

The Dual Impact of Parent-Child Music Interaction Activities on Family Relationships and Music Interest Development in Young Children

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Abstract: This study examines the dual impact of parent-child music interaction activities on family relationships and the development of music interest in young children. It aims to elucidate the mechanisms through which such activities shape the growth environment of children and initiate artistic literacy, providing theoretical foundations and practical guidance for optimizing early education practices. The research employs a comprehensive methodology, including surveys, behavioral observations, and psychological assessments. Different age groups of children and their families were selected as subjects. Through diverse parent-child music interaction activities, feedback data from parents and children were collected before and after the activities, while detailed observations of parent-child interactions were made. Professional psychological scales were used to assess changes in children's music interest. The findings indicate that parent-child music interaction activities significantly enhance family relationships, improve emotional communication and understanding between parents and children, and foster a harmonious family atmosphere. Additionally, these activities positively influence the development of children's music interest, stimulating their perception and exploration of music, and enhancing their musical cognition and performance abilities. Thus, actively engaging in parent-child music interaction activities is of significant importance for the physical and psychological development of children and the construction of a supportive family environment.

Keywords: Parent-Child Music Interaction Activities; Family Relationships in Young Children; Music Interest Development; Early Education; Parent-Child Interaction.

1. Introduction

1.1 Research Background and Significance

In contemporary early childhood education, the critical role of the family in children's growth has gained increasing attention. As society evolves, parents are increasingly focused on fostering

comprehensive qualities in their children and are seeking diverse educational methods to support holistic development. Parent-child music interaction activities, which integrate arts education and parental companionship, are emerging as a new trend in early education.

From a societal perspective, the accelerated pace of modern life has fragmented parent-child interaction time, posing new challenges to parent-child relationships. In this context, high-quality parent-child interaction activities have become an urgent necessity for improving relationships and promoting family harmony. Music, as a universal language, possesses powerful emotional expression and communication capabilities, providing a unique and effective medium for parent-child interactions. Within early childhood education, the positive impact of music education on children's physical and psychological development is widely recognized. Early music education aids various developmental aspects, including perception, language, cognition, and emotional skills. Joint participation in musical activities not only creates a loving and supportive learning environment for children but also fosters emotional communication and understanding between parents and children, optimizing family relationships and nurturing children's interest in music, which has profound implications for their future development.

1.2 Literature Review

Research on parent-child music interaction and child development began earlier in foreign countries. Empirical studies in Europe and the United States have revealed the beneficial effects of parent-child music interaction on children's musical abilities through long-term tracking observations. For instance, a study conducted by a U.S. research institution with 200 parent-child pairs over a year found that participants demonstrated significantly superior basic musical skills, such as pitch discrimination and rhythm perception, compared to a control group. In terms of family relationships, international studies focus on the connection between the quality of parent-child interactions and family atmosphere, indicating that positive parent-child music interaction can effectively enhance relationship closeness and improve the family

environment.

In recent years, domestic research has shown rapid growth trends. Scholars are exploring the educational value of parent-child music interaction in relation to local culture and educational contexts. Some studies focus on practical pathways for fostering children's musical literacy through parent-child music activities, proposing diverse activity designs and instructional strategies. Additionally, research on family relationships emphasizes the role of parent-child music interaction in enhancing emotional bonds and alleviating conflicts. However, both domestic and international studies still face limitations. On one hand, the exploration of the mechanisms underlying the influence of parent-child music interaction activities is insufficient and lacks systematic theoretical models. On the other hand, most studies focus on single dimensions, with relatively limited comprehensive research on the dual impacts of parent-child music interaction activities on family relationships and music interest development, as well as their interrelationships.

2. Theoretical Foundations

2.1 Child Development Psychology Theory

Child development psychology provides a theoretical foundation for understanding children's behavior and development in parent-child music interaction activities. The early childhood stage (ages 3-6) is crucial for rapid development in cognitive, emotional, and social aspects. In cognitive development, children's thinking transitions from concrete to abstract, and tasks involving rhythm perception and melody recognition in music activities can effectively enhance cognitive abilities. In terms of emotional development, children begin to develop complex emotions, and emotional resonance during parent-child music interactions can promote their emotional expression and understanding. In the realm of social development, parent-child music activities provide opportunities for social interaction, helping children learn social skills such as cooperation and sharing, thereby enhancing their social communication abilities.

2.2 Music Education Theories

Music education theories emphasize the multifaceted value of music for individual development. The Orff music education approach advocates learning through music games and improvisation, stimulating children's musical potential and nurturing creativity and musical perception. The Kodály approach focuses on utilizing national music as a foundation, promoting children's musical literacy and cultural identity through singing and movement. These theories guide the design of parent-child music interaction

activities, ensuring that content and forms align with children's music learning characteristics, thereby facilitating the development of their musical interest and abilities.

2.3 Family Relationship Theory

Family relationship theory examines interaction patterns and relationship quality among family members. The family systems theory posits that the family functions as an interconnected system, where the quality of parent-child relationships, as a core subsystem, affects overall family functioning. Parent-child music interaction activities can alter interaction patterns, enhance communication and understanding, and optimize family relationships. Social learning theory suggests that children learn by observing and imitating parental behaviors; thus, through parent-child music interaction, children can mimic their parents' musical behaviors, fostering their musical interest and skills while strengthening their relationships.

3. Research Design and Methodology

3.1 Selection of Research Subjects

To ensure the representativeness and reliability of the research results, children and parents from diverse regions and family backgrounds were selected as subjects. Specifically, 300 children aged 3 to 6 were chosen, encompassing both urban and rural families with varying economic statuses and parental education levels. Children were randomly divided into an experimental group and a control group, with 150 participants in each. The experimental group engaged in parent-child music interaction activities, while the control group maintained their regular activities.

3.2 Implementation of Surveys

A multidimensional questionnaire was designed to collect data. For parents, the questionnaire included sections on basic family information, current parent-child relationship status, and perceptions and attitudes towards parent-child music interaction activities. For children, a combined self-assessment and teacher evaluation format was used to assess their music interest and emotional states. The questionnaire adhered to psychological measurement standards and was revised after expert review and pre-testing. Questionnaires were administered to both groups before and after the study, achieving a recovery rate of over 95% and an effectiveness rate exceeding 90%.

3.3 Application of Behavioral Observation

At the site of the parent-child music interaction activities, professional observers used a behavioral coding system to record parent-child interaction behaviors. Observational indicators included eye

contact, physical touch, frequency and content of verbal interactions, and cooperative behaviors. Simultaneously, the behaviors of children in the control group during regular activities were observed as a comparative reference. The observation process strictly followed standardized procedures to ensure the objectivity and accuracy of the data collected.

3.4 Implementation of Psychological Measurement

Professional psychological scales were employed to measure children's musical abilities and family relationship quality. The Children's Music Perception Ability Scale was used to assess children's perception of pitch, rhythm, and timbre, while the Family Closeness and Adaptability Scale measured dimensions of family relationship closeness and adaptability. The measurement process was guided by professionals to ensure that the results accurately reflected children's musical abilities and family relationship statuses.

4. Analysis of the Impact of Parent-Child Music Interaction Activities on Family Relationships

4.1 Dimension of Emotional Communication

Parent-child music interaction activities create a unique emotional communication bridge between parents and children. During these activities, shared music listening evokes deep emotional resonance. Discussions between parents and children regarding music — such as interpretations of melodies and explorations of lyrics — encourage sharing of feelings and thoughts, enhancing emotional understanding.

Data indicates that prior to participating in these activities, only 30% of parents reported deep emotional exchanges with their children; this figure rose to 65% after three months of engagement. Through these interactions, parents become more attuned to their children's emotional needs, while children feel the attention and support from their parents, strengthening their emotional connection. For instance, during the enjoyment of an upbeat children's song, children laugh due to the lively rhythm, and parents share this joy through eye contact and verbal interaction, leading to an enriching emotional experience fostered by music.

4.2 Dimension of Family Atmosphere

Parent-child music interaction activities significantly enhance the family atmosphere. Family systems theory emphasizes that interaction patterns among family members profoundly shape the family environment. Joint participation in music activities, such as singing, playing simple instruments, and moving to the music, breaks the monotony of daily life, injecting vitality and joy

into the family.

Observations reveal that families involved in music interaction activities exhibit notably more vibrant atmospheres. During activities, frequent physical contact, such as hand-holding, dancing, hugging, and positive verbal encouragement — like praising children's musical efforts — create a warm and harmonious family environment. In a survey of 100 families, 90% reported that participation in these activities led to a more harmonious family dynamic and improved quality of family life. This positive atmosphere not only benefits children's physical and psychological growth but also promotes healthy development of family relationships.

4.3 Dimension of Conflict Resolution

Conflict is an inevitable aspect of parent-child relationships; however, music interaction activities provide effective avenues for reducing these conflicts. When disagreements or emotional tensions arise, music activities can redirect attention and diffuse the atmosphere. For example, during a music creation activity, if parents and children disagree on the theme, parents can guide children to first listen to various musical excerpts, allowing emotions to settle and enabling calm discussions to determine the creative theme.

Research indicates that families engaged in parent-child music interaction experience a 40% reduction in conflict frequency. Through these activities, parents and children learn to express their thoughts and needs in a gentler, more tolerant manner, enhancing their conflict resolution skills. Facing challenges together, such as completing complex rhythm exercises, strengthens trust and cooperation, further mitigating potential conflicts and fostering a harmonious relationship.

5. Analysis of the Impact of Parent-Child Music Interaction Activities on Children's Music Interest Development

5.1 Development of Musical Perception Skills

Parent-child music interaction activities provide rich stimuli for the development of children's musical perception. Child development psychology highlights early childhood as a sensitive period for musical perception skill development. During activities, children experience various music genres—classical, pop, and ethnic—allowing them to perceive changes in pitch, rhythm, timbre, and harmony.

Experimental data shows that after six months of engaging in parent-child music interaction activities, children in the experimental group improved by 35% in pitch discrimination tests and 28% in rhythm perception accuracy. For instance, in a music appreciation activity, parents guide children to close their eyes and listen to the contrasting high

notes of a violin and the low notes of a cello, effectively training their musical perception and laying a solid foundation for developing music interest.

5.2 Stimulation of Musical Exploration Behavior

Parent-child music interaction activities effectively stimulate children's musical exploration behavior. The Orff music education approach emphasizes learning through music games and improvisation. In these interactions, children have the opportunity to play various simple instruments, such as wooden fish, shakers, and handbells, exploring their sound characteristics.

Moreover, parents and children collaboratively create music, such as composing simple melodies or lyrics, encouraging children to unleash their imagination and experiment with different musical combinations. Studies indicate that children involved in parent-child music interaction engage in exploratory activities 50% more frequently than those in the control group. Their strong curiosity and desire to learn about music drive deeper exploration, transitioning from surface-level exposure to in-depth engagement with music.

5.3 Enhancement of Musical Cognition and Performance

Parent-child music interaction activities significantly enhance children's musical cognition and performance capabilities. During interactions, parents and children learn music concepts, such as notes, rhythms, and musical symbols, allowing children to understand abstract musical ideas in concrete contexts.

In terms of performance, these activities provide children with platforms to showcase their talents. Whether performing for family gatherings or participating in community events, children gain experience and confidence, enhancing their musical expressiveness. Evaluations show that children engaged in these activities scored an average of 15 points higher on music cognition tests than those in the control group, with performance ratings improving by 20%. Children are thus able to express their understanding and feelings about music more confidently and fluently, deepening their interest in music.

6. Conclusion

This study thoroughly investigates the dual impact of parent-child music interaction activities on family relationships and the development of music interest in children. Utilizing surveys, behavioral observations, and psychological measurements, the research systematically analyzes the data. Findings indicate that these activities significantly optimize family relationships, enhance emotional

communication, create a harmonious family atmosphere, and effectively alleviate parent-child conflicts. Regarding music interest development, there is a marked improvement in children's musical perception skills, stimulation of exploratory behavior, and advancement in musical cognition and performance abilities. The study confirms the substantial importance of actively engaging in parent-child music interaction activities for children's holistic development and family environment enhancement, providing strong theoretical and practical support for early education practices.

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