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CURIOSITY IN THE EARLY CHILDHOOD MUSIC CLASSROOMS: EDUCATOR'S PERCEPTIONS, BELIEFS, AND EXPERIENCES.

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Curiosity act as key role in the child's learning process (Jirout & Klahr, 2012). Curiosity is a natural human instinct that drives us to explore and understand the world around us. During childhood, it is especially prominent, as children are constantly asking questions and seeking answers. Music, in particular, is an area where curiosity can flourish. (Engel, 2011; Dewey & Boydston, 2010).

This study aims to understand how early childhood educator's manage and explore curiosity in the early childhood music classrooms.

This study was conducted using a qualitative, descriptive and interpretative approach (Bogdan & Biklen, 1994). To investigate the research question, we conducted semi-structured interviews with six early childhood educator's to understand how they manage and explore curiosity in classroom. The data were analyzed using thematic and discourse coding techniques.

The results indicate that: (i) educator's have different beliefs about the process of development and exploration of curiosity in early childhood music classrooms; (ii) many of the educator's devote little time to fostering and stimulating children's curiosity in class; and (iii) the experiences of curiosity in class involve different behavioural characteristics and state aspects.

Is important to (i) promote and enable training practices that contribute to the construction of a transformative teaching posture, (ii) define, measure and enlarge curiosity in early childhood music classrooms and in primary education, (iii) promote longitudinal studies to understand how childhood curiosity leads to holistic well-being and sustains its musical development throughout our lives, and (iv) create or take every opportunity to encourage curiosity in child to practice curiosity habits. Creating music classrooms that opens the door to celebrate curiosity we nurture children's inner quest for musical knowledge, their delight in discovering new sounds and their emerging understanding of the world and music context around them.

TOPICS

TEACHING APPROACHES TO FOSTER CHILDRENS CREATIVITY

KEYWORDS

curiosity, early childhood, music classrooms

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