



The Development of Gymnastics Creative Teaching for Pre-school Teachers in Yuncheng Preschool Education College, Shanxi Province

Ping Jiang, Samreng Wongta, and Theerapong Budsarakoon

Faculty of Education, Shinawatra University, Thailand

Email: tosaporn.mah@krik.ac.th, ORCID ID: <https://orcid.org/0000-0002-4867-4659>

Email: tos-49@hotmail.com, ORCID ID: <https://orcid.org/0009-0007-8356-2031>

Email: theerapong.b@siu.ac.th, ORCID ID: <https://orcid.org/0009-0006-5881-7330>

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Abstract

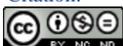
Background and Aims: Preschool education plays a foundational role in lifelong learning, with gymnastics serving as a key method for promoting children's physical and mental development. However, local colleges in Yuncheng City, Shanxi Province, often neglect gymnastics creation in their preschool education curricula, leading to a lack of practical training, resources, and instructional development. The study aimed to: (1) Assess the professional competency and teaching abilities of gymnastics teachers. (2) Explore strategies for developing creative abilities in gymnastics education. (3) Identify appropriate evaluation methods for assessing teaching effectiveness and professional quality.

Methodology: A mixed-methods research design was used, integrating quantitative surveys with 352 junior college students in preschool education and qualitative interviews with 10 gymnastics experts. The quantitative data were analyzed using statistical tools, and qualitative data were interpreted to enrich the findings.

Results: Findings revealed a need for enhanced professional development programs focusing on theoretical knowledge, practical skills, and resource allocation. The study identified gaps in creativity training and emphasized the importance of continuous feedback and hands-on experiences. Regression analysis showed that the combined influence of theoretical and practical factors accounted for over 96% of the variance in teaching effectiveness.

Conclusion: Effective development of creative gymnastics teaching for preschool educators requires prioritizing creativity awareness through workshops, lectures, and practical activities. Teachers should be encouraged to actively engage in innovative teaching practices and take responsibility for continuous improvement to maximize educational outcomes.

Keywords: Gymnastic Teaching; Preschool Education; Creative Ability





Introduction

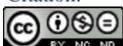
Preschool education targets children aged 3 to 6 and is essential to basic education, serving as the starting point for lifelong learning. (Parvin,2025) Actively developing preschool education and improving its quality is crucial, as this stage is vital in children's education. Gymnastics, as an important method in preschool education, plays a positive role in promoting the physical and mental development of children. The creation of preschool gymnastics has significant implications for preschool education students and kindergartens (Sarôa & de 2025)

Current kindergarten work procedures and education guidelines state: "The primary task of kindergartens is to combine care and education, promoting the comprehensive development of children's physical and mental health, and fostering the coordinated development of their body and mind." (Luo, Et al 2025)

The guidelines stipulate that children should have at least two hours of outdoor activity daily, including one hour of physical activity. This emphasis on physical activity reveals the profound connotation of "wisdom, morality, and beauty" embodied in physical education, highlighting its importance in improving children's quality, laying a solid physical foundation, and promoting healthy development (Dahlan, 2025)

Local colleges and universities exhibit a concerning lack of emphasis on gymnastics creation within their curriculum frameworks, particularly in programs for preschool education majors. This oversight is evident in several critical areas: many institutions do not provide adequate teaching materials, rely heavily on exploratory teaching methods, and fail to offer sufficient opportunities for in-depth learning and practical cultivation in gymnastics. Consequently, gymnastics courses are often relegated to elective or ancillary offerings, overshadowed by a predominant focus on theoretical knowledge and professionalism.

In summary, the current educational landscape for gymnastics creation in local colleges and universities presents multiple challenges that hinder the practical training of future preschool educators. Addressing these issues is essential for fostering a more robust and relevant gymnastics curriculum that meets children's developmental needs and equips students with the necessary skills and insights to excel in their teaching practices.





Objectives

Based on the research questions outlined, the following objectives are established to guide the study into the professional quality and teaching ability of creative gymnastics teachers in Yuncheng City, Shanxi Province. To assess the professional competency levels and teaching abilities of gymnastics teachers in Yuncheng City, Shanxi Province. And to explore practical strategies, identify appropriate methods for evaluating the professional quality for developing creativity among gymnastics teachers in Yuncheng City, Shanxi Province.

Literature Review

Gymnastics Creative Ability

Chang (2010) pointed out in the article "Implementation of Innovative Education in Aerobics Teaching of Ordinary Colleges and Universities" that the application of gymnastics creation in aerobics teaching at colleges and universities is of great significance. The emphasis on the implementation of innovative education can not only enrich the teaching content but also stimulate students' creativity and imagination. Through the creation of aerobics movements, students can improve their physical quality and cultivate the ability of independent thinking and problem-solving in the creation process. Promote students to actively participate, actively explore, enhance their interest and confidence in learning, and contribute to comprehensive quality development.

Cheng (2010) pointed out in the article "Thinking on the Current Situation of Aerobics Teaching in Colleges and Universities" that the development of aerobics teaching in colleges and universities not only contributes to the improvement of students' physical quality but also aims to promote the development of students' creative thinking and teamwork ability. By creating aerobics movements and performances, students can give full play to their imagination and creativity in sports activities, enhance their self-confidence, and learn to coordinate and cooperate in the team. It enriches the content of physical education courses and provides a platform for students to show their creativity, which is of great educational significance.

Wang (2019), in the Beijing Education yearbook "Create Children's Radio Gymnastics", stated that the set of children's exercises takes into account the level and characteristics of children, and has a strong educational, scientific, group, and therapeutic value. The design of music and action reflects the healthy, lively, civilised, and upward spirit of preschool education, and reflects the principle of facing all children. The whole set of exercises is flexible and light, paying attention to the activities of joints and small muscles, and can fully exercise the body.

Chen (2022), applying heuristic teaching in preschool dance education, explores the core concepts of heuristic teaching and its significance in education. Common issues in preschool

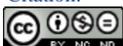




dance teaching, such as monotonous teaching methods and a lack of student interest, are identified, with solutions proposed to stimulate students' learning interest and creativity through heuristic teaching. Implementing heuristic teaching in preschool dance education includes creating engaging teaching situations, encouraging independent thinking in students, and using various teaching methods to foster interaction between teachers and students. Heuristic teaching enhances students' motivation to learn and helps them better understand and master dance movements, improving their physical coordination and artistic expression.

Ma (2023) explored the effects of moderate-intensity cheerleading on the executive functions of children aged 4-5 years. Children from Xinhua Kindergarten were selected as participants for a 12-week cheerleading intervention. A pre-and-post comparison revealed that children in the experimental group significantly improved executive functions, particularly in inhibitory control and working memory. Regular cheerleading training enhanced attention, reaction times, and teamwork skills. The findings suggest that appropriate physical activities positively promote cognitive development and improve executive functions in young children, particularly in enhancing their emotional regulation, attention, and task execution abilities.

Li (2024), with the deepening of quality education, the innovation of aerobics teaching has become an important direction in higher education physical education. Innovative teaching methods can stimulate students' interest in learning, improve classroom participation, enhance physical fitness, and promote the overall development of students in moral, intellectual, physical, aesthetic, and labour aspects. This study explores how diversified teaching methods, such as situational teaching, interactive learning, and technology-supported teaching models, can enhance students' understanding and love for aerobics, promoting physical and mental health development. The research shows that innovative teaching methods not only significantly improve students' physical fitness but also positively boost self-confidence, teamwork ability, and creativity, thus laying a solid foundation for students' future overall development. (Li, 2024)



Conceptual Framework

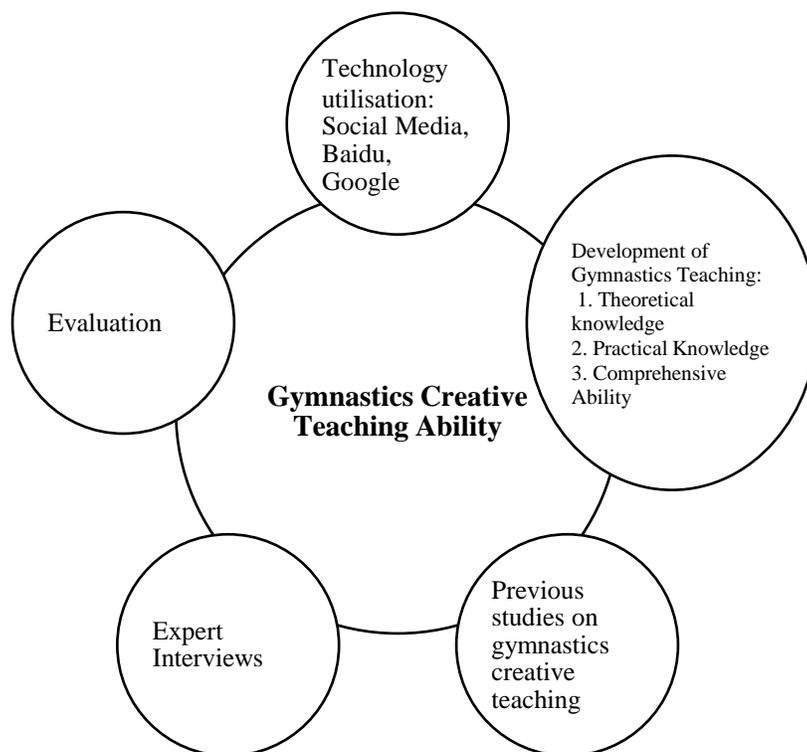


Figure 1 Conceptual Framework

Methodology

Research methodology includes selecting and applying data collection, analysis, and interpretation techniques. It primarily encompasses quantitative research methodologies, like questionnaire surveys and statistical analysis, appropriate for hypothesis testing and quantitative outcomes, as well as qualitative research methods that integrate quantitative and qualitative approaches. To thoroughly investigate the research topics. An effective research technique enhances the reliability and validity of research, ensuring the correctness and reproducibility of conclusions.

Research Design

The design of a mixed-methods research study that integrates qualitative interviews and quantitative questionnaires is a robust approach that capitalises on the strengths of both methodologies.

Population and Sample Size

In the context of this mixed-methods research design, the population for the quantitative component. This population is particularly relevant as these students are nearing the completion

of their academic training and are likely to have developed foundational knowledge and perspectives on preschool education practices. Given the total enrolment of 2000 students in this major, using Krejcie and Morgan's table, the total is 352 third-year junior college students in preschool education majors.

For the qualitative component, selecting experts for interviews was guided by specific criteria that ensured the inclusion of individuals with substantial expertise and influence in gymnastics creation.

Table 1 Research Implementation

Research Question	Data Collection Method	Expected Outcome
1. What are the professional competency levels and teaching abilities of gymnastics teachers in Yuncheng City, Shanxi Province?	Questionnaire (Likert Scale)	Quantitative assessment of teachers' professional competency levels and teaching abilities
	Interviews (semi-structured)	Deeper insights into teachers' experiences, challenges, and instructional effectiveness
2. How can gymnastics teachers in Yuncheng City, Shanxi Province, be trained to enhance their creativity?	Questionnaire (Likert-scale)	Identification of training gaps and preferred methods for enhancing creativity
	Interviews (semi-structured)	Recommendations for designing effective teacher training programs
3. What are the appropriate methods for evaluating the professional quality and teaching ability of gymnastics teachers in Yuncheng City, Shanxi Province?	Questionnaire (Likert-scale)	Understanding of effective and practical evaluation strategies
	Interviews (semi-structured)	Development of a comprehensive framework for evaluating gymnastics teachers' professional quality and teaching ability

Results

Dermographie Description study set two statistical variables: gender and grade. The statistical results are shown in The gender variable was divided into two groups: male and female. 47 male students and 305 female students were included. The grade variable was set with three groups, but all the students in this sample were in the third year of junior college.

Regarding the respondents' gender, 47 male students accounted for 13.4%, and 305 female students accounted for 86.6%. The proportion of female students was higher than that of male students, and the difference between the two genders was 73.2%. It can be seen that there are significantly more female students than male students learning children's gymnastics creation in the Department of Preschool Education of Yuncheng Preschool Education College. This may be because the proportion of female students engaged in kindergarten teaching is higher than that of male students in preschool education.

Descriptive Statistics Results

	N	Min Value	Max Value	Mean	Std Deviation
CPL1	352	1	5	2.25	.972
CTL1	352	1	5	2.05	.832
ITK1	352	1	5	1.70	.640
ITK2	352	1	5	1.99	.690
II	352	1	5	1.85	.643
ITK3	352	1	5	1.88	.640
MST1	352	1	5	2.12	.769
MST2	352	1	5	1.97	.706
CPL2	352	1	4	1.80	.638
CPL3	352	1	5	2.77	1.362
MST3	352	1	4	1.94	.669
FI1	352	1	5	1.96	.672
AA1	352	1	5	1.84	.619
UI1	352	1	5	2.10	.903
UI2	352	1	5	1.74	.600
UI3	352	1	5	1.73	.611
AA2	352	1	4	1.92	.655
CP1	352	1	5	2.13	.838



	N	Min Value	Max Value	Mean	Std Deviation
CP2	352	1	5	1.80	.643
Valid N (list status)	352				

Note:

ITK: Improve Theoretical Knowledge

CTT: Creative Theory Learning

AA: Appreciation and Analysis

MST: Motor Skill Training

CPL: Creative Practice Learning

FI: Feedback and Improvement

II: Innovation and Imagination

UI: Unity and Imagination

Conclusion

This chapter primarily presents the summary of the findings, implications of the study, limitations, and conclusion. Using quantitative and qualitative methods, the study investigated creative gymnastics teachers' professional quality and teaching ability in Yuncheng City, Shanxi Province. Findings from the quantitative analysis revealed that theoretical knowledge, practical skills, and comprehensive abilities are critical in shaping teaching effectiveness. Regression models demonstrated that these factors collectively explained over 96% of the variance in teaching outcomes, indicating their strong influence on student engagement and learning. Despite this, mean scores for some variables on the Likert scale were below the neutral threshold, suggesting areas where professional quality and teaching practices could be improved.

Summary of the Findings

The study employed a questionnaire survey for people engaged in early childhood education or parents of children in a specific scope to study the factors affecting children's gymnastics creation ability. The survey collected data on the participants' personal background information, the frequency of participation in preschool gymnastics-related practices, and their self-assessment of the young children's performance in gymnastics creation. Subsequently, professional data analysis software was used to process the collected data to determine the rules and associations.





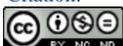
Recommendation

Some essential recommendations are suggested to improve the instruction of creative gymnastics for preschool educators at Yuncheng Preschool Education College. Teacher training programs should be enhanced by integrating specialised workshops and practical sessions that emphasise new teaching tactics, movement creativity, and child-centred methodologies. Offering continuous professional development opportunities will enable teachers to improve their skills and confidence in conducting interesting gymnastics lessons.

Ultimately, fostering inquiry and creativity in the pedagogy of creative gymnastics is vital. Educators should be motivated to investigate novel methodologies, engage in action research, and trial creative pedagogical strategies to improve their educational efficacy. By adopting these recommendations, Yuncheng Preschool Education College can enhance its gymnastics curriculum, promoting teacher innovation and student involvement in early childhood physical education.

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