



SURVEYING ON CURRENT TEACHING SITUATION ON ELECTRONIC ORGAN FOR FIVE YEARS OLD STUDENT AT BEI AIGE INTERNATIONAL MUSIC

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ABSTRACT

Introduction: Early childhood music education plays a crucial role in developing children's musical abilities, creativity, and cognitive skills. However, electronic organ instruction for young learners is often characterized by an overemphasis on technical skills and examination-oriented learning, which may limit students' interest and overall musical development. **Objective:** This study aims to investigate the current teaching situation of electronic organ instruction for five-year-old students at Bei Aige International Music Center and to analyze effective teaching practices as well as areas for improvement. **Method:** A qualitative research approach was employed, involving classroom observations of three teachers and semi-structured interviews with the teachers to examine teaching methods, classroom activities, and student learning behaviors. **Results:** The findings indicate that effective teaching practices include diversified instructional strategies, such as singing activities, rhythmic exercises, and music-based games, which enhance student engagement, participation, and musical understanding. Students demonstrated improvements in performance skills, concentration, and learning motivation. However, several challenges were identified, including an overemphasis on technical skills and examinations, limited parental involvement, and variations in teaching quality. **Conclusion:** The study suggests that electronic organ instruction for young learners should adopt more interactive, student-centered, and developmentally appropriate approaches. By integrating diversified teaching methods, strengthening parental involvement, and improving teacher quality, music educators can enhance both the effectiveness and sustainability of early childhood music education.

1. INTRODUCTION

In recent decades, music education has increasingly emphasized the importance of early childhood learning as a foundation for developing musical ability, creativity, and cognitive skills. Research has shown that early musical experiences play a crucial role in children's overall development, including cognitive, emotional, and social growth (Hallam, 2010^[6]; McPherson & Welch, 2012)^[7] Instrumental instruction for young children, therefore, is considered an important component of music education, as it helps foster musical literacy and long-term engagement with music. Among various instruments, the electronic organ has gained increasing attention due to its versatility and ability to integrate melody, harmony, and rhythm into a single performance. The electronic organ was first developed by Lawrence Hammond in 1934, representing a significant innovation in the evolution of musical instruments. Since then, it has undergone continuous technological advancement and has been widely applied in both professional and general music education contexts (Huang, 2018)^[5] In China, the formal introduction of electronic organ education began in 1985 through collaborative training programs supported by the Yamaha Music Promotion Association and major conservatories, which significantly contributed to the development of systematic teaching models for double-keyboard instruction (Jinlan & Shi, 2016)^[6] As a result, electronic organ education has gradually expanded beyond conservatories to private music institutions and early childhood music education settings. In recent years, the popularity of electronic organ learning among young children has increased, particularly in private music training centers. However, despite its growing adoption, current teaching practices still face several challenges. Many instructional approaches tend to emphasize technical skill acquisition and examination-oriented learning, while insufficient attention is given to students' musical understanding, creativity, and interest (Peng, 2021^[8]; Zhang, 2022)^[10] This imbalance may reduce students' motivation and limit the effectiveness of learning, especially among beginners.

These challenges are particularly significant for five-year-old learners, who require developmentally appropriate, engaging, and interactive teaching approaches. Studies in early childhood music education suggest that young learners benefit more from play-based, exploratory, and student-centered learning environments rather than rigid, technique-focused instruction (Hallam, 2010)^[6] However, there remains a lack of empirical research examining how electronic organ teaching is implemented in early childhood contexts, particularly within private music institutions.

Therefore, this study aims to investigate the current teaching situation of electronic organ instruction for five-year-old students at Bei Aige International Music Center. Through classroom observations and teacher interviews, this research seeks to identify effective teaching practices, analyze existing challenges, and provide recommendations for improving electronic organ pedagogy in early childhood music education.

2. OBJECTIVES

To survey a current teaching situation on electronic organ for five years old students at BEIAlGE International Music

3. LITERATURE REVIEW

Early Childhood Music Education

Early childhood is widely recognized as a critical period for the development of musical ability, cognitive skills, and emotional expression. Research has demonstrated that early musical experiences can significantly influence children's intellectual, social, and personal development (Hallam, 2010)^[6] At this stage, children learn most effectively through play-based, interactive, and experiential approaches, which allow them to explore musical concepts in a natural and engaging manner.

McPherson and Welch (2012)^[7] emphasize that effective music education for young learners should integrate listening, movement, creativity, and performance, rather than focusing solely on technical skill acquisition. Similarly, contemporary pedagogical perspectives suggest that student-centered and activity-based learning environments are essential for fostering motivation and sustained engagement in music learning. These approaches are particularly important for five-year-old learners, whose attention spans and cognitive development require flexible and engaging teaching strategies.

Development and Educational Value of the Electronic Organ

The electronic organ, originally developed by Lawrence Hammond in 1934, has evolved into a multifunctional instrument capable of integrating melody, harmony, and rhythm into a single performance. Its technological versatility allows learners to experience complex musical structures in an accessible way, making it a valuable tool in music education (Huang, 2018)^[5]

In the Chinese context, the systematic development of electronic organ education began in 1985 with the introduction of structured training programs supported by the Yamaha Music Promotion Association and major conservatories (Jinlan & Shi, 2016)^[6] Since then, the instrument has been widely adopted in both formal and informal music education settings, including private training institutions and early childhood programs.

However, while technological advancements have enriched the expressive capabilities of the electronic organ, they have also increased the complexity of teaching and learning. The integration of multiple functions such as rhythm control, tone programming, and performance coordination requires pedagogical approaches that are carefully adapted to learners' developmental levels, particularly for young beginners.

Teaching Approaches in Electronic Organ Education

Existing research indicates that traditional electronic organ teaching methods often emphasize technical proficiency and performance accuracy, sometimes at the expense of musical understanding and creativity (Peng, 2021^[8]; Wang, 2018)^[9] This skill-oriented approach may lead to mechanical learning, where students can perform pieces but lack deeper musical expression and comprehension. To address these limitations, scholars have advocated for more diversified and student-centered teaching strategies. For example, Feng (2020)^[2] suggests that incorporating rhythmic training, singing activities, and music theory into

instrumental instruction can enhance students' comprehensive musical abilities. In addition, interactive teaching methods such as music games and collaborative activities have been shown to improve student engagement and learning outcomes, particularly among young learners.

Furthermore, the role of parental involvement has been highlighted as a key factor influencing children's music learning. Chen (2022)^[1] argues that active parental participation can reinforce learning outside the classroom, improve practice habits, and enhance children's motivation. In contrast, insufficient parental support may negatively affect students' progress and reduce the overall effectiveness of music education.

Challenges in Current Teaching Practices

Despite the increasing popularity of electronic organ education, several challenges persist in current teaching practices. One major issue is the prevalence of examination-oriented learning, which prioritizes performance outcomes over creativity and musical understanding (Zhang, 2022)^[10] This approach may limit students' intrinsic motivation and reduce their interest in long-term musical learning.

In addition, inconsistencies in teacher qualifications and teaching quality across institutions present significant challenges. Some teachers may lack sufficient pedagogical training, leading to ineffective teaching strategies and limited student development (Peng, 2021)^[8] Moreover, insufficient attention to individualized instruction may prevent teachers from addressing the diverse needs and abilities of young learners.

These issues are particularly critical in early childhood education, where inappropriate teaching approaches can negatively impact children's attitudes toward music learning and hinder their overall development.

Therefore, there is a need for more balanced, flexible, and developmentally appropriate teaching models in electronic organ education.

Research Gap

Although previous studies have explored early childhood music education and electronic organ teaching from various perspectives, there remains a lack of empirical research focusing specifically on the teaching practices of electronic organ instruction for five-year-old learners in private music institutions. Limited attention has been given to how teaching methods are implemented in real classroom settings and how they influence students' engagement, musical literacy, and learning outcomes.

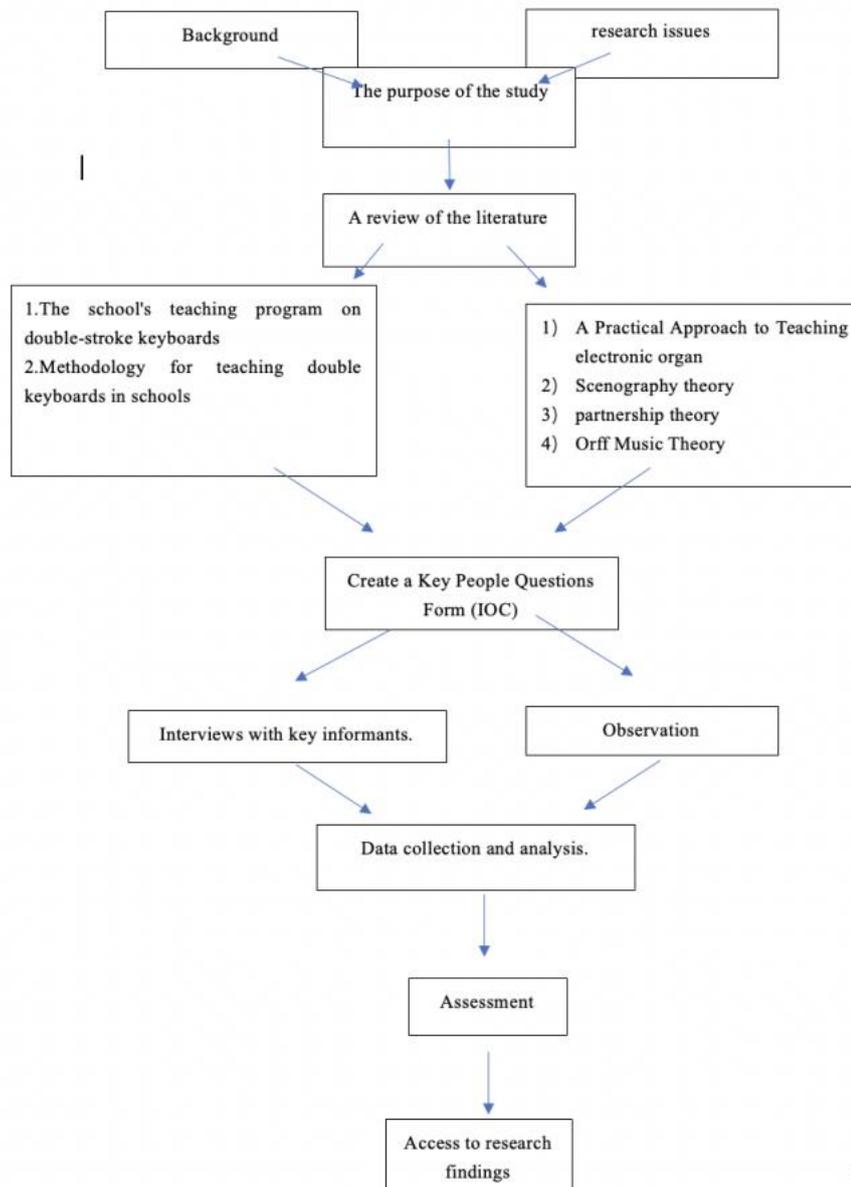
Furthermore, existing studies tend to focus either on technical aspects of performance or on general pedagogical principles, without adequately integrating these perspectives into a comprehensive framework for teaching young beginners. This gap highlights the need for research that examines both teaching practices and learning experiences in authentic educational contexts.

Therefore, this study aims to address this gap by investigating the current teaching situation at Bei Aige International Music Center. Through classroom observations and teacher interviews, the study seeks to identify effective teaching strategies, analyze existing challenges, and provide practical recommendations for improving electronic organ pedagogy in early childhood music education.

4. CONCEPTUAL FRAMEWORK

Figure 1

Conceptual Framework



5. METHODOLOGY

1. Population and Sample

1. At least five years of teaching experience in electronic organs for children Bachelor's degree or above in music education Currently teaching children electronic organs in school

2. outstanding teachers of double-row keys

2. Research Scope

Teaching environment, teaching facilities, teaching content, teaching methods, teaching focus, students' listening status, teacher-student interaction, students' mastery. Interviews with three improvisational organ teachers and three improvisational organ students.

3. Research Tools

1. Interview form

2. Observation form

4. Data Collection

1. Literature review

Collected and analyzed the existing literature related to the theory and practice of double row key. Resources: access to academic journals, specialized books, online databases, etc.

2. Interview and observation guide was designed

Based on the literature review, a teacher and student interview guide well-made classroom observation template was prepared. Content: the content covers teaching methods, learning experiences, challenges and innovations, etc.

3. Conducting Interviews and Observations

Perform: arrange and in-depth one-on-one interviews; conduct real-time observation and recording of classroom teaching situations. Recording: Utilize audio/video recording equipment to record interviews and classroom activities to ensure accuracy.

4. Case Analysis

Selection: Select individuals among teachers and students with unique experiences or achievements to conduct case studies. In-depth analysis: their backgrounds, teaching/learning paths, challenges and achievements were studied.

5. Data analysis

Analysis: a combination of interviews, observation notes, case study materials, etc. Preparation: preparatory work was done during the data analysis stage, which included data cleaning and categorization.

6. RESULTS

The findings of this study are based on classroom observations of three teachers and interviews conducted with them at Bei Aige International Music Center. The results are organized into key themes to reflect the current teaching situation of electronic organ instruction for five-year-old students.

1. Teaching Focus and Instructional Content

The observations revealed that electronic organ teaching in the selected classes focuses not only on performance skills but also on developing students' overall musical understanding. Teachers emphasized the importance of timbre recognition and encouraged students to explore different instrumental sounds available on the electronic organ. This approach helps students develop a broader understanding of musical expression beyond basic keyboard performance.

In addition, teachers attempted to integrate both theoretical and practical elements into their lessons. While technical skills such as finger positioning and coordination were emphasized, attention was also given to helping students understand musical structure and sound characteristics.

2. Teaching Methods and Classroom Activities

The findings indicate that teachers employed a variety of teaching methods to engage young learners. These included singing activities, rhythmic exercises, and music-related games. Such activities were observed to create a more interactive and enjoyable learning environment, which is particularly important for five-year-old students. Teachers also adapted their teaching strategies to suit the developmental level of the students. Instead of relying solely on demonstration and repetition, they incorporated playful and exploratory learning approaches to maintain students' interest and participation during the lessons.

3. Student Engagement and Learning Behavior

Classroom observations showed that students demonstrated higher levels of engagement when interactive teaching methods were used. Activities such as rhythm games and group participation encouraged students to actively participate in the learning process.

Students appeared more attentive and responsive during lessons that included varied activities, suggesting that diversified teaching strategies can effectively enhance motivation and concentration among young learners.

4. Challenges in Teaching Practice

Despite the positive aspects observed, several challenges were identified in current teaching practices. Teachers reported that some instructional approaches still place excessive emphasis on technical skills and examination preparation, which may limit students' interest and creativity.

In addition, the findings indicate that parental involvement plays an important role in students' learning outcomes. However, some parents were not actively engaged in supporting their children's practice outside the classroom, which may negatively affect students' progress.

Furthermore, differences in teaching experience and instructional approaches among teachers suggest a need for more consistent teaching standards and professional development opportunities.

7. DISCUSSIONS

This study aimed to investigate the current teaching situation of electronic organ instruction for five-year-old students at Bei Aige International Music Center. The findings provide important insights into how teaching practices can support or limit young learners' musical development, particularly in relation to engagement, participation, and musical skill acquisition.

First, the results indicate that effective teaching practices involve not only the development of technical skills but also the cultivation of students' overall musical understanding, including timbre recognition and sound exploration. This finding is consistent with previous research, which emphasizes that early childhood music education should integrate multiple musical elements such as listening, movement, and sound exploration to support holistic development (Hallam, 2010^[6]; McPherson & Welch, 2012)^[7] The emphasis on timbre and musical expression observed in this study reflects a shift from purely skill-based instruction toward a more comprehensive approach to music learning.

Second, the use of diversified teaching methods such as singing activities, rhythmic exercises, and music games was found to enhance student engagement and participation. These findings support the view that young learners benefit from interactive and play-based learning environments, which are essential for maintaining motivation and attention at an early age (Hallam, 2010)^[6]; Feng, 2020)^[2] suggests that integrating varied and activity-based teaching strategies can improve students' musical abilities and learning experiences. The present study further confirms that such approaches are effective in the context of electronic organ instruction for young children.

Third, the findings highlight the importance of student engagement as a key factor influencing learning outcomes. Students demonstrated higher levels of attention, participation, and responsiveness when teaching activities were interactive and varied. This aligns with previous studies indicating that student-centered teaching approaches can significantly enhance motivation and learning effectiveness in music education (McPherson & Welch, 2012)^[7] The results suggest that engagement is not only a desirable outcome but also a necessary condition for effective learning in early childhood music education.

However, the study also identified several challenges in current teaching practices. One major issue is the continued emphasis on examination-oriented learning and technical skill development, which may limit students' creativity and intrinsic motivation. This finding is consistent with Zhang (2022)^[10] who noted that exam-focused teaching approaches can negatively affect students' interest in music learning. Similarly, Peng (2021)^[8] highlighted that excessive focus on performance skills may result in mechanical learning without deeper musical understanding.

In addition, the findings reveal that parental involvement plays a crucial role in supporting children's learning. Students whose parents actively participated in their learning process tended to demonstrate

better progress and engagement. This supports Chen (2022)^[1] who emphasized that parental support is a key factor in enhancing children's motivation and learning outcomes in music education. Conversely, a lack of parental involvement may hinder students' development and reduce the effectiveness of teaching.

Furthermore, differences in teaching approaches among teachers suggest the need for more consistent teaching standards and professional development. Variations in teaching quality may affect students' learning experiences and outcomes, highlighting the importance of teacher training and ongoing pedagogical improvement in music education (Peng, 2021)^[8]

Importantly, this study contributes to the existing literature by providing empirical evidence on the teaching practices of electronic organ instruction for five-year-old learners in a private music education context. While previous studies have focused on general music education or technical aspects of electronic organ performance, this research offers insights into how teaching methods are implemented in real classroom settings and how they influence student engagement and learning.

However, several limitations should be acknowledged. The study was based on a small sample of three teachers within a single institution, which may limit the generalizability of the findings. In addition, the qualitative nature of the study may not fully capture all aspects of teaching effectiveness. Future research could include larger sample sizes, multiple institutions, and mixed-method approaches to provide more comprehensive and generalizable results.

In conclusion, the findings suggest that electronic organ teaching for young learners should move beyond traditional, technique-focused approaches and adopt more interactive, student-centered, and developmentally appropriate teaching strategies. By integrating diversified activities, enhancing parental involvement, and improving teacher training, music educators can create more effective and engaging learning environments for young students.

8. ORIGINALITY AND BODY OF KNOWLEDGE

This study contributes new knowledge to the field of early childhood music education, particularly in the context of electronic organ instruction for five-year-old learners in private music institutions, an area that has received limited attention in previous research.

The new body of knowledge generated from this study can be summarized as follows:

1. Integrated Teaching Approach

The findings indicate that combining diverse teaching activities such as singing, rhythmic exercises, and music games effectively enhances student engagement. This approach differs from traditional skill-focused instruction by promoting a more interactive and dynamic learning environment.

2. Relationship Between Engagement and Learning Outcomes

The study reveals that student engagement is a key factor influencing learning outcomes. Higher levels of participation are associated with improvements in musical skills, concentration, and learning motivation.

3. Student-Centered Teaching Model for Electronic Organ Education

This research proposes a student-centered teaching model that emphasizes active participation and experiential learning. The model demonstrates how interactive teaching strategies can be effectively applied to electronic organ instruction for young learners.

4. Supporting Factors in Learning

The findings highlight the importance of external factors, particularly parental involvement and teacher quality, in shaping students' learning experiences. These factors play a crucial role in enhancing students' motivation and overall learning effectiveness.

5. Shift from Skill-Based to Holistic Learning

An important contribution of this study is the shift from a purely skill-based teaching approach to a more holistic learning model. This model integrates technical skills, creativity, musical understanding, and learner motivation, providing a more balanced framework for early childhood music education.

9. RESEARCH RECOMMENDATIONS

1. Implication of the Study

1. Current teaching practices should move beyond rigid and stereotypical models that focus primarily on technical skills. The results indicate that an overemphasis on performance techniques may limit students' musical understanding and reduce their interest in learning. Therefore, teachers are encouraged to adopt more diversified and engaging teaching approaches that integrate musical literacy, creativity, and expressive learning alongside technical training.

2. The dominance of examination-oriented learning should be reconsidered. While assessments can be useful for measuring progress, excessive focus on examination outcomes may negatively affect students' motivation and enjoyment. It is recommended that music education for young learners prioritize interest, creativity, and long-term musical development rather than short-term performance results.

3. The study highlights the importance of teacher quality and professional standards. In some cases, variations in teacher qualifications may affect the effectiveness of instruction. Therefore, music institutions should establish clearer standards for teacher recruitment and provide ongoing professional development to ensure high-quality teaching practices.

4. Parental involvement plays a crucial role in supporting children's music learning. The findings suggest that students benefit significantly when parents actively participate in their learning process, such as encouraging practice at home and engaging with classroom activities. Parents should therefore be encouraged to take a more active role in supporting their children's musical development.

2. Recommendations for Future Research

1. Future studies could explore the development of comprehensive teaching models for electronic organ instruction that integrate performance skills, music theory, and creative activities such as arrangement and harmony. Such research would contribute to a more holistic approach to music education.

2. Further research is needed to develop and evaluate systematic teaching frameworks for

double-keyboard electronic organ education. This includes integrating existing teaching materials and designing structured curricula that are appropriate for young learners.

3. Future studies should examine how teachers adapt their instructional strategies to meet the evolving needs of students and changes in the educational environment. This includes investigating the use of innovative teaching tools and technologies and their impact on teaching effectiveness and student learning outcomes.

4. Comparative studies in different cultural contexts are recommended to explore variations in teaching practices and learning experiences. Such research would promote international exchange and contribute to the development of more effective and globally relevant teaching approaches in electronic organ education.

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