field of kindergarten arts education.

4.3.1 Textual Arrangements

From the point of view of arrangements involving kindergarten practice in university texts, universities in the Czech Republic arrange a period of kindergarten practice for student teachers every year. In the first academic year, student teachers have the opportunity to get acquainted with the different types of kindergarten activity schedule and support the daily work of the kindergarten while participating in kindergarten practice. Then, student teachers can choose a kindergarten where they can continue their kindergarten practice for the next three school years, while focusing on supporting the teacher's communication, learning to identify the child's unique personality, and organizing education to meet the educational needs of individual children, etc. The text on the practice of kindergarten arts education in the bachelor-level kindergarten teacher education programs can be found in the arrangement of kindergarten practice on the explicit theme of arts education. Skills and experience about the process of kindergarten education are acquired through practical activities. The main task of this practice is the preparation and implementation of specific parts of the educational work, with emphasis on purposeful observation, design, implementation and its subsequent reflection, with an emphasis on self-reflection. The teaching practice takes the form of listening, assistant activities and own output. Students will become familiar with the organization and preparation of educational activities and pedagogical documentation. Students will deepen their experience with independent implementation of educational activities and they will be able to analyze the results of their teaching and their own teaching performance. The internship will turn to the discovery of children's entry into school, school maturity, children's readiness and adaptation to school. The purpose of the internship is to become familiar with the educational program of the school, respecting the age and individual needs of the preschool children.

In addition, since the organization of the field practice of student teachers in kindergartens is closely related to the schedule within the kindergarten. Therefore, the researcher summarized the schedules of two kindergartens in the Czech Republic as follows: (see Table 4.3.1).

Time	Schedule
7:00-8:30	Spontaneous activity for children
8:30-9:00	Morning group games and greeting activities
9:00-9:50	Children's own work in Classroom
9:50-10:00	Snack Time
10:00-12:00	Go to changing room ,outdoor activities
12:00-12:30	Lunch Time
12:30-14:00	Quiet time/Reading storybook
14:00-14:50	Lunch Time
12:00-14:30	Quiet Time(sleep)
14:30-14:50	Spontaneous activity for children
14:50-15:00	Snack Time
15:00- 16:30	Spontaneous activities
16:00-16:20	Toileting/drinking
16:30	Closing

Table 4.3.1 Summarized the schedules of two kindergartens in Czech Republic

The information about the activities of Kindergarten arts education cannot be seen directly from the schedule in the text of the kindergartens in the Czech Republic, however, it is known in the internal documents of the kindergartens in the Czech Republic that the way of Kindergarten arts education can be applied in any possible time period, depending on the kindergarten teachers' judgment. The next section explores the characteristics and content of the Kindergarten arts education activities in the Czech Republic in terms of the process and details of its implementation as collected by the researcher.

4.3.2 kindergarten Field Practice

The analysis of the data in this section is based on observations of student teachers' participation in educational practices in two kindergartens in the Czech Republic, collected cases of kindergarten activities in the field of arts education, and a

combination of group interviews in the process. The researcher then summarizes the data to further illustrate the details of the field practice in the Czech Republic. In order, the following is presented from two aspects : Pre-implementation of arts education activities in kindergartens ; The process of implementing arts education activities in kindergartens.

4.3.2.1 Pre-implementation

The teacher (Either a student teacher or a full-time kindergarten teacher) is not required to write a lesson plan on how to carry out and implement the activity before the actual kindergarten activity is carried out. The kindergarten teacher's decision to conduct a kindergarten activity, regardless of the area of instruction, is based on the National Framework for Preschool Education document and the actual situation of the day.

For example, student teachers who are on kindergarten placement asked full-time kindergarten teachers :

"Is there anything you need to consider or do before you carry out an activity in kindergarten?" (CZ-ST3 & CZ-ST6 & CZ-ST8)

One full time kindergarten teacher responded :

"I will think about how many children there are that day, what the weather is, what's new in the current season, or I will also talk to the children about their ideas and see what themes that Children are interested in." (CZ-KT2)

Another full time kindergarten teacher supplemented by saying :

"In conjunction with the theme being considered, I would refer to the guiding recommendations for child development in the National Preschool Framework and then implement teaching activities for the specific possible theme." (CZ-KT3)

Synthesizing the collected data, the researcher found that kindergarten teachers in the Czech Republic do not define a fixed structure of a teaching vision or framework in advance before implementing kindergarten activities, but rather take into account the new situation of the moment as well as the children's opinions and their developmental characteristics in deciding which theme of kindergarten teaching activities to implement. The above-mentioned combination of factors is also taken into account in the kindergartens of the Czech Republic for teaching activities involving the field of arts education in kindergartens. Based on the researcher's observations in Czech kindergartens, the main factors that Czech kindergarten teachers took into account before implementing arts education activities included :

- **The number of children**

- **Children's opinions**
- **What is new with the children**
- **The children's developmental needs**
- **Calendar and weather and seasons**
- **National Preschool Framework document**

4.3.2.2 On the Process of Implementation

There are various options for implementing arts education activities in kindergartens in the Czech Republic, such as in the kindergarten classroom, where children and kindergarten teachers sit together and conduct educational activities. (In this case, student teachers who are doing internships or educational practice in kindergartens will do support work, or kindergartens will give student teachers the opportunity to try out formal teaching and conduct arts education activities with children in a field setting). A scenario of arts education activities in a kindergarten classroom in the Czech Republic, such as the one in progress in the following picture. (See Diagram 4.3.2)



Diagram 4.3.2 A scenario of arts education activities in a kindergarten classroom in Czech Republic

As shown in the picture, during this activity, the kindergarten teacher prepares a common white paper for all the children to draw together, including the tools for drawing, and the children doodle in circles. After the children finished their drawings, the Czech kindergarten teachers wrote their names on each child's drawing, while writing their names and communicating with the children about their work, each child was recognized and all the children finished the drawing and all the children's names were left on the drawing.

A student teacher who participated in this practice commented:

"The children finished their artwork, and then the kindergarten teacher came to each child and wrote their name for each child." (CZ-ST6)

Another student teacher added that :

"This kindergarten teacher also asked each child which color they liked and wrote their name in the color the children liked. The children were affirmed and recognized and each child had a smile on their face. " (CZ-ST8)

The kindergarten teacher who conducted this activity said :

"This is more than just a drawing activity for the children, the process is that I use a common piece of paper and the children realize that we are Teamwork and that we are a group and can appreciate each others drawings. In addition, I would try to get the children to tell what was inside their drawing, and the children were very imaginative and their responses were very interesting. There is no denying that this has a positive effect on the children." (CZ-KT1)

In addition, the implementation of kindergarten arts education activities in the Czech Republic takes place in a variety of ways, such as what is happening in the picture below(see Diagram 4.3.3).



Diagram 4.3.3 Artistic expression of birthday wishes in Czech Republic

The kindergarten teacher brought out the double-layered paper cake that she had made with the children through arts and crafts, and sang congratulations to the child who had a birthday that day. Each child expressed his or her blessings to the birthday child in a different way. The teacher let the birthday children read the gifts they received from other children and encouraged them to express their love and happiness to each other.

One of the student teachers who participated in this activity said.

"This activity included elements of art, where the children drew their blessings on paper. The point is

not whether the drawings on the paper are beautiful or not, but that the kindergarten teacher was using the elements of art as a way for the children to express their feelings to each other during the activity." (CZ-ST3)

The kindergarten teacher who conducted this activity said.

"This activity started because one child had a birthday and I prepared paper cakes and get-well letters in advance with all the children, each child had their own unique experience and what they wanted to say, however, children at this age do not express themselves as adults are more skilled at expressing themselves verbally, but, in this way we could allow the children to express themselves in art making themselves, and then, each child is encouraged to say something about what they have written or drawn, a process that also exercises the child's social and verbal skills." (CZ-KT2)

Another student teacher said.

"I noticed the child who had a birthday and he looked really happy today, and it looked like this child also trusted the children around him and the kindergarten teacher. " (CZ-ST7)

In addition to the above-mentioned method of implementing activities with the participation of children in groups, there are other options for implementing arts education activities in kindergartens in the Czech Republic, as shown in the following picture(see Diagram 4.3.4).



Diagram 4.3.4 Personalized implementation in combination with real objects in Czech Republic

As the picture shows, kindergarten teachers organize an arts educational activity for children in a very flexible way, where all children do not have to participate at the same time: some children can choose to go to play with toys, some children choose to

draw, and kindergarten teachers in the Czech Republic ask children for their ideas and opinions, and children themselves decide what they want to do in this moment on their own. In addition, the researchers found that the arts education activities implemented in kindergartens in the Czech Republic make more use of things that are real in the natural environment. For example, when the children were drawing, they were provided with references to flowers or plants that were visible around them, and the kindergarten teachers would provide the children with real plants or flowers or objects, let the children observe the form of the objects that actually existed in the natural environment, and then let the children finish the drawing at their own pace.

The arts education activities in kindergartens observed by student teachers in the process of field practice, in addition to the above mentioned activities such as drawing, kindergartens in the Czech Republic also offer other ways of arts education activities to children, such as the following picture showing a scene of the activity in progress: (see Diagram 4.3.5).



Diagram 4.3.5Kindergarten drama artistic activity in Czech Republic

As shown in the picture, children in kindergartens in the Czech Republic are dressing up in costumes of different roles for role-playing, which is an ongoing activity of children's drama artistic education in kindergartens. Children dress up in costumes of their favourite roles, and with the encouragement of kindergarten teachers, each child interprets the role he or she plays with words and actions. This process was expressed by each child in this way of dramatic art, while the children's understanding of the different roles became deeper and more concrete.

Researcher's Memo :

Before the researcher participated in the daily activities of the kindergarten in the Czech Republic from the perspective of a foreigner, the researcher communicated with the kindergarten teachers in the Czech Republic that he would observe and record the implementation of the arts education activities in the kindergarten in the Czech Republic and what the participating student teachers had seen and heard

during the period of kindergarten field practice. Since the researcher was not fluent in Czech, keen insight was needed during the field observations and documentation in the kindergartens, however, the researcher indicated that her judgments about arts education in kindergartens in the Czech Republic were mainly subjective from her own previous educational background in China, which may have caused some bias. In order to reduce the bias of the study, after communication, the kindergarten teachers in the Czech Republic allowed the researcher to take pictures of the kindergarten activities, and then, based on the pictures of the kindergarten activities, the kindergarten teachers and student teachers talked to the researcher in English about more details of the educational activities, which helped to facilitate the intended as well as unintended group interviews. This was also a good reminder and help for the researcher to observe and record more details of the arts education activities in the kindergartens in the Czech Republic.

Based on the mutual understanding, the researcher was able to explore further details of the educational activities that were not easily visible from a foreign perspective, in this situation: the broader scope of kindergarten arts education activities that were not easily identified by foreign educators. For example, the following set of pictures:(see Diagram 4.3.6).



Diagram 4.3.6 Broader scope of kindergarten arts education activities in Czech Republic

As you can see in the picture, these ongoing activities can be included in arts education activities in the Czech Republic, whether it is an arts and movement interdisciplinary art healing activity, children making their own handicrafts with tools, or a circle of Czech kindergarten teachers and children, all singing and feeling the changes in the shapes everyone makes while holding hands and everyone passing

each other. The Czech kindergarten teachers and the children were in a circle, singing and feeling the changes in the shape of each hand and the joy of each person passing to the other. The children themselves can be combined and transformed as artistic symbols. All of the above activities take place in the kindergartens of the University of the Czech Republic, which are the places where the student teachers (studying in the kindergarten teacher education programs) participate in the kindergarten practice. Therefore, the kindergarten fieldwork phase is also a very important preparation phase for preparing kindergarten teachers (student teachers).

In summary, in the course of the student teachers' participation in the kindergartens in the field practice, the researcher summarized the collected data and found that the characteristics of the field practice in kindergartens in the Czech Republic involving arts education activities in kindergartens include:

- **Activities are carried out with attention to the current integrated factors involving children and the surrounding environment.**
- **Targeting education to a mixed age group of children.**
- **Artistic education in such a way that the children feel equal and form a whole.**
- **Artistic education is organized in ways that include individual development programs for different children.**
- **Emphasis on the artistic expression of children's views and communication with each other.**
- **Emphasis on linking children's individual experiences in the artistic education process.**
- **Cross-field approaches to provide the children artistic experience.**

4.4 Teachers' Reflection

In order to explore the details of this part of the research topic, the data in this part are selected from 9 universities in the Czech Republic, and collected detail cases on 2 of which are collected from the bachelor-level kindergarten education programs of these two universities involving teachers' reflection (especially related the field of kindergarten arts education). In addition, the researchers found student teachers who participated in the teacher education project to elaborate and further explain the content related to this topic in the text, in order to find more details and inductive features .

Through the collation and analysis of text data, on the whole, the researchers found that the types of texts about preparing kindergarten teachers' reflections in the field of kindergarten arts education mainly include: reflective practice courses, kindergarten observation records, and practical professional portfolios .Combining the specific content in the above text and the interview data from student teachers, the researchers

found that the focus of the reflections of the about preparing kindergarten teachers (student teachers) related the field of kindergarten arts education in the Czech Republic include:

- **Combine practice and reflection on specific topics**
- **Reflection on How Children Use Artistic Elements to Express**
- **Reflection on How Connect Children with Surroundings by Artistic Elements**

4.4.1 Combine Practice and Reflection on Specific Topics

In the collected data, the researcher found that the Czech Republic about preparing kindergarten teachers' (student teachers) courses at the bachelor-level teacher education programs also explicitly addressed personal reflection on kindergarten arts education, and that such reflective practice courses intended to provide student teachers with reflective practice each time they engaged in specific thematic areas for reflection each time student teachers engage in reflective practice. In addition, the details are further interpreted in relation to the following relevant data collected in the group interviews.

For example, two student teachers said:

"Our university prepared guidelines for us on specific thematic directions for teacher reflection in kindergarten arts education. We have participated in reflective practice in kindergarten in the last semester on the theme of reflective practice in kindergarten about creative arts." (CZ-ST3&CZ-ST5)

Another student teacher supplemented by saying:

"I also participated in reflective practice, which is this recent theme of reflective practice in the dramatic arts for kindergarten children. I need to reflect mainly on the content related to this theme during the kindergarten practice and then write down the observation notes." (CZ-ST6)

According to responses from two another student teachers.

"As scheduled in our learning progress, we just completed a kindergarten practicum during which the mentor discussed the experience with us, a process that included how the teachers reflected, the questions we asked and the problems we found, and possible solutions, all reminding us that the more precise the topic of reflection is, the more effective it is. (CZ-ST7&CZ-ST8)

4.4.2 Reflection on How Children Use Artistic Elements to Express

Among the data collected, the researchers found that student teachers at universities in the Czech Republic were more concerned with how children express themselves and interact with others through the artistic elements of the arts education process in their reflections about arts education for young children.

For example, a personal reflection from a kindergarten student teacher's professional portfolio of kindergarten practice about children conducting music education activities.

"I tried a musical drama activity with the children by having the children lie down in a circle and I sat in the middle of the children, I asked the children to think back to the good sounds they had heard, then I told the children a rule: when I touched any child's foot with my hand, I asked that child to make a sound that he or she thought was good, then I followed up by touching Then I touch another child's foot, and one by one the children will make a nice music with different nice sounds. This music education activity exercised the children's responsiveness, however, one child was afraid to make a sound and I did not respond. I am now reflecting on how I can integrate a variety of children, and even if this child cannot give a response, the next time I am in this situation, I will give a positive and affirmative response to show all children that it is normal to have pauses in a song and that it is acceptable to have no response. (CZ-ST2)

Another example is the recollection of two student teachers who participated in the kindergarten practice at the same time in the group interview, regarding their reflections on the theme of children's artistic expression.

We participated in a birthday congratulation event for a child in kindergarten practice, the teacher took out her guitar and played nice music for the children, everyone sang the Happy Birthday song, then the teacher encouraged everyone to express their wishes for the child who had a birthday, the children could choose to dance, sing or draw a picture or other ways, everyone discussed together and according to each person's choice, divided into different groups and started to prepare Each one had their own gift, and we saw that each child expressed their blessings with their own artwork, and each child was happy. (CZ-ST1 & CZ-ST4)

4.4.3 Reflection on How Connect Children with Surroundings by Artistic Elements

In the data collected, the researcher found that student teachers at universities in the Czech Republic also focused reflection on how connect children with surroundings by artistic elements .For example, one of the student teachers' kindergarten observation notes on children's drawing activities stated:

"The kindergarten teachers and children picked up many leaves and branches outdoors and brought them back to the classroom. The children mixed the leaves and branches with watercolor and made a texture of the leaves and branches on paper. The teachers told the children to observe the texture and inspired the children to think about what the textures looked like and encouraged the children to draw on the basis of this texture. Some children drew rabbit ears based on the texture, others drew eyes based on the texture... This activity helped me to learn how to guide children in drawing activities in which they can discover the forms of objects in their real surroundings and use their imagination to

create art based on the forms of these real objects."(CZ-ST3)

Another example is a personal reflection on the activity theme of changing shapes from another student teacher's professional portfolio of kindergarten practice.

"The kindergarten teachers worked with the children to observe the shapes of several vegetables and fruits and gave them a variety of tools so that the children could feel this experience of using these tools to change the shapes of these fruits and vegetables, I saw the children trying to cut carrots into different shaped pieces, they were fascinated by this activity, their hands and eyes were focused on this activity that kept them busy One child excitedly told the other children that he had used two different parts to put together a small car and everyone was fascinated. The teacher told everyone how well everyone had done and encouraged the children to think about what other shapes they could put together or what shapes they could carve the carrots into directly with tools. In this activity I experienced with the children to make creative artworks with common things in life." (CZ-ST4)

Also, according to two student teachers.

When we reflect on the activities or teaching methods related the field of kindergarten arts education, many times we look at these activities in the context of the real world around us. This reflection then leads to a clearer understanding of how to do various activities with children. For example: we inspire the children to discover and use possible artistic elements in their surroundings, and not only artistic elements, but also elements from other fields, which the children spontaneously reorganize and create in an integrated way. (CZ-ST5 & CZ-ST6)

It can be seen that the orientation of the university in the Czech Republic is to explicitly guide student teachers' reflection on a specific topic in the field of kindergarten arts education. Kindergarten arts education itself is very broad in scope, but if the teachers' reflection is explicitly on a specific topic and is integrated with kindergarten field practice. Also, the researchers found that student teachers at universities in the Czech Republic were more concerned with how children express themselves and interact with others through the artistic elements of the arts education process in their reflections about arts education for young children. And the researcher found that student teachers at universities in the Czech Republic also focused reflection on how connect children with surroundings by artistic elements The above solutions better helps student teachers to connect theory and practice in the process of preparing kindergarten teachers.

4.5 Summary

This chapter analyzes the four perspectives of Subject Courses, Professional Guidance from teacher educators, Field Practice, and Teachers' Reflections from the perspective of universities in the Czech Republic about preparing kindergarten teachers (student teachers in the bachelor-level kindergarten teacher education programs) in the field of kindergarten arts education. In summary, this chapter analyses the process of preparing kindergarten teachers in the bachelor-level kindergarten teacher education programs in Czech Republic's universities from four main sections in turn:

From the perspective of "Subject Courses": The researcher found from the data that the dynamics of the percentage of credits in subject courses involving kindergarten arts education is relatively even. Moreover, from the first year onward, the subject courses began to involve courses on pedagogy and field practice in kindergarten arts education, and the high-frequency words from the data analysis also revealed that the setting of subject courses reflects that teacher education institutions not only focus on training kindergarten student teachers in art subject courses, but also pay attention to training kindergarten student teachers in art subject courses. courses, but also on how to train kindergarten student teachers to practice arts education in the field and on aspects involving artistic expression.

The researcher analyzed the data collected from case studies and group interviews from the perspective of "Professional Guidance from teacher educators" in the field of kindergarten arts education at the bachelor-level university in the Czech Republic. The characteristics of Professional Guidance from teacher educators in universities in the Czech Republic include: the importance of relating to the objects around them; the importance of relating to the environment around them; the importance of the creative use of digital art methods; and the importance of the students' thinking about the logical relations of the artwork itself. From these characteristics it can be seen that the guidance of the teacher educators in the universities of the Czech Republic is not focused only on art itself, but also on the development of many possible ways of thinking about how to use the elements of art by the teachers of kindergarten students.

The researcher analyzed the data collected from case studies and group interviews in the field of kindergarten arts education from the perspective of "Field Practice" in the bachelor-level training of kindergarten teachers at universities in the Czech Republic. The text emphasizes the concept of reflective practice, which is intended to lead kindergarten student teachers to reflect more on their practice. In addition, from classroom observations in the kindergarten field and combining data from interviews with relevant stakeholders, the researcher summarized the collected data and found

that the characteristics of the field practice arts education activities in kindergartens in the Czech Republic include: attention to the integrated factors of the moment involving children and the environment implementing spontaneous activities; education for mixed-age children of different ages; arts education in a way that makes children feel equal and The organization of arts education includes individual development programs for different children; the importance of children expressing themselves and communicating with each other through art; the importance of connecting children's individual experiences in the process of arts education; and the implementation of an interdisciplinary approach to teaching that is not limited to the field.

The researcher analyzed the data collected from the textual data combined with the data from the group interviews and found that the data were not available in the field of kindergarten arts education from the perspective of "Teachers' Reflections". From the data, it was found that the types of texts involved in the personal reflections of kindergarten student teachers in the Czech Republic included: reflective practice courses; kindergarten observation records; professional portfolios of practice, etc. In addition, the researcher found that the focus of the reflections of the kindergarten student teachers in the Czech Republic included: reflections on the integration of practice and specific themes; reflections on how children use artistic elements for expression; and reflections on how artistic elements are used to connect children to their surroundings in the process of kindergarten arts education.

From the above analysis, it can be found that the findings of the four perspectives are mutually supportive and integrated with each other, and can also demonstrate the dynamic process of the university about preparing kindergarten teachers in the field of kindergarten arts education in the Czech Republic with multiple perspective.

The next chapter will present a systematic analysis of the data from China in four dimensions under the same research theme.

5.DATA ANALYSIS (CHINA)

This chapter is about the analysis of the data collected from China, which is based on the four-steps comparative research paradigm of Bereday (1964), a pioneer in the field of comparative research. Therefore, before formally comparing the data from China and the Czech Republic, the researcher will carry out the steps of description and interpretation with the data from each of the two countries.

In the 'Description' step of the data analysis, the researcher collects textual information related to bachelor-level kindergarten teacher programs within each of the nine universities in the two countries based on the research topic. In this section, samples' information about the nine universities in China is presented below (see Table 5.1).

Table 5.1 Samples' Information about the Nine Universities in China

Samples' Name	Bachelor-level kindergarten teacher programs	Major Name in Chinese/English	Common Characteristics
CH1			
CH2			
CH3	Full-time		1. The overall targets of the selected samples are all aimed at preparing future kindergarten teachers 2. The samples selected were all full-time teacher education programs. 3. The institutions are all universities.
CH4		学前教育	
CH5	Four years	/ Preschool Education	
CH6	153-205 credits		
CH7			
CH8			
CH9			

In addition, the second step of the data analysis was conducted: Interpretation, in which a combination of classroom observations, case studies and group interviews were used in order to obtain more details about the research topic. The case studies were selected from each of the nine universities in both countries and then, in tracking each dimension of the study, the researcher used classroom observations to record specific details and group interviews to collect data. The interviewees were all stakeholders involved in bachelor-level kindergarten teacher programs. Information about the interviewees from China were as follows(see Table 5.2).

Interviewees	Number	Common Characteristics	Samples' Name
Teacher Educators	4	Teaching related the field of kindergarten arts education.	CH-TE1 CH-TE2 CH-TE3 CH-TE4
Student Teachers	8	Student teachers are in their final academic year.	CH-ST1 CH-ST2 CH-ST8
Kindergarten Teachers	3	Bachelor's degree graduates are working in university cooperative kindergartens.	CH-KT1 CH-KT2 CH-KT3
Total	15	All of the above stakeholders have been involved in the bachelor-level kindergarten teacher education programs.	

Table 5.2 Information of Interviewees from China

The data on the process of preparing kindergarten teachers under the bachelor-level kindergarten teacher programs related the field of kindergarten arts education was refined through the researcher's observation of the interviewees' behaviour during the field observations, the recording of their performance through observation notes, and the review and addition of relevant data through group interviews. The interviewees' interpretations were further general interpretations and additions to make the research data more comprehensive and three-dimensional. Based on the research framework of this study, this chapter will be developed in the following four aspects:

- **Subject Courses**
- **Professional Guidance from teacher educators**
- **Field Practice**
- **Teachers' Reflections**

5.1 Subject Courses

The original source of data for this section is based on first-hand data from nine universities in China. Based on the original data collected, and organised in the order from the first academic year to the final academic year, the table presents the subject courses related the field of kindergarten arts education at nine universities from China (see Appendix C ,Table 5.1.1, Table 5.1.2, Table 5.1.3,Table 5.1.4).

In this part of the study, the data research methods used were mainly textual analysis, description of the data, and interpretation. In addition, the data was collated and analysed using the Excel table function and the data analysis function of the qualitative research analysis software Novivo 12. This part of the data was used to study the general trends as a whole and to establish the overall profile of this research topic.

5.1.1Percentage of Subject Courses Related the Field of Kindergarten Arts Education in the bachelor-level programs

The researchers conducted analysis from two perspectives: compulsory subjects and elective subjects. First, from the perspective of compulsory subjects, through data analysis, the researcher found the percentage of the compulsory subject courses related the field of kindergarten arts education in the bachelor-level programs in China(see Table 5.1.5).

University	Compulsory Subjects (credits)	Percentage
CH1	10	6%
CH2	29	18%
CH3	18	12%
CH4	7	3%
CH5	28.5	19%
CH6	14.5	10%
CH7	25	15%
CH8	14	9%
CH9	39	21%

Table 5.1.5 The percentage of compulsory subject courses related the field of kindergarten arts education in the bachelor-level programs in China

As can be seen from the table, the percentage range of the compulsory subject courses related the field of kindergarten arts education in the bachelor-level programs of the 9 universities in China: 3%-21%.In addition, through data analysis from the perspective of elective subjects, the researcher found the percentage of the elective subject courses related the field of kindergarten arts education in the bachelor-level programs in China(see Table 5.1.6).

University	Elective Subjects (credits)	Percentage
CH1	18	11%
CH2	21	13%
CH3	13	8%
CH4	20	10%
CH5	27	17%
CH6	15	9%
CH7	0	0
CH8	10.5	7%
CH9	20	11%

Table 5.1.6 The percentage of elective subject courses related the field of kindergarten arts education in the bachelor-level programs in China

As can be seen from the above table, the percentage range of elective subject courses in the bachelor-level programs related the field of kindergarten arts education in the 9 universities in China to the total credits is: 0-17%.

To sum up, to answer the first question about percentage of the subject courses related the field of kindergarten arts education is included in the bachelor-level programs of 9 universities in China: From the aspect of compulsory subject courses related the field of Kindergarten arts education in the bachelor-level programs: 3%-21%; From the aspect of elective subject courses related the field of kindergarten arts education in the bachelor-level programs: 0-17%.

5.1.2 Subjects' Focus Related the Field of Kindergarten Arts Education in the Bachelor-level Programs

In the process of data analysis on subjects' focus (related the field of kindergarten arts education in the bachelor-level programs in China), the researchers used the qualitative research analysis software Novivo 12, and related 4167 original words Section input, a systematic analysis was carried out, and the word frequency of high-frequency words was obtained. The researchers extracted the top 10 high-frequency words. Therefore, the researcher found the followed subjects related the field of kindergarten arts education in the bachelor-level programs in China are the focus subjects.(see Table 5.1.7)

Ranking	Word	Frequency
1	Dance	29
2	Design	26
3	Music	25
4	Creation	25
5	Piano	24
6	Arts	20
7	Environment	14
8	Vocal	11
9	Technique	10
10	Songs	9

Table 5.1.7Top 10 high-frequency subjects' focus related the field of kindergarten arts education in the bachelor-level programs in China

As can be seen from the table above, the 9 universities in China focus the above related subjects related the field of kindergarten arts education in the bachelor-level programs. From the perspective of word frequency analysis, we can see all the information about kindergartens in the 9 universities in China. The arrangement of overall courses in the field of arts education focuses on related subject courses such as Dance, Design, Music, Creation, Piano, Arts, Environment, Vocal, Technique, Songs, etc.

5.2 Professional Guidance from Teacher Educators

In this part of the data description and analysis, in order to conduct a comparative study between China and the Czech Republic from the details, the data conducted case study in this chapter, and collected the related cases about "Arts and Crafts" offered in the subject courses of respective two universities in the Czech Republic and China (all from the bachelor-level kindergarten teacher education programs).

Below are 10 cases from China, involving 20 pictures of teacher educators during lessons and student teachers' completed assignments. The following is the description, elaboration and analysis of the 10 cases: (see Table 5.2.1; Table 5.2.2; Table 5.2.3; Table 5.2.4; Table 5.2.5; Table 5.2.6; Table 5.2.7; Table 5.2.8; Table 5.2.9; Table 5.2.10). In addition, to obtain more details of the data, further interpretation of each case is illustrated in conjunction with the data from the group interviews.



Case Number 1	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Chinese Paper Cutting		Steps and practice Skills in handicraft	

Table 5.2.1 Case 1

Basic Profile: It's a traditional style of paper cutting in China and it originated from cutting patterns for rich Chinese embroideries and developed into a folk art in itself.

Key Guidance Words from the teacher educators:

"This is often used for holiday themes, we can choose a piece of paper that is red on both sides, about 20 cm. Then, fold the paper in half along the diagonal." (CH-TE1)

"After folding it several times, fold one of the 45 degree corners in half and make a composition of the pattern on one of the sides, which can be as you wish. Then, along the drawn line part, use scissors to cut out all the shaded parts of the pattern. Follow the steps and practice a few more times to get familiar with how to do it, which can improve our skills in handicraft." (CH-TE2)

Feedback from Student Teachers:

"In the past, during Chinese New Year, my parents would buy paper cutouts of similar shapes from outside and put them on the windows and doors of my house, but now I can try to do it myself." (CH-ST5)

"This process is a great exercise of hand coordination, and if applied in the field of kindergarten arts education, it can improve the hands-on skills of children." (CH-ST7)

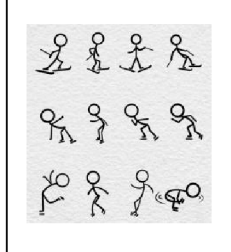

Case Number 2	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Stick Figure		Drawing lines Master the skill	

Table 5.2.2 Case 2

Basic Profile:It's a kind of drawing about a person or animal, composed of a few lines, curves, and dots.

Key Guidance Words from the teacher educators:

" Drawing lines with a ballpoint pen or pencil to trace the posture of a person or animal." (CH-TE3)

"Grasp the smoothness and detailing of the lines and master the skill of drawing them. We can try to draw some cartoon characters." (CH-TE4)

Feedback from Student Teachers:

"Since the assignment required me to draw cartoon characters using this artistic method, I looked for some relevant cartoon pictures from the Internet for reference and then completed the work." (CH-ST1)

"I think this method can provide a foundation of lines for kindergarten children to learn to draw. For children of different ages, art teaching activities can be conducted at different levels of difficulty to help children improve their line drawing skills." (CH-ST2)

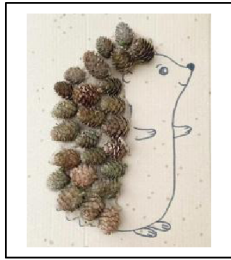
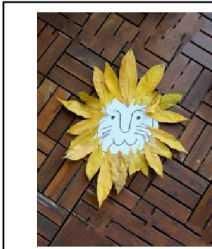
Case Number 3	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Natural Material Collage		Make a structure Color match	

Table 5.2.3 Case 3

Basic Profile: It refers to the use of natural materials (such as leaves, branches, petals, etc.) collage into a work of art.

Key Guidance Words from the teacher educators:

"When using to autumn leaves and hazelnuts as materials, we can first make a structure on paper as a basic framework, and then decorate the image." (CH-TE1)

"When making a structure, we try to make the overall beauty of the composition and color match as much as possible." (CH-TE2)

Feedback from Student Teachers:

"I need to take the time to conceptualize the first step before completing the piece. I want my idea to be unique, but I also worry that I won't draw it well and then it will affect the aesthetics of the second step." (CH-ST6)

"The way the teacher instructed me was my reference, and I would probably apply it in a similar way to art activities in kindergarten, but the first step needs to be prepared in advance for the children." (CH-ST8)

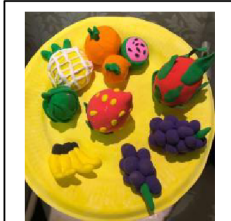

Case Number 4	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Clay Sculpture		Make teaching aids Fruit-themed Color match	

Table 5.2.4 Case 4

Basic Profile: It is a three-dimensional plastic art work created with clay.

Key Guidance Words from the teacher educators:

"In kindergarten sometimes teachers are needed to make teaching aids for children, for example: fruit-

themed teaching aids." (CH-TE3)

"We use different colors of clay for shaping and color matching, and different fruit images can be chosen according to individual preferences." (CH-TE4)

Feedback from Student Teachers:

"The process of completing this work was very relaxing and the shapes were really cute and the color scheme was very lively." (CH-ST3)

"Many children in kindergarten like to play with clay, so I would consider this material for kindergarten arts teaching activities, but I may need teachers' guidance in shaping and color matching." (CH-ST4)


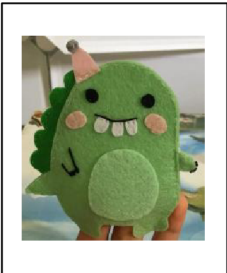
Case Number 5	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Finger Doll		Make teaching aids Animal-themed Make a structure	

Table 5.2.5 Case 5

Basic Profile:It refers to using the cloth to make a miniature puppet fitting over and manipulated by one finger.

Key Guidance Words from the teacher educators:

"We learn how to make animal-themed finger dolls with cloth, which means making teaching aids, a skill that will be used often in kindergarten work." (CH-TE1)

"We prepare different colors of cloth in advance, then we need to make a structure, draw the image of the idea, and then do the detailing. Finally, the edges are stitched together with a needle." (CH-TE2)

Feedback from Student Teachers:

"The process of making this little piece was a bit complicated and took a long time, although the final result was very nice." (CH-ST5)

"This artistic way of making teaching aids is placed in some corners of the kindergarten and should be used in children's picture book stories or games on a certain theme." (CH-ST8)


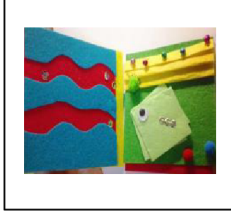
Case Number 6	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Fabric Picture Book		Make teaching aids Plant/animal theme Make a structure Color match	

Table 5.2.6 Case 6

Basic Profile:It refers to making children's picture books with cloth.

Key Guidance Words from the teacher educators:

"We can try different themes, like a plant theme or an animal theme, and we can take a certain storyline and show it by hand with art in that way." (CH-TE3)

"When using cloth to make children's picture books, you need to consider the layout and structure as well as the color combination." (CH-TE4)

Feedback from Student Teachers:

"We needed to buy various colors of cloth from the store, as well as possible materials, and how to structure the picture on the drawing paper, and this process took a lot of time to prepare. My classmates and I worked on this assignment at night in the dormitory." (CH-ST1)

"The cloth books made in this artistic way look beautiful, but, if used in a kindergarten activity in the field of arts education, I would consider having the children participate in making them together, adding the elements needed according to the pattern constructed in advance." (CH-ST2)



Case Number 7	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Thematic Wall		Environmental theme Arrange and structure	

Table 5.2.7 Case 7

Basic Profile:It refers to the paintings displayed on the paper board around a theme.

Key Guidance Words from the teacher educators:

"In the daily work of kindergarten, kindergarten teachers need to create and decorate the walls of their classrooms, so we can consider using this artistic expression we learned today: based on a certain theme, for example: the Earth's environmental theme, we can add cut-out pictures on cardboard as

well as text embedded in the information we need to convey. " (CH-TE1)

"After determining the theme, we first need to consider how to arrange and structure the picture, placing the parts conceived in advance in different locations on a piece of cardboard." (CH-TE2)

Feedback from Student Teachers:

"When my classmates and I found a blank piece of cardboard, then, we started to get anxious about what theme we wanted to express in the piece, and the process of how to conceptualize and compose was really stressful; we didn't seem to have that many good themes, and we needed to spend time looking up references on the internet." (CH-ST6)

"The cardboard made in this artistic way represents a theme in a very compact and focused way, expressing some common sense information to the children, but when we finished the assignment process: trying to convey the theme about transportation, we were worried that the parts we made were not enough to recreate the actual situation. Especially when we see that some of our students can draw very well, we get anxious about not being able to do the artistic craft aspect of kindergarten." (CH-ST7)


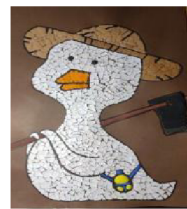
Case Number 8	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Eggshell Painting		Make a structure Color match	

Table 5.2.8 Case 8

Basic Profile:It refers to the completion of a painting with small pieces of eggshells.

Key Guidance Words from the teacher educators:

"In this lesson we learn how to make eggshell paintings, which means that we need to use pieces of eggshells to create works full of artistic beauty." (CH-TE3)

"Before creating this type of art, we can conceive a scene or a storyline or an animal, then, we make a structure on a piece of paper, then we paste the pieces of eggshell on it one by one, and finally color the different parts according to the layout, paying attention to the color match." (CH-TE4)

Feedback from Student Teachers:

"The materials needed to complete this work will take a few days to prepare, because a painting needs a lot of pieces of eggshells, when we collect enough materials. Then, we need to use pencil to make a composition on white paper to outline an image, then we need to take tweezers to hold each piece of eggshell to fill the whole picture completely, and finally, we use different colors of watercolor to paint

the colors." (CH-ST3)

"The eggshell paintings made in this artistic way were exquisite, but it caused me to panic about not really being a kindergarten teacher yet because we spent too much effort before we were really involved in interacting with the children, and it was more complicated to operate. Therefore, we may not consider using this type of artistic expression in our teaching activities in the art field in kindergarten." (CH-ST4)

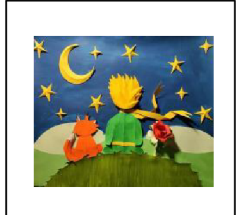
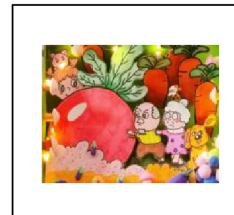
Case Number 9	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Classic Story		Restore storyline Make a structure	

Table 5.2.9 Case 9

Basic Profile:It refers to making a painting to express the plot of a classic story.

Key Guidance Words from the teacher educators:

"In this class we learn how to restore a classic storyline with decorative painting, and we can consider different textures of materials to make flat pieces or three-dimensional pieces." (CH-TE1)

"This artistic approach requires us to be familiar with what happens in a certain story and what are the main characters in it before we create it, and then, we restore this storyline on paper by constructing it, and of course, our first step is to make a structure, paying attention to the characteristics of the main characters." (CH-TE2)

Feedback from Student Teachers:

"This art method was difficult for me because although I was familiar with a classic storyline, it was challenging for me to create and recreate the plot, and I was always worried that the image I created would be too far from the image in the story when I was completing the assignment. " (CH-ST5)

"To be honest, I myself would not use this art approach for kindergarten arts education activities because, the preparation is too long and tedious, and it would make me feel burned out. Even if a perfect piece is made and taken to the children to show them, it seems that the children are not really involved in the process of creating. (CH-ST8)



Case Number 10	Image from Teacher Educators	Key Guidance Words(parts)	Student Teachers' Assignments
Kindergarten Teaching Aids		Make teaching aids Make a structure Cognitive skills	

Table 5.2.10 Case 10

Basic Profile: It is a hand-made teaching aid made in combination with the teaching objectives of kindergarten to improve Children's cognition in certain aspects.

Key Guidance Words from the teacher educators:

"In this lesson we learn how to make teaching aids that help children develop some aspect of their cognitive skills, for example, the aids pictured were made to develop children's math skills. The teaching aids we make need to be fun and artistically beautiful" (CH-TE3)

"Before making the teaching aids, we need to make a structure in advance as well as conceptualize how the teaching aids should be used. We can consider using scrap materials, including old cardboard and buttons, etc." (CH-TE4)

Feedback from Student Teachers:

"We were also familiar with the multiple aspects of development that should be helped, but it was not easy to conceptualize what kind of teaching aids we needed to make in order to complete this assignment; it was as if we had lost our imagination, so we kind of suspected that we did not have the ability to create art. In the end, we tried to still try in the direction of developing children's mathematical skills and made a simple teaching aid." (CH-ST2)

"I think that teaching aids made in this artistic way can be varied, and one can also try to design and create musical instrument style teaching aids to participate in kindergarten music activities, but, as a kindergarten teacher's daily routine there may not be so much time to prepare these teaching aids. During my previous kindergarten internship, I saw many teaching aids made by kindergarten teachers placed in the corners of the classroom, and they didn't always seem to catch the children's attention; after all, the children had a great selection of toys." (CH-ST6)

Based on the data from all the above cases and the group interviews, the researcher found that the teacher educators emphasized the importance of making a structure or conceptualizing in advance during the guidance process of the courses, and in most cases instructed the student teachers that they could use a pencil to sketch out the general outline on the drawing paper first, and then proceed to the next step. For example, in Eggshell Painting, Bean Stickers, and Natural Material Collage, the first

step is to create a structure with a pencil, and then enrich the entire composition with materials. Smooth lines can be seen in the compositions that are well-defined. In all the cases, except for Stick Figure, where the lines are black and white, all the other cases pay great attention to color matching, especially in the cases of Clay Sculpture, Classic Story and Kindergarten Teaching Aids, where you can see a variety of colors and rich and vivid color matching. In almost all cases, the importance of color matching and the emphasis on artistic aesthetics are highlighted. In all cases, artwork can be found that is linked to some aspect of children's general knowledge or cognitive development. For example, the Theme Content Painting case is designed to develop children's knowledge about a particular topic, and the case involves children's knowledge about the Earth's environment and children's knowledge about traffic safety. In addition, the Kindergarten Teaching Aids case, for example, is designed to develop children's knowledge of numbers up to 10 and to help children develop their mathematical skills through artwork. In addition, the teacher educators focused on guiding student teachers to think about a particular theme when creating art. For example, "Thematic wall", "Fabric Picture Book", and "Finger Doll" are based on the themes of environmental protection, plants, and animals, respectively. Thematic wall", "Fabric Picture Book" and "Finger Doll" are based on the theme of environmental protection, the theme of plants and the theme of animals.

In summary, the researcher analyzed and summarized the data collected from the 10 cases in combination with the group interviews and came up with the following characteristics of the professional guidance of teacher educators in the universities of the Czech Republic:

- **Emphasis on the first step of artistic creation is to make a structure**
- **Emphasis on color matching and artistic aesthetics**
- **the creation of teaching aids in an artistic way**
- **Connection with the cognitive development of the child's skills**
- **Artistic creation around a certain theme**

5.3 Field Practice

In order to study in more depth the process and details of field practice about preparing kindergarten teachers related the field of kindergarten arts education in the bachelor-level teacher education programs, the researcher selected one of the nine universities in China and two kindergartens in cooperation with this university (both of which serve as practice sites for preparing kindergarten teachers) to collect information and data related to the topic of the study. The data are organized and summarized as follows. This part of the data is mainly developed from two aspects: university 's textual arrangements in kindergarten practice related the field of kindergarten arts education, kindergarten field practice related the field of kindergarten arts education.

5.3.1 Textual Arrangements

From the point of view of arrangements involving kindergarten practice in university texts, universities in China arrange a period of kindergarten practice for student teachers mainly in the final academic year. From the perspective of university texts involving kindergarten practice arrangements, universities in China arrange 18 weeks of kindergarten practice for future kindergarten teachers (student teachers) from the fourth year of study. In the fourth year of study, there are two phases. The first phase is a 12-week internship at a school in the base of the internship, which takes place in the first half of the fourth year. During this period, each student teacher observes and listens to at least 6-8 hours of lessons and completes 6-8 hours of learning how to teach in a kindergarten. The second phase was scheduled for the second half of the fourth year and lasted 6 weeks, with the choice of kindergarten practice site combined with the students' employment intentions. The researcher found that there was no clear theme in the text for the kindergarten practice in the field of arts education, and that the content of the practice revolved around the daily work of the kindergarten and was broad in scope. In addition, since the organization of the field practice of student teachers in kindergartens is closely related to the schedule within the kindergarten. Therefore, the researcher summarized the schedules of two kindergartens in China as follows: (see Table 5.3.1).

Time	Schedule
07:30-08:10	Morning activities
08:10-08:30	Breakfast
08:30-08:50	Games
08:50-09:30	Teaching activities
09:30-09:50	Games
09:50-10:00	Toileting/drinking/snack

10:00-11:00	Outdoor recess and sports games
11:00-12:00	Lunch Time
12:00-14:30	Quiet Time(sleep)
14:30-15:00	Toileting/drinking/snack
15:00-15:30	Teaching activities
15:30-16:00	Games
16:00-16:20	Toileting/drinking
16:20-17:10	Outdoor games
17:10-17:30	Preparation for leaving kindergarten

Table 5.3.1 Summarized the schedules of two kindergartens in China

As shown in the table, this is the textual schedule of the Chinese kindergarten day schedule, and it is obvious from the information in the internal kindergarten text that the time periods involving kindergarten arts education activities mainly include: Teaching activities; and Games.

Based on the textual data, it is clear that Teaching activities refer to the five fields of teaching activities (language field, artistic field, science field, social field, and health field) under the national preschool education framework, and the kindergarten arts education field that is the focus of this study will be implemented during this time period. Based on the fact that Chinese kindergartens are divided into three age groups according to the different ages of children: 3-4 years old is the younger age group, 4-5 years old is the middle age group, and 5-6 years old is the older age group. According to the kindergarten text, the duration of the teaching activities implemented in the three age groups is different: about 15 minutes, 20 minutes and 30 minutes, in that order.

In addition, the games involved in the field of kindergarten arts education are mainly about corner games in kindergarten classrooms, which are divided into different thematic areas in Chinese kindergarten classrooms, including art-themed areas, science-themed areas, and reading-themed areas. In the art-themed area, among them, the art-themed area will place a variety of art crafts or materials related to artistic elements.

5.3.2 Kindergarten Field Practice

The analysis of the data in this section is based on observations of student teachers' participation in educational practices in two kindergartens in China, collected cases of kindergarten activities in the field of arts education, and a combination of group interviews in the process. The researcher then summarizes the data to further illustrate the details of the field practice in China. In order, the following is presented from two aspects : Pre-implementation of arts education activities in kindergartens ; The

process of implementing arts education activities in kindergartens.

5.3.2.1 Pre-implementation

Before implementing the actual kindergarten activity, both student teachers and full-time kindergarten teachers need to write lesson plans on how to develop and implement the activity. The same situation applies to teaching activities in the field of kindergarten arts education. Based on the collected lesson plans about kindergarten arts education activities, the researcher found that each lesson plan involved entries that mainly included:

- **Activity objectives**
- **Activity preparation**
- **Activity process**
- **Activity extension**

Regarding the items involved in each lesson plan, it was further explained by three kindergarten teachers that:

"The design of the Activity objectives was based on the authoritative teacher lesson plan guide reference book and the stage of children's age development." (CH-KT2)

"The design of activity preparation generally involves the preparation of teaching aids and the preparation of children's experiences" (CH-KT3)

"The design of the Activity process involves how the kindergarten teacher introduces the theme of the activity, transitions during the activity, and the teacher's questioning language." (CH-KT1)

"Activity extension is designed to incorporate the situation at the end of this instructional activity, and the kindergarten teacher guides the children through further thinking and exploration with prompting phrases." (CH-KT3)

One of the kindergarten teachers added that.

"These lesson plans are also categorized according to three different ages, including: 3-4 years old (younger age group), 4-5 years old (middle age group), and 5-6 years old (older age group)." (CH-KT2)

For example, the lesson plan for music education activities for kindergarten 3-4 years old (younger age group) is as follows:(see Table 5.3.2).

Table 5.3.2 A lesson plan for music education activities in kindergarten younger age group in China

Name: A song called spring
Activity objectives: To enable children to deepen their understanding of spring, initially understand the words of the first song and learn to sing with them. To make the children develop the emotion of loving spring.
Activity preparation:

<p>Various small animal headdresses. The children knew and observed spring in advance.</p> <p>Activity process: First, engage the children in a rhythmic activity. The teacher leads the children to enter as small animals in spring to the sound of the music of "Spring". For example, bees, butterflies, frogs, etc. After the children are seated, please observe the animals in the classroom; the teacher asks the children to say how they feel after listening to the song. Children can answer freely.</p> <p>Secondly, let the children enjoy the melody, feel the happy mood of the music and know the name of the song. The teacher plays the melody of the song again and asks the children to say how they feel after listening to the song. Guide the children to listen to the melody of the song again, inspire them to listen to the music, make happy movements, and tell them that it is a song called spring.</p> <p>Third, sing. The teacher sings the first part of the song. Ask the children to answer what they hear. The teacher demonstrates singing the song a second time and instructs the children that they can draw pictures while singing; the teacher helps the children further understand the lyrics by pointing to the pictures while singing, and the children can gently sing along with them; the teacher leads the children to recite the song rhythmically several times while according to the content of the lyrics; while listening to the music, the children can clap their hands and hum gently; to the accompaniment of the song "Spring", the children do dance movements that match the rhythm.</p> <p>Activity extension: It is recommended to lead children to observe the animals and plants in spring and guide them to imitate with their own body movements. The weather is really nice at the beginning of the activity! I said to the children, "Today, the sun god wants to see how the children are teaching, but the sun god can't come in, huh?" The children called out, "Let's go outside then!" After coming outside and saying hello to the sun, I arranged for the children to sit down on the shady part of the lawn to feel the spring.</p>
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According to the kindergarten teachers, they commented further explaining that:

"When we carry out kindergarten teaching activities, including the field of kindergarten arts education, we basically follow the framework and procedure of an already designed lesson plan. Therefore, becoming a kindergarten teacher requires the ability to design lesson plans, which is one of the things that kindergartens often need to record in their work logs in their daily work." (CH-KT1&CH-KT2&CH-KT3)

In summary, Chinese kindergartens need to write age-specific (3-4years old, 4-5years old, and 5-6 years old), relatively complete activity lesson plans that include activity objectives, activity preparation, activity process, and activity extension before implementing arts education activities. In Chinese kindergartens, one of the skills required to prepare a kindergarten teacher is to design activities and record them as lesson plans in a work log. In addition, before actually implementing kindergarten arts education activities, in addition to writing lesson plans, an important task for Chinese kindergarten teachers is to create and design the environment in the kindergarten classroom. The themes of creation and design were arranged according to the recent teaching themes of the kindergarten. To illustrate this more clearly, the researcher took a sample from the kindergarten's internal documents to further elaborate: (see Table 5.3.3).

Table 5.3.3 Kindergarten weekly planning schedule for older age group in China

Kindergarten Weekly Planning Schedule (5-6 years old group)					
This week's theme	We are in the spring				
Creation of environment in kindergarten classroom	Kindergarten teachers organize children to plant seeds of plants and make daily observation records. Draw pictures on the theme walls in the classroom and set up environmental designs and creations about the spring theme.				
Teaching activities	Monday	Tuesday	Wednesday	Thursday	Friday
Mornings	Science education field: Learn to add and subtract numbers up to 8.	Arts education field: Appreciate where is the spring	Language education field: A story about tadpoles looking for their mother	Science education field: Math: Recording Time	Language education Field: Poetry: The Colors of Spring
Afternoons	Health education field: I play games with cardboard	Arts education field: Clay sculpture. Animals wake up	Arts education field: Painting Beautiful park	Health education field: Go Running	Science education field: Planting flowers together

As shown in the table, this is part of the information of the weekly plan of Chinese kindergartens, this weekly plan is for children aged 5-6 years old, other age groups have weekly plans for their corresponding age groups, the structure of the weekly plan of Chinese kindergartens is similar, intercepting part of the information in the table, the researcher is mainly looking for information about the kindergarten implementation of arts education activities before or preparation It is worth noting that one column is "Creation of environment in kindergarten classroom". "In this column, the kindergarten teacher is required to design and create an environment on the walls of the classroom on the theme of "We are in the spring". The picture below shows(see Diagram 5.3.4)



Diagram 5.3.4 Creation of environment in kindergarten classroom on the theme of "We are in the spring" (in China)

The picture shows the creation and design of the environment around this week's theme "We are in spring" as part of the preparation for the implementation of this week's teaching activities. For example, the theme of the kindergarten weekly program was changed to "Traffic in the city", and the classroom environment was created and designed as shown in the following picture:(see Diagram 5.3.5)



Diagram 5.3.5 Creation of environment in kindergarten classroom on the theme of "Traffic in the city" (in China)

The theme of the Chinese kindergarten weekly program is the theme for kindergarten teachers to carry out the environmental decoration of the kindergarten classroom. Kindergarten teachers use various materials for crafts and overall environmental design under this theme, which is designed to match the implementation of kindergarten teaching activities under the same theme. Age-specific teaching

objectives are available in national preschool documents for reference. In summary, from the kindergarten text, kindergarten teachers in China need to consider before implementing kindergarten arts education activities will consider:

- **Designing and documenting lesson plans for the activities in advance, based on the teaching age groups and teaching themes**
- **Preparing in advance the creation and design of the kindergarten environment based on the weekly planned theme of the kindergarten**
- **The developmental needs of the children at their specific age**
- **National preschool education documents**

5.3.2.2 On the Process of Implementation

Arts education activities in Chinese kindergartens are implemented mainly in the kindergarten classroom, where children and kindergarten teachers sit around in chairs to carry out educational activities on a particular kindergarten theme. (At this time, student teachers doing internships or educational practices in kindergartens do support work, or kindergartens give kindergarten student teachers the opportunity to try formal teaching in a field setting with (This is a time when student teachers in kindergarten internships or practicums are doing support work, or kindergarten student teachers are given the opportunity to try formal teaching in a field setting with children in kindergarten arts education activities.) For example, the following picture: (See Diagram 5.3.6)



Diagram 5.3.6 A daily teaching activity is implementing in kindergarten in China

After the kindergarten teacher completes the lesson plan on the work log, the teacher designs the decoration of the classroom environment to match the theme of the lesson plan, and then, based on this one theme, the teacher carries out teaching activities in different content areas. Before the kindergarten teacher conducts the artistic theme, he or she tells the children what activities they are going to do afterwards, and after explaining the rules, the teacher allows the children to carry out specific artistic

educational activities. Some kindergartens have group activities in the classrooms where children do their daily activities, while others have special arts education classrooms (e.g., artist rooms, dance studios, etc.), such as the following picture of children are participating arts education activities in the artistic room: (see Diagram 5.3.7).



Diagram 5.3.7 Children are participating arts education activities in the artistic room in China

During the implementation of the activity, the teacher prepares the children with materials they need to use and other possible help, and instructs them about artistic skills such as color or composition or shape during the activity. The teacher also encourages the children to choose their favorite colors to paint on their own, and encourages them to help each other during the process. At the end of the activity, teachers instructed the children to display their work for mutual appreciation and encouraged them to tell a story about their artwork, which also served as a way to evaluate the activity. In order to learn more about the process of implementing arts education activities in kindergartens in collaboration with Chinese universities (i.e., what student teachers observe during the training process of university teacher education programs), the researcher summarized the pictures and information collected, and the researcher found that kindergartens in China value children's art appreciation and art skills improvement, such as the representative case in the figure below: (see Diagram 5.3.8).



Diagram 5.3.8 A representative case in kindergarten in China

As shown above, in this arts education activity, the kindergarten teacher provided materials and tools according to the lesson plan and guided the children to use their hands to tear green pieces of paper into different shapes, which served as green leaves, and guided them to draw textures on the leaves with a pen and, in addition, to shape white bugs with their hands. The pedagogical goal of this activity is for the children to exercise the muscles of their hands by tearing pieces of paper or hand-made white bugs, and for the children to learn the drawing skill of making pictures with lines. In addition, Chinese kindergartens implement arts education in the form of children's drama and dramatic play. For example, the children's dramatic activity pictured below takes place on stage: (see Diagram 5.3.9)



Diagram 5.3.9 The children's dramatic activity is implementing on stage in China

Children's drama is carried out in Chinese kindergartens based on the storyline of children's picture books, where the children dress up as different characters and speak

the lines of the different characters according to the story. In addition to this, there are also dramatic games that take place in the kindergarten classroom, which is also a way of developing the field of arts education in Chinese kindergartens. For example, the following picture: (see Diagram 5.3.10).



Diagram 5.3.10 Dramatic games in the kindergarten classroom in China

As the diagram shows, the classrooms in the Chinese kindergartens are set up with different functional areas, and one area is set up with costumes and accessories that facilitate role play for the children, where the children can play the roles of doctors, nurses, firemen, salesmen, etc. This is also where the children engage in dramatic games within the kindergarten classroom. All of the above activities take place in the kindergartens that the Chinese universities have partnered with, where the Chinese universities arrange for student teachers to participate in kindergarten practice. This is why the kindergarten field practice phase is also a very important preparation phase for kindergarten student teachers to learn in practical contexts before they start their careers.

In summary, the researcher analysed and summarised the data collected from the student teachers' field practice in kindergartens and found that the characteristics of arts education activities in Chinese kindergartens included:

- **Writing lesson plans and creating and designing the classroom environment according to the kindergarten's prescribed theme before conducting the activity**
- **There are three age groups (3-4 years, 4-5 years and 5-6 years)**
- **The organisation of arts education in kindergartens is based on group activity .**
- **The emphasis is on individual experience and the development of the**

children's abilities

- **Emphasis is placed on the children's appreciation of arts and the development of their artistic skills**
- **Emphasis on the experience of the children in the arts education process**
- **Emphasis on teacher-child interaction in arts education activities**

5.4 Teachers' Reflection

In order to explore the details of this part of the research topic, the data in this part are selected from 9 universities in China, and collected detail cases on 2 of which are collected from the bachelor-level kindergarten education programs of these two universities involving teachers' reflection (especially related the field of kindergarten arts education). In addition, the researchers found student teachers who participated in the teacher education project to elaborate and further explain the content related to this topic in the text, in order to find more details and inductive features .

Through the collation and analysis of text data, on the whole, the researchers found that the types of texts about preparing kindergarten teachers' reflections in the field of kindergarten arts education mainly include: Kindergarten observation records from student teachers, lesson plans for kindergarten teaching activities, internship reports. Combining the specific content in the above text and the interview data from student teachers, the researchers found that the focus of the reflections of the about preparing kindergarten teachers (student teachers) related the field of kindergarten arts education in China include:

- Focus on reflecting on how children acquire competence or skills in an arts context
- Focus on reflecting on the relationship between the materials provided to the children in the educational process and the development or enhancement of their abilities

5.4.1 Focus on reflecting on how children acquire competence or

skills in an arts context

In the data collected, the researcher found that Chinese kindergarten student teachers were more concerned with the process of children acquiring the ability or skills to create art in their reflections on the arts education they were providing to young children.

For example, one student teacher's personal reflection in her observation notes under the theme of arts education in kindergarten said:

"Nowadays, in the artwork area, the kindergarten provides materials with operating instructions and

steps for the children to learn different drawing techniques. Once the basic operations are learned, the children are allowed to play freely, but perhaps the children's extended thinking is affected by the limitations of the operating instructions and needs attention in this area in the future." (CH-ST2)

Another reflection from a student teacher in the child observation log recorded :

"When the children were working on the mosaic sticker creative artwork, I found that the children were very good at imitating and most of the children involved would draw the outline from the pattern on the schematic and then cut the coloured paper pieces to stick, however, the children were not able to use their imagination to draw different patterns. So, I reflected on whether to create more schematics for the children to refer to." (CH-ST3)

For example, in the "Activity reflection" section of the lesson plan for a kindergarten music activity, another student teacher stated:

"The focus of this music teaching activity was on learning to sing songs and acquiring some musical skills. Throughout the activity, some of the children were able to notice the changes in notes and rhythms, however, some of the children had inaccurate pronunciation. I will later consider helping the children to improve their singing skills better while maintaining their interest." (CH-ST5)

According to another two student teachers, they added that:

"During our preparation for teacher education at university, our teachers placed more emphasis on improving the artistic skills of us student teachers, which seemed to be a prerequisite for going to the kindergarten for arts education activities." (CH-ST7)

"Our experiences during our teacher education influenced us a lot and would inadvertently lead us to reflect on the activities we observed in the field of arts education during our placement in the kindergarten, always thinking that the activity improved the children's skills or abilities in some aspect of the arts." (CH-ST8)

5.4.1 Focus on reflecting on the relationship between the materials provided to the children in the educational process and the development or enhancement of their abilities

In the collected data, the researchers found that teachers of kindergarten students in Chinese universities pay more attention to the materials used in the process of arts education when reflecting on children's arts education, mainly focus on reflecting on the relationship between the materials provided to the children in the educational process and the development or enhancement of their abilities

For example, a personal reflection from a student teacher's observation record of young children:

"We went to the art area where the materials needed to be placed in the classroom with the children. The children's answers exceeded the imagination of the teachers: wool, newspapers, shells, stones, leaves, toothbrushes, etc. On the second day, The children brought a variety of materials from home, which greatly improved the enthusiasm of the children to draw, and under the guidance of the teacher, the children created more colorful works in the artistic field." (CH-ST1)

As one student teacher explained:

"I often reflect on what materials can be provided to children in the activities in the field of kindergarten arts education. Subconsciously, I think that the more materials provided, the more choices are given to children, and the more helpful to children's artistic creation." (CH-ST4)

Another example is a student teacher's reflection on the activity in the lesson plan of the handicraft arts education activity in the kindergarten:

"In the activity of making handmade bunnies, we provided the children with various materials and step diagrams to help the children understand how to make the process. In similar arts education activities this month, it was found that the simpler the materials, the better the children The greater the possibility of being creative." (CH-ST6)

According to another student teacher added:

"Before in the university classroom, our teachers would often remind us to use a variety of materials for artistic creation. Therefore, in terms of kindergarten arts education activities, to a certain extent, I will pay attention to reflect on what materials the teacher will provide, Whether it can meet the goals of this activity and the needs of children." (CH-ST5)

In addition, according to a student teacher's reflection on the teaching plan of kindergarten music teaching activities:

"The children danced to the rhythm in the pleasant atmosphere of the music. Based on the fact that this music describes the state of seeds growing up and swaying with the wind, I consider providing children with more kinds of scarves or colored cloth next time, better Compatible with children's dance and expression." (CH-ST7)

5.5 Summary

This chapter analyses Chinese universities about preparing kindergarten teachers (student teachers in the bachelor-level kindergarten teacher education programs) from four perspectives: Subject Courses, Professional Guidance from teacher educators, Field Practice, and Teachers' Reflections. The details of the preparation process in the field of kindergarten arts education. In summary, this chapter analyses the process of preparing kindergarten teachers in the bachelor-level kindergarten teacher education programs in Chinese universities from four main sections in turn:

From the perspective of 'Subject Courses' in the field of kindergarten arts education, the researcher finds from the data that the dynamics of the percentage of credits in subject courses involving kindergarten arts education in subject courses is relatively uneven, with courses involving kindergarten arts education arranged in one or two years. The courses are concentrated in one or two of the years with a higher percentage of credits, and there is a large gap in the distribution from year to year. In addition, the analysis of the data reveals that the focus of the subject courses in kindergarten arts education is on artistic skills such as dance, piano and voice, as well as on handicraft courses that enable kindergarten teachers to learn how to create and design kindergarten environments. This reflects the fact that the subject courses are designed to encourage future kindergarten teachers to focus on a wide range of artistic skills.

From the perspective of 'Professional Guidance from teacher educators' in the field of kindergarten arts education, the researcher analysed the data collected from case studies and group interviews and then found that the characteristics of the professional guidance of student teachers from Chinese university teacher educators included an emphasis on The first step in art making is composition or idea; the importance of colour palette and artistic beauty; the use of art making to create teaching aids; the link to the cognitive development of children's abilities; and the creation of art around a particular theme. These characteristics reveal that teacher educators in Chinese universities focus their instruction on the mastery of artistic skills within a compositional framework and on the development of children's artistic skills and general abilities while training student teachers on how to master artistic skills.

From the perspective of 'Field Practice' in the field of kindergarten arts education, the researcher analysed the collected cases in conjunction with the data from the group interviews and found from the data that the arrangement of kindergarten field practice in the framework of bachelor-level courses in Chinese universities is concentrated in the fourth year, with kindergarten The practice is not explicitly linked to arts education practice and is a comprehensive type of kindergarten field practice. In addition, in the Chinese kindergartens where the student teachers practised in the field, the researcher found that the characteristics of arts education activities in Chinese kindergartens include: writing lesson plans before the activities and creating and

designing the classroom environment according to the kindergarten's prescribed theme; three age groups (3-4 years, 4-5 years and 5-6 years); the organisation of arts education is mainly based on group activity programs; and the emphasis on children's individual experience and ability development. The focus is on children's individual experiences and abilities; on children's art appreciation and art skills; on children's experiences in the arts education process; and on the interaction between teachers and children in arts education activities. The arrangement of kindergarten practice in the framework of bachelor-level courses in Chinese universities is arranged from the first year onwards, year by year, and the text emphasises the concept of reflective practice, with the intention of guiding kindergarten student teachers to be more reflective in their practice. In addition, from classroom observations in the kindergarten field and in combination with data from interviews with stakeholders, the researcher summarised the data collected and found that the characteristics of the field practice of arts education activities in kindergartens in the Czech Republic include: the implementation of spontaneous activities with attention to a combination of factors involving children and the environment at the moment; the education of mixed-age children of different ages; the use of arts education in a way that makes children feel equal and The organisation of arts education includes individual development programs for different children; the importance of children expressing themselves and communicating with each other through the arts; the importance of linking children's individual experiences in the arts education process; and the implementation of a cross-disciplinary approach that is not limited to the arts.

The researcher analysed the textual data collected from the 'Teachers' Reflections' perspective in the field of kindergarten arts education, together with the data from the group interviews, and found that the data on teacher reflection in the process of training kindergarten teachers in Chinese universities involved The types of texts collected included: kindergarten observation records, lesson plans for kindergarten teaching activities, etc. In addition, the researcher found that the focus of student teachers' reflection in the field of arts education in Chinese universities included: a focus on reflecting on how children mastered artistic abilities or skills in the field of arts education activities; and a major focus on reflecting on the relationship between the materials provided to the children in the educational process and the development or enhancement of their abilities.

From the above analysis, it can be found that the findings of the four perspectives are mutually supportive and integrated with each other, and can also demonstrate the dynamic process of Chinese university about preparing kindergarten teachers related the field of kindergarten arts in multiple perspective.

A comparative analysis of the two data sets from China and the Czech Republic will be presented in the next chapter.

6.COMPARISON

Baistow (2000) has outlined four main reasons for carrying out cross-national research: to learn about others, to learn from others and with them, and also to learn about ourselves. (p.12). Through the analysis of the two data sets carried out in Chapters 4 and 5 for the Czech Republic and China respectively, this chapter will and compares the two systems. The researcher juxtaposes the results of the data from the two countries and then analyses the similarities and differences between the two in the process of comparing them, and further reflects and discusses the differences in the two. This chapter compares the data from the Czech Republic and China under the theme of this study in the following four dimensions:

- **Subject Courses**
- **Professional Guidance from teacher educators**
- **Field Practice**
- **Teachers' Reflections**

6.1 Subject Courses

The comparative analysis in this section is based on the following aspects of the subject courses related to kindergarten arts education in the bachelor-level kindergarten teacher education programs of respective nine universities between Czech Republic and China: the percentage of credits of the compulsory subject courses related to kindergarten arts education; the percentage of credits of the elective subject courses related to kindergarten arts education; and the focus of the content of the subject courses related to kindergarten arts education.

6.1.1 Comparison of the Percentage of Compulsory Subject Courses related Kindergarten Arts Education between Czech Republic and China

Based on the data analysis in Chapters 4 and 5, the researcher juxtaposed and compared the data results for the Czech Republic and China, and to make the comparison of the numerical results more intuitive, the researcher created the following two sets of comparative data analysis diagram(see Diagram 6.1.1)

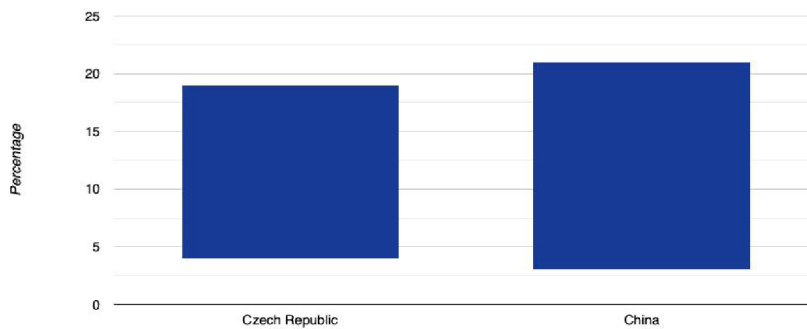


Diagram 6.1.1 Comparison of the Percentage of Compulsory Subject Courses related Kindergarten Arts Education between Czech Republic and China

The bar chart above compares the percentage of credits for compulsory subject courses related the kindergarten arts education in the bachelor-level kindergarten teacher education programs of nine universities in the Czech Republic and nine universities in China. The percentage of credits for compulsory subject courses related the kindergarten arts education in the bachelor-level kindergarten teacher education programs of nine universities in Czech Republic ranges from 4% to 19%. On the other side, the percentage of credits for compulsory subject courses related the kindergarten arts education in the bachelor-level kindergarten teacher education programs of nine universities in China ranges from 3% to 21%. Judging from the comparative data results of the overall proportion, the data of China and the Czech Republic are not much different. From the perspective of the proportion of low digits, China is 1% lower than the Czech Republic; from the proportion of high digits, China is 3% higher than the Czech Republic.

6.1.2 Comparison of the Percentage of Elective Subject Courses related Kindergarten Arts Education between Czech Republic and China

Based on the data analysis in Chapters 4 and 5, the researcher juxtaposed and compared the data results for the Czech Republic and China, and to make the comparison of the numerical results more visual, the researcher created the following two sets of comparative data analysis diagram (see Diagram 6.1.2)

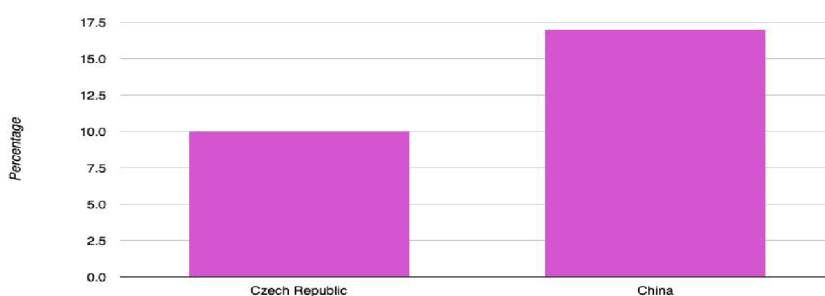


Diagram 6.1.2 Comparison of the Percentage of Elective Subject Courses related Kindergarten Arts Education between Czech Republic and China

The diagram above compares the percentage of credits for the elective subject courses related the kindergarten arts education in the bachelor-level kindergarten teacher education programs of nine universities in the Czech Republic and nine universities in China. The percentage of credits for elective subject courses related the kindergarten arts education in the bachelor-level kindergarten teacher education programs of nine universities in Czech Republic ranges from 0 % to 10 %. On the other side, the percentage of credits for the elective subject courses related the kindergarten arts education in the bachelor-level kindergarten teacher education programs of nine universities in China ranges from 0 % to 17 %. Judging from the comparative data results of the overall proportion, China is 7% higher than Czech Republic.

6.1.3 Comparison of Subjects' Focus related Kindergarten Arts Education between Czech Republic and China

Based on the data analysis in Chapters 4 and 5, the researcher juxtaposed and compared the data results for the Czech Republic and China, and to make the comparison of the finding results more visual, the researcher created the following two sets of comparative data analysis table (see Table 6.1.3)

Top 10 Frequency Words Of Subjects' Focus	9 Universities of China	9 Universities of Czech Republic
	Dance (29)	Music (50)
	Design (26)	Arts (44)
	Music (25)	Drama (23)
	Creation (25)	Practice (22)
	Piano (24)	Activities (17)
	Arts (20)	Didactics (16)
	Environment (14)	Piano (15)
	Vocal (11)	Methodology (10)
	Technique (10)	Expression (10)
	Songs (9)	Visual (8)

Table 6.1.3 Comparison of Subjects' Focus related Kindergarten Arts Education between Czech Republic and China

The table above compares the subjects' focus related the kindergarten arts education in the bachelor-level kindergarten teacher education programs of nine universities in the Czech Republic and nine universities in China. The data collected was analysed by data processing software to identify high frequency words, which can be traced back to the courses text to give a more accurate picture of the university's focus on arts education in kindergarten in the preparation of future kindergarten teachers. As can be seen from the table, universities in the Czech Republic focus on Music, Arts, Drama, Practice, Activities, Didactics, Piano, Methodology, Expression, Visual and other subjects in kindergarten arts education; universities in China focus on the Chinese universities focus on the subjects of Dance, Design, Music, Creation, Piano, Arts, Environment, Vocal, Technique, Songs; both sides focus on the three subjects of Music, Arts, Piano.

In summary, based on the above three aspects, the researcher summarizes the similarities and differences between China and the Czech Republic in an integrated perspective:

Similarities: there is little difference in the overall percentage of compulsory credits for undergraduate courses involving art education in kindergartens between the two sides; both sides focus on kindergarten arts education courses involving Music, Arts and Piano in terms of the focus of the content of the courses involving art education in kindergartens.

Differences: the difference in the number of elective courses is greater, with the Chinese universities offering more credit-bearing courses in kindergarten arts education; the year-by-year dynamics of the distribution of credits between the two sides are also greater, with the Czech universities having a relatively even distribution of year-by-year credits and the Chinese universities having a greater distribution of year-by-year credits; in terms of the focus of the content of the kindergarten arts education courses, the universities in the Czech Republic focus more on the content of the kindergarten arts education courses. In terms of the focus of the content of the kindergarten arts education courses, the Czech Republic's universities focus more on the themes of Drama, Practice, Activities, Didactics, Methodology, Expression, and Visual; the Chinese universities focus more on the themes of Dance, Design, Creation, Environment, and Visual, Creation, Environment, Vocal, Technique, Songs.

6.2 Professional Guidance from Teacher Educators

In this part of the comparative analysis of the data, in order to conduct a relatively accurate comparative study between the two countries, the samples were selected from cases of classroom instruction involving the "Arts and Crafts" subject courses offered by universities in both the Czech Republic and China.

Although they are both on the same topic, the guidance strategies used by teacher educators in both countries to guide future kindergarten teachers (student teachers) in the process have their own characteristics, and the findings are summarised in terms of similarities and differences.

6.2.1 Similarities

6.2.1.1 Using common materials around in the arts education process to create

In the cases of the universities in China, the materials used under the guidance of the teacher educators include: paper, cloth, leaves, shells, beans and other common materials in life; in the cases of the courses in the universities in the Czech Republic, the materials used under the guidance of the teacher educators include: paper, leaves, vegetables, soap, fruits, nuts and other common materials in life.

6.2.1.2 Presenting logical-numerical relationships in the arts education process

In the Chinese universities' cases, half of them involve logic and mathematics, for example, the case "Finger Doll" is a hand puppet that helps kindergarten children to recognize numbers. "The 'Eggshell Painting' and 'Bean Stickers' show the logical relationship between the whole and the individual in the process of creating art; in the 'Kindergarten Teaching Aids' case, the artwork helps children to recognise numbers up to 10. The artwork in 'Kindergarten Teaching Aids' helps children to recognise numbers up to 10. In the case of 'Chinese Paper Cutting', for example, the artwork shows a symmetrical and logical relationship.

In the cases from Czech Republic, most of the artwork are related logical organisation. The case "Notan Art", for example, helps kindergarten children to recognise symmetry and contrast between light and dark through art education. In the case of 'Knolling', for example, the art presents the logical relationship between the whole and the parts. In the case of Cardboard Creatures, for example, different parts are combined to form a whole, and in the case of Soap Carving, the process of creating art shows how carving changes the shape of an object and the angle of the object. angles. The example 'Paper Folding' shows the quantitative changes that can be created by combining the same parts. Tessellation Art', for example, shows symmetry and the combination of shapes from multiple perspectives.

6.2.2 Differences

6.2.2.1 The first step in creating an artwork is different

In most of the Chinese university cases, the first step in the teacher educator's guidance on the steps of creating art is to conceive with the mind and make a structure with a pencil on paper. The outline is then enriched with other materials. This artistic start can also be seen in other examples such as the 'Finger Doll', the 'Eggshell Painting', the 'Bean Stickers', 'Classic Story', etc. are examples of the use of composition as a first step in the creation of an artwork.

In most of the cases of the universities in the Czech Republic, the first step of the teacher educator's guidance on the steps of artistic creation is to use real objects and the environment as a basis for the creation. For example, in the case of "Forttage", the first step is to make a pencil drawing of the real texture and outline of the object, and then to use this texture and outline as a base for the creation of the artwork. This beginning can also be seen in other examples such as 'Daily Objects in New Stories', 'Knolling', 'Soap Carving', 'Subjective Mapping', etc. are examples where the first step in creating art is to observe or recognise real objects and environments around you.

6.2.2.2 Presenting artistic expression in a different way

In both the Chinese universities and the universities in the Czech Republic, in the cases where the student teachers were guided by the teacher educators in the course of their courses, the topic of the environment was addressed, but the way in which the teacher educators guided the student teachers in the artistic expression of the environmental topic was different.

In the Chinese university case 'Theme Content Painting', the teacher educator guided the student teachers to create an artistic presentation on a particular theme, and the teacher educator's presentation gave examples of artistic presentations on environmental themes, including global environment, water conservation, food conservation, etc. The aim of the presentation was to promote the message of environmental protection by making an artistic display on the theme of the environment.

In the case of the 'Subjective Mapping' at the University of the Czech Republic, the teacher educators guided the student teachers to think about their own relationship to their environment, asking them to review what is in their own environment and then express their connection to it in the form of an artistic map, emphasising the connection expression of the subject's own direct experience.

6.2.2.3 Artworks are evaluated in different ways

In the cases collected from Chinese universities, the researcher analysed the data and found that the general characteristics of the teacher educator's guidance were: an emphasis on the use of materials from life; an emphasis on artistic line composition; an emphasis on artistic colour matching; an emphasis on the overall shape of the art; and an emphasis on the link to the development of the child's abilities. The way in which teacher educators evaluate artworks is also based on these characteristics: the Chinese university teacher educators evaluate artworks with more emphasis on the creativity of line skills, make a structure in advance, colour combinations, shapes, use of materials, etc. in the artwork, as well as on the improvement of the children's artistic skills development.

In the cases collected from universities in the Czech Republic, the researcher analysed the data and found that the general characteristics of the teacher educator's guidance were: the importance of relating to objects and materials from life; the importance of relating to oneself and one's environment; the importance of creative use of digital art methods; and the importance of the student's thinking about the logical relationship between the artwork itself. The evaluation of artworks by teacher educators is also based on these characteristics: the evaluation of artworks by teacher educators at universities in the Czech Republic places greater importance on the presence or absence of the student's own independent thinking and artistic expression based on the student's direct personal experience, as well as on the promotion of the use of contemporary multimedia technologies in the creation of art, and on the intercultural and innovative artistic encounters.

6.3 Field Practice

The data in this section is compared between China and the Czech Republic in two parts: pre-implementation; on the process of implementation. The researcher compares and analyses the similarities and differences between the two countries in the details of these two processes.

6.3.1 Pre-implementation

6.3.1.1 Similarities

Both universities in the Czech Republic and in China have textual regulations regarding kindergarten practice. Both kindergartens in the Czech Republic and Chinese kindergartens take into account the developmental needs of the children and refer to the country's preschool framework documents before implementing kindergarten arts education activities.

6.3.1.2 Differences

The arrangement of kindergarten practice in university texts is of a continuous nature in the Czech Republic, with texts dealing with kindergarten field practice in the

preparation of future kindergarten teachers from the first to the third year of study. In the Chinese universities, the arrangement of texts concerning field practice in kindergartens in the preparation of future kindergarten teachers is mainly concentrated in the last academic year (4th year).

From the point of view of internal kindergarten documents, the schedule of kindergartens in the Czech Republic does not have a specific time period for the implementation of kindergarten arts education, whereas the schedule of kindergartens in China has a specific time period for the implementation of kindergarten arts education.

In addition, before implementing kindergarten arts education activities in the Czech Republic, the focus is on the specific conditions of the day and the state of the children and their feedback, taking into account environmental and seasonal factors. In the Chinese kindergartens, before the implementation of the kindergarten arts education activities, the focus is on: writing down a specific teaching plan for the specified theme; creating and designing the classroom environment in accordance with the theme specified by the kindergarten on the same theme.

6.3.2 On the Process of Implementation

6.3.2.1 Similarities

In both Czech and Chinese kindergartens, on the process of implementation the activities related kindergarten arts education emphasises: the children's sense of experience, their multiple development and the importance of connecting them to their individual experiences.

6.3.2.2 Difference

In comparing the data from China in the Czech Republic, the researcher found that the implementation of arts education activities in the kindergartens where the student teachers were involved in field practice differed between the two countries in terms of in terms of educational targets group, teaching approach, and teaching focus. This is shown in the following table (see Table 6.2)

Country	Educational Target Group	Teaching Approach	Teaching Focus
Czech Republic	Mixed Age Children	Arts education in kindergartens is a way of making children feel equal and integral; individual development programmes for children; not limited to the arts but can be implemented in an interdisciplinary way.	Emphasis on the use of artistic elements as tools for expression and communication in art education activities. Emphasis is placed on using the elements of arts to connect children's personal experiences with their surroundings.
China	Three age groups (3-4 years, 4-5 years, 5-6 years)	The way in which arts education is organised in kindergartens is mainly based on a programme of group activities; there is no obvious way of organising integrated fields, but more around a particular area of arts.	Emphasis on children's appreciation of arts and the development of artistic skills Emphasis on teacher-student interaction guided by the teacher's preconceptions in arts education activities.

Table 6.2 Comparison of the Process of Implementation the Activities related Kindergarten Arts Education between Czech Republic and China

6.4 Teachers' Reflections

6.4.1 Similarities

Among the types of texts concerning the teacher reflection of kindergarten student teachers in the field of art education: both in Chinese universities and in universities in the Czech Republic, student teachers use records of kindergarten observations and documents or reports written during internships or field practice in kindergartens; not every one of these two types of documents deals with personal reflection on kindergarten arts education, however, some of these two types of documents deal with the teacher reflection of kindergarten student teachers on kindergarten arts education.

6.4.2 Differences

Among the types of texts on teacher reflection in the field of art education for kindergarten pupil teachers: the unique personal reflection document for kindergarten pupil teachers in Chinese universities is the section on activity reflection in the lesson plans for kindergarten teaching activities. In addition, the text concerning the unique personal reflection of kindergarten student teachers in the Czech Republic stipulates that the university offers reflection practice courses with a specific and explicit art education theme, providing student teachers with a small but more defined reflection theme.

With regard to the focus of the content of the teachers' reflections of kindergarten students in the field of art education: the focus of the reflections of kindergarten student teachers in Chinese universities includes: reflections on how children acquire certain artistic abilities or skills; reflections on the relationship between providing

children with materials for artistic creation and developing their abilities in the process of art education. In the Czech Republic, the content of the reflections of the teachers of kindergarten students at the university includes: a specific theme for the reflection on art education; a focus on the reflection on how children express themselves and interact with others through the elements of art involved in direct personal experience in kindergarten arts education; and a focus on the reflection on how children relate to their real environment in kindergarten arts education.

Based on the findings of this chapter on the comparison between China and the Czech Republic, in the next chapter the researcher will give reflected conclusions on the two questions raised in the motivation section of chapter 1 based on the findings of the comparison between the two countries.

7. REFLECTED CONCLUSION

The conclusions are based on the data analysis of the Czech Republic in chapter 4, the data analysis of China in chapter 5 and the comparison of the data of the two countries in chapter 6. This chapter will review the two questions raised in the motivation section of the study for reflection and attempt to give reflective conclusions.

During the researcher's field practice in kindergartens in the Czech Republic, it was found that local kindergarten teachers were able to carry out lively teaching activities in the field of arts education without writing lesson plans in advance. The researcher wanted to find out why and tried to reflect on two questions using the framework of bachelor-level kindergarten teachers' education programs, the preparation and details of the process of preparing kindergarten teachers in the field of arts education from both countries' universities, and figure out the differences from comparative research perspective to try put the experience from Czech Republic as a reference to answer the following questions:

- 1) *Why can kindergarten teachers in the Czech Republic carry out lively arts education activities without writing lesson plans?*
- 2) *What China can learn from the experience of the Czech Republic?*

7.1 Reflecting on the first question

In response to the first question, and in the context of the data analysis and related research findings of this study, the researcher responded with reflective concluding answers in the following four areas.

First point. The annual distribution of courses in the subject courses of the universities in the Czech Republic concerning art education in kindergartens is relatively even, without any discontinuities or fluctuations. This indicates that the study of subject courses in the field of kindergarten art education at universities in the Czech Republic about preparing future kindergarten teachers is in a relatively stable state from year to year. In other words, the subject courses offered by universities in the Czech Republic to future kindergarten teachers are in a constant state of accumulation. In addition, the focus of the subject courses at the universities in the Czech Republic is not only on the skills of a certain art or musical instrument, but also on the high frequency words of the data: the universities in the Czech Republic pay attention to the development of the future kindergarten teachers' skills in the use of a certain art or musical instrument in the field of kindergarten teaching, so that the high frequency words in the arrangement of the courses are related to pedagogy, expression, practice, etc. The high frequency of words in the arrangement of courses is therefore related to pedagogy, expression, practice, etc. From the perspective of the organisation of subject courses,

the process of preparing future kindergarten teachers for the field of art education at Czech universities is a step-by-step process that emphasises theory and practice. Therefore, the Czech Republic about preparing future kindergarten teachers for kindergarten art education activities, the entire theoretical background is accumulated in a variety of ways, which gives the future kindergarten teachers the opportunity to carry out lively teaching activities without writing lesson plans and provides the accumulation and support of various subject courses.

The second point. The data from this study shows that the professional guidance of teacher educators at universities in the Czech Republic for future kindergarten teachers places great importance on inspiring future kindergarten teachers to use artistic elements as a tool to inspire children to express themselves artistically, i.e. artistic skills are not the ultimate goal in themselves. A certain kind of art is used as a way of expression, to connect people with their environment, people with people, people with themselves, to develop the independent thinking of the future kindergarten teacher and a different way of expressing art on the basis of real circumstances. Therefore, this professional guidance gives the future kindergarten teachers more space for reflection and freedom of expression, and in the application of the guidance from teacher educators in the field of kindergarten teaching, the artistic element is used as a way to connect people with people, people with their environment and people with themselves. Therefore, the guidance experienced by the future kindergarten teachers in the Czech Republic prior to their kindergarten art education activities is inspiring and provides the basis and inspiration for a flexible pedagogical approach for the kindergarten teachers in the Czech Republic to carry out lively teaching activities without writing lesson plans.

The third point. In the framework of this study, the field practice in kindergartens experienced by kindergarten student teachers in the Czech Republic follows the flexible schedule of daily activities in local kindergartens, both in terms of the flexible changes in the schedule and the flexible way in which art education is implemented by the formal kindergarten teachers in the kindergartens, which is a good reference for kindergarten student teachers to implement art education activities in kindergartens in a relatively free space. The researcher is also a 'to-be'. As a 'to be preparing kindergarten teacher', the researcher also participated in the kindergarten fieldwork with real student teachers, observing specific kindergarten art education activities in the field. In accordance with the university's courses framework, the kindergarten student teachers learn how to be a real kindergarten teacher by observing and learning from the pedagogical features of the in-service kindergarten teachers' implementation of arts education activities that they see in the kindergarten field practice: kindergarten arts education activities are not limited to the acquisition of art forms and skills, they can be cross-disciplinary and they connect. It connects the individual experiences of children from different backgrounds, it does not require everyone to reach the same standard, it allows everyone to express themselves differently, and at

the same time the kindergarten teachers help the children to communicate with each other so that a certain artistic approach becomes a unique way for the children to express themselves, making the meaning of art education more profound. Therefore, kindergarten teachers in the Czech Republic are more likely to observe the characteristics of each child before carrying out kindergarten art education activities, and to choose a certain artistic way to let each child try their own artistic expression as much as possible, taking into account the children's characteristics. Therefore, the University of the Czech Republic about preparing future kindergarten teachers to go through the process of kindergarten field practice mentioned above before carrying out kindergarten art education activities, which provides future kindergarten teachers with the possibility of accumulating examples of real-life situations and forming individual teaching methods without writing lesson plans to carry out lively teaching activities.

The fourth point. The Czech Republic's universities about preparing the future kindergarten teacher's personal reflections on the kindergarten arts education are individual reflections with very specific themes, as can be seen from the text arranged in the undergraduate courses, which arranges reflective practice courses with different themes, i.e. each time the future kindergarten teacher carries out kindergarten practice. This means that each time the future kindergarten teacher undertakes kindergarten practice, he or she does so with a clear theme for practice and reflection. This process is not a blind one, as each reflection has a specific theme, which helps the future kindergarten teachers to understand the object of their reflections and to improve the quality of their reflections. Based on the collected examples of student kindergarten teachers' reflections, it can be seen that the perspective of student kindergarten teachers' reflections in Czech universities is consistent with the subject courses they have experienced and the general orientation of the professional guidance of teacher educators and kindergarten practice in the field. Therefore, the process of teacher reflection experienced by the future kindergarten teachers in the Czech Republic prior to carrying out kindergarten art education activities is a comprehensive review and summary of various aspects of their formation, which offers the possibility of reflecting on specific details and a smooth accumulation of quantitative to qualitative change before the future kindergarten teachers can carry out lively teaching activities without the need to write lesson plans.

In summary, in the framework of this study, there may be more than four reasons why kindergarten teachers in the Czech Republic are able to carry out lively art education activities without writing lesson plans, but a synthesis of these four aspects reveals that: without having to write lesson plans in advance, kindergarten teachers in the Czech Republic can be flexible in how they carry out a teaching activity according to their own judgement of the specific situation, which shows that They are more trusted, and this process of being trusted itself helps kindergarten teachers to build up their beliefs about teaching and to prepare themselves to become kindergarten teachers.

7.2 Reflecting on the second question

Based on the above question, what inspiration can China draw from the experience of the Czech Republic, what aspects can be adjusted and what are the challenges encountered? To this question, the researcher combines the relevant research findings of this study, and the researcher suggests that China can refer to the Czech Republic's experience in the following four points.

The first point. This study found that the arrangement of SUBJECT COURSES involving arts education in Chinese universities is uneven, with a year-by-year trend of large disparities. This does not facilitate the accumulation of subject courses in the field of art education for future kindergarten teachers. In addition, the content of the courses in Chinese universities is arranged in such a way that they focus mainly on courses in certain artistic skills, but less on courses in pedagogy. Therefore, Chinese universities can learn from the experience of the Czech Republic and adjust the year-by-year distribution of coursework credits to make the overall distribution relatively even and stable.

The second point. The professional guidance from teacher educators in the subject courses of Chinese universities in the field of kindergarten art education leads future kindergarten teachers to focus more on the improvement of certain artistic skills, which is very challenging for future kindergarten teachers from different backgrounds. This guidance leads the future kindergarten teacher to focus more on artistic skills, which are evaluated in terms of high or low artistic skills in the artwork. But is a kindergarten teacher with low artistic skills not a good teacher? Can kindergarten teachers with low artistic skills not carry out kindergarten art education activities? The answer to this question can be found in the experience of the Czech Republic. In fact, kindergarten teachers need to be aware of the different artistic approaches, but, instead of just seeking to improve artistic skills, what we can offer is to inspire children to discover to observe the artistic elements in their surroundings, to let children discover what art is and to let children express their unique selves with the artistic elements they find.

The third point. The arrangement of kindergarten field practice for Chinese universities about preparing future kindergarten teachers is mainly focused on the fourth (final) school year. In this respect, China can learn from the Czech Republic's experience and consider arranging for kindergarten student teachers to participate in kindergarten practice from the first year, and in a very clear way on a specific theme. In Chinese kindergarten practice, the practical arrangements for the kindergarten day or schedule observed by the kindergarten student teachers are relatively fixed, the specific times for activities in the field of kindergarten art education are set in advance, and the implementation of a kindergarten art education activity also requires a lesson plan to be written in advance. In conjunction with the teaching requirements of the lesson plan, Chinese kindergarten teachers are required to set up the kindergarten

classroom environment. There is not much room in the overall framework of the Chinese kindergarten arrangement for the kindergarten teacher to be flexible and free to play. In this case, objectively speaking, this does have to do with the relatively large number of children in each class in Chinese kindergartens, which to a certain extent makes it easier to manage in a uniform way. However, in the light of the Czech Republic's experience, is it possible to offer kindergarten teachers the option of "not writing lesson plans", allowing them to choose whether or not to write lesson plans according to the actual situation?

The fourth point. In the case of the individual reflections of kindergarten student teachers from Chinese universities collected in the framework of this study, the researcher found that almost all of them reflected on how to improve the children's artistic skills, and many of them attributed this to the lack of support materials or teaching aids provided to the children. However, referring to the experience of the Czech Republic, is it in fact possible for Chinese universities to highlight reflective practice on different specific themes right in the courses arrangement, without being outcome oriented, valuing the participation and experience of the children in the process, so that future kindergarten teachers' reflections are more specific and multidimensional, and not only limited to reflections on artistic skills.

In summary, with reference to the Czech Republic's experience, the above four areas all include suggestions for adjustment and improvement, but, at the same time, there are some challenges: for example, the current Chinese society's education is more focused on the results of examinations and is a result-oriented evaluation approach, which is placed at the kindergarten education level and is also deeply influenced by this approach; the focus on children's artistic skills in Chinese kindergarten education is also under the influence of this Chinese parents are also deeply influenced by the concept of education, and it is not easy to get parents to accept a new way of education, which requires more trust and more people to build. The job of a kindergarten teacher in China is not an easy one, and in the opinion of the researcher, they do far more writing lesson plans and creating and designing kindergarten environments than presenting them to children and parents, and there is an undeniable educational role in this. However, kindergarten teachers have limited time and energy, and the high workload is not conducive to the development of the profession as a whole. At the same time, Chinese kindergarten teachers often have to spend a lot of money on materials to create and design the kindergarten environment in order to make the classroom environment more aesthetically pleasing and artistic. The amount of materials used and discarded in this process, as well as the large amount of materials used for writing lesson plans, could be reduced and saved to some extent, which would also have a positive impact on environmental sustainability.

Finally, the researcher hopes that kindergarten teachers in China will no longer be afraid to become kindergarten teachers because they do not have advanced artistic skills. The study hopes that kindergarten teachers in China will have more freedom to be flexible in their teaching activities. The researcher hopes that this study will provide a partial reference to the above issues and cause more kindergarten educators to reflect and seek ways to actively improve. In addition, the topic of this study itself is in a broader scope and the four potential dimensions identified by the researcher from the previous literature do not tell the whole story and more perspectives and findings are needed to explore the study further.

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Appendix A

Table 3.1 Classroom Observation Form in University

Classroom Observation Form (in University)		
Data: / /		Topic:
Description		
In the process	Performance	Images Used
From teacher educators		
From Student Teachers		
Memo		

Table 3.2 Classroom Observation Form in Kindergarten

Observation Form (in Kindergarten)		
Data: / /		Topic:
Description		
In the process	Performance	Activity Images
From Kindergarten Teachers		
From Student Teachers		
Memo		

Appendix B

Table 4.1.1 The first academic year of subject courses related the field of kindergarten arts education at nine universities from Czech Republic(Bachelor-level kindergarten teacher education programs)

University	Subject Courses	Credit	Total	Category (Compulsory /Elective)
CZ1	The Basics of Music Theory and Music History	1	9	C
	Introduction to Drama Education	3		
	Arts Activities	2		
	Piano 1	1		
	Artsistic Play and Creativity	2		
CZ2	Music Education Seminar	2	15	C
	Drama Education	2		
	Piano 1	1		
	Arts Activities 1	2		
	Music Education Seminar 2	3		
	Piano 2	1		
	Drama Education 2	2		
	Arts Activities 2	2		
CZ3	Keyboard Instrument Practice	2	15	C
	Music Education for Nursery School	2		
	Drama Education for Kindergarten	2		
	Visual Arts Expression	3		
	Keyboard Instrument Practice 2	2		
	Creative Dramatics	2		
	Music Education for BSPL Teachers	2		
CZ4	Introduction to Music Theory	3	6	C
	Introduction to Arts Culture	3		
	Arts Communication	2	2	E
CZ5	Music Theory	3	10	C
	Drama Education	3		
	Music Practicum	2		
	Arts Activities 1	2		
	Choir Pacticum with Methodology	3	6	E
	Drama Education	3		
CZ6	Electronic Keyboard Practice 1	2	12	C
	Elementary Theory of Music 1	1		
	Painting and the Inter-media Overlaps	3		
	Electronic Keyboard Practice 2	2		
	Elementary Theory of Music 2	2		
	Drawing and Visual Arts 1	1		
	Practicum of Applied Arts Making	1		
CZ7	Music Theory and Instrumental Playing	3		
	Visual Arts Expression 1	3		

	Seminar of Music Education 1	2	11	C
	Visual Arts Expression 2	3		
CZ8	Introduction to Arts Culture	2	4	C
	Arts Activities in Kindergarten	2		
	Playing a Musical Instrument 1	2	8	E
	Drama Games in Kindergarten	2		
	Playing a Musical Instrument 2	2		
	Puppet Theater	2		
CZ9	Music Education 1	2	10	C
	Arts Education	2		
	Creative Drama Education Improvisation	2		
	Music Education 2	2		
	Arts Education Line	2		
	Violin 1	1	4	E
	Violin 2	1		
	Piano 1	1		
	Piano 2	1		

Table 4.1.2 The second academic year of subject courses related the field of kindergarten arts education at nine universities from Czech Republic(Bachelor-level kindergarten teacher education programs)

University	Subject Courses	Credit	Total	Category (Compulsory /Elective)
CZ1	Piano 2	1	8	C
	Didactics of Music 1	1		
	Methodology of Arts Activities	3		
	Piano 3	2		
	Didactics of Music with Reflected Practice 2	1	6	E
	Drama in EFL Classes	2		
	Drama Education in Projects	3		
Reflected Practice for Didactics of Music	1			
CZ2	Musical Instrument Activities 1	1	10	C
	Didactics of Music Education 1	1		
	Gymnastics and Dance in Kindergarten	1		
	Arts Activities 3 (Spatial Creation)	2		
	Musical Instrument Activities 2	2		
	Didactics of Music Education 2	1		
	Arts Activities 4 (Textile)	2	8	E
	Singing Education in Kindergarten	1		
	Dance in Kindergarten	1		
	Subject and Puppet in Kindergarten	1		
	Arts Course in Nature and Arts Excursions	5		
CZ3	Methodology of Preschool Music Education	2	10	C
	Keyboard Instrument Practice	2		
	Methodology of Preschool Music Education	2		

	Keyboard Instrument Practice	2		
	Methodology of Arts Education	2		
CZ4	Music Production for Children with Practice	5	13	C
	Children Arts Manifestation with Practice 1	5		
	Child Arts Manifestation with Practice 2	3		
	Playing Musical Instrument 1	2	2	E
CZ5	Music Practicum 2	3	14	C
	Arts Activities2	2		
	Music Didactics	3		
	Didactics of Drama Education with Reflected Practice	3		
	Arts Activities 3	3		
	Course of Arts Activities in Nature	3	3	E
CZ6	Methodology of Music Education 1	2	11	C
	Drawing and Visual Arts 2	3		
	Practicum of Modelling and Spatial Arts	1		
	Methodology of Music Education 2	3		
	Drama Education Practicum	2		
	Musical Physical Games Practicum	2	2	E
CZ7	Chorus Practice 1	2	11	C
	Visual Arts Expression 3	2		
	Drama and Theater Basics	2		
	Seminar of Music Education 2	3		
	Chorus Practice 2	2		
CZ8	Musical Activities in Kindergarten	2	4	C
	Creative Dramatics	2		
	Drama Games in Kindergarten 2	2	8	E
	Playing a Musical Instrument 3	2		
	Arts Therapy with Preschool Children	2		
	Playing a Musical Instrument 4	2		
CZ9	Didactics of Music Education 1	2	16	C
	Music Movement Education	1		
	Arts Education (Color)	2		
	Working with Projects in Kindergarten and Creative Drama Education	3		
	Technique of Speech and Work with Literary Text in Creative Drama Education	2		
	Didactics of Music Education 2	3		
	Didactics of Arts	3		
	Piano 3	1	4	E
	Piano 4	1		
	Violin 3	1		
	Violin 4	1		

Table 4.1.3 The final academic year of subject courses related the field of kindergarten arts education at nine universities from Czech Republic(Bachelor-level kindergarten teacher education programs)

University	Subject Courses	Credit	Total	Category (Compulsory /Elective)
CZ1	Didactics of Music 3	2	3	C
	Arts Projects and Reflected Practice 1	1		
	Arts and Crafts	3	3	E
CZ2	Didactics of Music Education 3	3	7	C
	Arts Activities 5 (Children’s Artistic Expression)	3		
	Artistic Expression (Ceramics)	1		
	Dramatization in Kindergarten	2	6	E
	Ukulele in Kindergarten	1		
	Work with Artistic Text	1		
	Children’s Artistic Expression	1		
	Yoga in Kindergarten	1		
CZ3	Methodology of Preschool Music Education	3	7	C
	Methodology of Arts Education 2	4		
	Folk and Country Dance	2	4	E
	Music and Movement	2		
CZ4	Drama Education in Kindergarten	2	10	E
	Playing Musical Instrument 2	2		
	Nontraditional Arts Technique	2		
	Playing Musical Instrument 3	2		
	Use of Arts Technique in Kindergarten	2		
CZ5	Didactics of Arts Activities	3	6	C
	Working with Artistic Text with Reflected Practice	3		
CZ6	Methodology of Visual Arts Education	2	2	C
	Creative Drama in kindergarten	1	1	E
CZ7	Didactics of Preschooler Music Education	3	13	C
	Didactics of Visual Arts Activities	3		
	Drama Education for Preschooler	2		
	Didactics of Drama for Preschooler	3		
	Musical and Motoric Course	2		
CZ8	Spatial Creation (Ceramics)	2	2	E
CZ9	Music Education 3	2	7	C
	Arts Materials	2		
	Music Education 4	2		
	Yoga for Children	1		
	Arts (Moulding)	1	2	E
	Arts Education(Painting)	1		

Appendix C

Table 5.1.1 The first academic year of subject courses related the field of kindergarten arts education at nine universities from China(Bachelor-level kindergarten teacher education programs)

University	Subject Courses	Credit	Total	Category (Compulsory /Elective)
CH1	Piano Foundation 1	2	3	C
	Arts Foundation 1	1		
	Sight Singing Ear Training and Vocal Music	2	2	E
CH2	Vocal Music and Sight Singing Ear Training	4	10	C
	Vocal Music 1	2		
	Arts 1	2		
	Piano 1	2		
	Arts Practice in Kindergarten	1	1	E
CH3	Vocal Music	2	14	C
	Piano (1 & 2)	4		
	Dance (1 & 2)	4		
	Arts (1 & 2)	4		
CH4	Musical Foundation	3	3	C
	Sight Singing	2	2	E
CH5	Calligraphy 1	1	15	C
	Calligraphy 2	1		
	Applied Arts in Kindergarten	1		
	Children Songs with Piano 1	1		
	Children Songs with Piano 2	1		
	Dance 1	1		
	Dance 2	1		
	Music 1	2		
	Music 2	2		
	Arts Practice in Kindergarten	4		
CH6	Arts 1	1.5	3	C
	Music 1	1.5		
CH7	Sight Singing and Vocal Music 1	2	12	C
	Sight Singing and Vocal Music 2	2		
	Painting 1	2		
	Painting 2	2		
	Dance Foundation 1	2		
	Dance Foundation 2	2		
CH8	Arts Foundation	1.5	3	C
	Music Foundation	1.5		
	Calligraphy training	1.5	1.5	E
	Basic Music Theory	2		

CH9	Ear training and sight singing 1	2	15	C
	Ear training and sight singing 2	2		
	Dance 1	2		
	Dance 2	2		
	Calligraphy	1		
	Piano 1	1		
	Piano 2	1		
	Vocal Music 1	1		
	Vocal Music 2	1		

Table 5.1.2 The second academic year of subject courses related the field of kindergarten arts education at nine universities from China(Bachelor-level kindergarten teacher education programs)

University	Subject Courses	Credit	Total	Category (Compulsory /Elective)	
CH1	Piano Foundation 2	2	4	C	
	Dance Foundation 1	1			
	Foundation of Vocal Music 1	1			
	CH1	Piano Foundation	2	5.5	E
		Dance Foundation	1		
		Foundation of Vocal Music 2	1		
		Dance Workshop	1.5		
CH2	Vocal Music 2	2	11	C	
	Dance 1	2			
	Dance 2	1			
	Arts 2	2			
	Piano 2	2			
	Kindergarten Crafts and Environment Design	2			
	Chorus and Conducting	2	4	E	
	Chinese Painting and Calligraphy	2			
CH3	Music Education for Preschool Children	2	4	C	
	Arts Education for Preschool Children	2			
CH4	Piano 1	2	4	C	
	Piano 2	2			
	Kindergarten Environment Design	2	8	E	
	Dance Technique of Kindergarten Teacher	2			
	Arts Technique of Kindergarten Teacher	2			
	Kindergarten Teaching Toys Creation	2			
CH5	Dance 3	1	6	C	
	Dance 4	1			
	Music 3	2			
	Music 4	2			
	Music Education for Preschool Children	1.5			
	Dance (1-2)	3			

CH6	Technique of Piano (1-2)	3	10.5	C
	Arts 2	1.5		
	Music 2	1.5		
	Children's Drama Creation and Performance	1.5	3	E
	Chorus	1.5		
CH7	Children Songs with Piano 1	2	8	C
	Children Songs with Piano 2	2		
	Children Dance Design 1	1		
	Children Dance Design 1	1		
	Kindergarten Crafts 1	1		
	Kindergarten Crafts 2	1		
CH8	Kindergarten Crafts	1.5	9	C
	Children Arts Education and Activity Guidance	1.5		
	Vocal music 1	1.5		
	Vocal music 2	1.5		
	Piano 1	1.5		
	Piano 2	1.5		
	Dance 1	1.5		
	Dance 2	1.5		
	Stick Drawing	1.5	3	E
	Chess Art	1.5		
CH9	Sketch	2	18	C
	Arts(Color) 1	2		
	Children Dance 1	2		
	Children Dance 2	2		
	Kindergarten Crafts	2		
	Children Painting and Kindergarten Environment Design 1	2		
	Children Painting and Kindergarten Environment Design 2	2		
	Piano 3	1		
	Piano 4	1		
	Vocal Music 3	1		
	Vocal Music 4	1		

Table 5.1.3 The third academic year of subject courses related the field of kindergarten arts education at nine universities from China(Bachelor-level kindergarten teacher education programs)

University	Subject Courses	Credit	Total	Category (Compulsory/ Elective)
CH1	Children Music Education and Activities Guidance	1.5	3	C
	Children Arts Education and Activities Guidance	1.5		
	Children Songs Improvisation Accompaniment	1.5	7.5	E
	Children Dance Creation and Design	1.5		
	Piano Foundation	2		

	Arts Foundation	1		
	Kindergarten Environment Creation and Design	1.5		
CH2	Kindergarten Environment Creation and Design	2	11	E
	Ceramics for Children	1		
	Paper Cutting for Children	1		
	Orff Music Teaching Method	2		
	Children Dance Creation and Design	2		
	Ocarina Basics	2		
	Artistic Expertise Performance	1		
CH3	Arts 3 (Crafts)	2	10	E
	Piano 3 (Technique)	2		
	Dance (Creation and Design)	2		
	Kindergarten Environment Creation and Design with Education	2		
	Kindergarten Teaching Aids Creation and Design	2		
CH4	Arts Education for Children	2	4	C
	Music Education for Children	2		
	Dance Rhythms for Children	3	9	E
	Piano 1 (Improvisation Accompaniment)	3		
	Piano 2 (Improvisation Accompaniment)	3		
CH5	Singing Children Songs with Piano 5	1	6	C
	Singing Children Songs with Piano 6	1		
	Dance 5	1		
	Dance 6	1		
	Arts Education and Activities Guidance	1.5		
	Music Education and Activities Guidance	1.5		
	Orff Music Teaching Method	1.5		
	Children Dance Creation and Design	1.5		
	Children Songs Performance	1.5		
	Kindergarten Crafts	1.5		
	Children Picture Book Design and Teaching	1.5		
	Kindergarten Teaching Aids Creation	1.5		
	Orff Music	1.5	15	E
	Children Songs Performance	1.5		
	Children Dance Repertoire	1.5		
	Children Dance Creation and Design	1.5		
	Singing Songs with Piano	1.5		
	Piano(Technique)	1.5		
	Chinese Painting Technique	1.5		
	Watercolor	1.5		
	Decorative Paintings	1.5		
	Creative Line Drawing	1.5		
	Arts Education for Children	1	1	C
	Dance	1.5		

CH6	Technique of Piano 3	1.5	12	E
	Kindergarten Toys Design	1.5		
	Impromptu accompaniment of Children's songs	1.5		
	Kindergarten Environment Creation and Design	1.5		
	Children's Dance Creation and Composing	1		
	Music Education of Infants and Toddlers	2		
	Appreciation and Application of Picture Books	1.5		
CH7	Kindergarten Environment Creation and Design	2	3	C
	Arts Education for Children	1		
CH8	Kindergarten Environment Creation and Design	2	2	C
	Vocal Music 3	1.5	3	E
	Children Songs with Playing Piano	1.5		
CH9	Arts (Color 2)	2	6	C
	Children Painting and Kindergarten Environment Design 3	2		
	Children's Chorus and Conducting	2		
	Vocal Music 1	1	20	E
	Vocal Music 2	1		
	Piano 1(Technique)	1		
	Piano 2(Technique)	1		
	Children Dance Creation and Design 1	2		
	Children Dance Creation and Design 2	2		
	Kindergarten Environment Creation and Design	2		
	Chinese Instrument(Guzheng) 1	1		
	Chinese Instrument(Guzheng) 2	1		
	Chinese Instrument(Erhu) 1	1		
	Chinese Instrument(Erhu) 1	1		
	Violin 1	1		
	Violin 2	1		
	Stage Performance	2		
	Arts Education for Preschool Children	2		

Table 5.1.4 The fourth academic year of subject courses related the field of kindergarten arts education at nine universities from China(Bachelor-level kindergarten teacher education programs)

University	Subject Courses	Credit	Total	Category (Compulsory /Elective)
CH1	Crafts and Creations in Kindergarten	1.5	3	E
	Drama Workshop	1.5		
CH2	Music Education for Preschool Children	1	2	C
	Arts Education for Preschool Children	1		
	Children's Drama	1	6	E
	Picture Books for Children	1		
	Children's Simple Strokes	2		
	Music Appreciation	2		
CH3	Children's Drama Creation	1	2	E
	Picture book creation	1		
	Kindergarten Environment Creation and Design with Education	2		
CH4	None			
CH5	Children's Painting Creation	1.5	1.5	C
	Multi-material Arts Creation	1.5	12	E
	Second Instrument	1.5		
	Vocal Music	1.5		
	Musical Drama of Children	1.5		
	Environment Creation and Design for Children	1.5		
	Fine Arts Appreciation	1.5		
	Ceramics	1.5		
Oil Painting Technique	1.5			
CH6	None			
CH7	Music Improvisation for Children	2	2	C
CH8	Teaching and Creation of Kids Dance	1.5	3	E
	Orff Music Education	1.5		
CH9	None			