

STUDY ON THE INFLUENCE OF MUSIC ON THE BODY OF STUDENTS AT SECONDARY SCHOOL NUMBER 4 SUCEAVA

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Abstract: Music and movement are indispensable components of education, both aimed at the harmonious and normal development of the body, strengthening health and cultivating the necessary physical qualities. Together with intellectual, aesthetic, moral education, etc., they constitute a permanence of human life. In the conditions of modern civilization, the combination of intellectual and physical effort becomes a principle of life. This leads to a timely maturation of natural functions and optimal development of the personality of the students.

This paper attempts to demonstrate the positive effects of music and movement and to increase children's interest in these hours. Exercises and games, used in music and movement lessons, aim to strengthen health, harmoniously develop all muscle groups, prevent the localization of vicious attitudes, increased physical capacity, morpho-functional indices and general motor skills. The use of moving music must take place in a favourable climate for their mental and biological personality to manifest itself naturally. This climate eliminates shyness, clumsiness and fear of some children's movements during the lesson.

Music, regarded as art and science of expression of feelings and ideas using sounds, under the ratio of melody, rhythm and harmony, is characterized by its specific elements, expressed by the properties of sound: height, intensity, timbre, duration.

Introduction: Underlying the theoretical-methodical aspects of students on different activities within primary education are teachers, educators, teachers and researchers who have scientifically addressed issues within the

disciplines of physical education, motion games, music and movement and other movement activities.

Music is aimed at all people, in a middle way because it induces various states, going through different states of joy, melancholy, thus through all aspects of human sensibility. Music and movement discipline seek to know the mechanisms of music on the body of students, the structure of normal personality in education, but also in pedagogical aspect, training on the achievement of the objectives of this discipline.[4,5]

As is known hearing, it is one of the most differentiated senses, appeared after tact, smell, taste and sight, music has the incomparable power to influence the functions of the body according to the changes it causes in our cenesthesia, while having a diffusion power throughout the body.

The influence of music on normal subjects has been studied by the Russian researcher. They concluded that blood circulation may be influenced by music, which may exert changes in peripheral vasoconstriction and central vasodilation, blood pressure may increase or down, in most cases, changes in blood pressure being in relation to the height, intensity and timbre of sounds.[2]

Except Dogiel, most authors (Patrizzi, Men-del, etc.) are convinced that music influences circulation, breathing, digestive tract, etc. in the innervation territory of the pneumogastric. According to Acad. C. I. Parhon, the impressions propagated through the acoustic nerve, make it easier to vibrate the affectivity of the individual, thanks to the special situation of the auditory nerves and the ratios they must have with the pneumogastric nerve. Studying the influence of music on the human body is important through the three fundamental elements: rhythm, melody and harmony. [3]

Rhythmic regularity results in motor induction, and movement leads to dance, singing, instrumental music; what appears fundamentally is that the rhythm must be seen as a movement. Thus, rhythm being an ideogram of movement, by the constant and inextricable association between the motor representation of a movement and the auditory image, can explain to us the influence of music on the organic rhythm, the ideative, as well as the engine itself; music makes you dance, walk, move. [1]

Material – method

Organisation of research: The aim of the paper is to know the mechanisms of music on the body of the students, the structure of the normal personality

in education, but also in pedagogical aspect, training on the achievement of the objectives of this discipline.

The hypothesis of the work: It is assumed that the influence of music in physical education and sports lessons will have the effect of a well-defined motor induction on the body of students subject to research.

Research objectives:

- the need to apply exercise to music in physical education and sports classes;
- determining the content and structure of the exercises on a musical background;
- increase the level of physical condition and motor intelligence of students by addressing exercise to music.

For our research we used the method of specialized bibliographic study, the method of observation, the experimental method and the mathematical-statistical method.

The research was carried out on 25 students in class I A and I B (7 years), 13 girls and 12 boys, all of them were pupils of secondary school No.4 in Suceava.

For the study we used the following variant of the lesson by using a list of exercises performed on a musical background.

Preparatory part: A wide variety of aerobic exercises can be used for heating the musculoskeletal system: walking and different types of walking. by running - (speed, light, with change of direction), by squats and their variants, by jumping and their variants. Jumping returns.

The name of the lesson (sea, mountains, forest, desert, etc.) increases children's interest in activity, developing children's imagination during classes of music and movement.

Performing exercises in a musical background and with the help of the rhythmicity of the teacher's commands also increase the interest of children. Examples:

Walking: On the veils and on the heels, in semi-genoflexion, squatting with different arm positions, cross-step, side-step, meandering, in the column, in pairs, diagonally and in the centre of the ground.

Running: Easy running on peaks, with increased speed; with the pendulum of the calf back; with knees to the chest, sharp running, back, side; with your back; with a change of direction; easy running.

Jumping and spinning: On both legs, from one foot to the other, with the distance of the legs, with their proximity, from the genoflexion jumping up; from the return genoflexion to 180⁰, jumping forward, backward.

Example of carrying out exercises using rhythmic phrases said by the teacher

Nr. Crt..	Teacher	Children perform
1.	We go, we go, we go With our backs straight we go	Normal walking
2.	And we keep going step by step Knees as high as possible	Kneeling up
3.	And now we run And very careful we are	Running
4.	On both legs we jump And hands up we lift them up	Jumping on both legs, hands on hips and raised up
5.	And now we're squatting But we don't stop	Squatting
6.	We stand on our feet And we spin like chicks	360 returns

The aspects have contributed to increasing complexity from one motric element to another, bringing together several drivers with different rhythmic structure: The ability to mix and couple movements, the spatial-temporal orientation capability; the ability to differentiate between the quinesesthetic elements; the ability to balance; the responsiveness; the sense of the rhythm; ability to transform movements.

Results and discussions: For the purpose of the scientific study, I have chosen the test OSERETSKY–GUILLMANN. For groups subject to research, the question is the effectiveness of the music and movement discipline program - given by the ministry class I A

TEST OSERETSKY–GUILLMANN – experimental grup (7 years)

NR. CRT.	NAME AND SURNAME	CLASS I-A					
		Coordination statics	Coordination dynamics of the hands	General dynamic coordination	Speed of movements	Simultaneity of movements	Sincinezy

		T.I.	T.F.	T.I.	T.F.	T.I.	T.F.	T.I.	T.F.	T.I.	T.F.	T.I.	T.F.
	TOTAL FB	5	12	4	13	-	13	3	19	6	19	5	15
	TOTAL B	10	13	21	12	11	12	22	6	-	-	-	-
	TOTAL S	10	-	-	-	14	-	-	-	19	6	20	10

TEST OSERETSKY–GUILLMANN – control grup (7 years)

NR. CRT	NAME AND SURNAME	CLASS I- B											
		Coordination statics		Coordination dynamics of the hands		General dynamic coordination		Speed of movements		Simultaneity of movements		Sincinezy	
		T.I.	T.F.	T.I.	T.F.	T.I.	T.F.	T.I.	T.F.	T.I.	T.F.	T.I.	T.F.
	TOTAL FB	1	6	-	7	-	6	2	6	2	9	1	7
	TOTAL B	12	6	21	14	11	10	19	15	-	-	-	-
	TOTAL S	8	9	-	-	10	5	-	-	19	12	20	14

	Correlations 1	Correlations 2	Correlations 3	Correlations 4	Correlations 5	Correlations 6
EXPERIMENTAL GROUP	-0.06	0.22	0.21	-0.08	-0.12	0.00
CONTROL GROUP	0.00	0.00	-0.47	0.51	0.05	-0.16

For the test group 7 years, an insignificant correlation between the initial and final test runs is observed and an acceptable correlation exists for two of the tests in the control group: the overall dynamic coordination and speed of movement probably for the simple reason that no progress has been achieved for most students in the group. It should be examined whether the progress made is due to natural biological development at this age if an enabling environment is ensured through physical education and sport discipline. Individual skills must be valued, respecting the physical, psycho-behavioral and social components of children, in accordance with each stage of development. To highlight the likely progress should be completed

Correlations (C) obtained for experimental group 7 years:

	C 12	C 13	C 14	C 15	C 16	C 23	C 24	C 25	C 26	C 34	C 35	C 3.6	C 45	C 46	C 56
Inițial	0.12	0.13	-	0.15	0.27	0.05	0.16	0.27	0.33	0.08	0.07	-	0.21	0.18	0.42
Final	0.12	-	-	0.35	-	0.36	0.02	0.02	0.20	0.35	0.40	0.36	0.32	0.46	0.11

There is an increase in the correlation for several test groups (static and dynamic coordination, static and simultaneous movement, dynamic hand coordination and overall dynamic coordination, overall dynamic coordination and speed of movement, general dynamic coordination and simultaneous movement, rapid movement and sincere). These performances are also shown in comparison to the control group where these correlations do not develop.

However, there are pairs of tests which do not correlate or weaken the correlation coefficient (dynamic hand coordination and speed of movement, dynamic hand coordination and simultaneous movement, and reporting of tests in sincere honesty). This thing could be explained by the poor choice of training program, inadequate exercise suitability relative to age, low number of training hours, etc.[6,7]

Correlations (C)obtained for experimental group 7 years:

	C 12	C 13	C 14	C 15	C 16	C 23	C 24	C 25	C 26	C 34	C 35	C 36	C 45	C 46	C 56
Inițial	0.00	-	0.19	-	-	0.00	0.00	0.00	0.00	-	-	-	0.45	-	-
Final	0.36	0.23	0.52	0.03	0.12	0.09	0.45	0.41	0.07	0.10	0.46	0.05	0.09	0.22	0.20

The analysis of the correlation coefficient between the 6 OSERETSKY – GUILLMANN assessments of the control group shows a lack of correlation between the test values, which indicates a natural and accidental development of young people. This highlights the poor effectiveness of physical education and sport classes or the lack of sufficient involvement of actors (teachers or pupils) at these classes, starting from the two postulated postulates of the modern school: Not all pupils have the same interests and talents, not all learn the same.

Conclusions:

1. The importance of music contributes to the development of the student and to the acquisition of his cultural heritage, helps to increase sensitivity

and esthetics, to increase the taste for the persevering effort and to deepen self-awareness

2. Music education contributes effectively to the development of hearing, attention, memory, imagination and creativity, all of which are in the child's intelligence.

3. The more skills and motive skills a child has and uses them in complex conditions and in more varied chatters, the higher the student has a motric intelligence, which allows him to move with great ease and physical safety. That is why physical education, play and movement, music and movement are disciplines that provide ideal conditions for developing creativity.

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**STUDIUL PRIVIND INFLUENȚA MUZICII ASUPRA
ORGANISMULUI ELEVILOR DE LA ȘCOALA GIMNAZIALĂ
NUMĂRUL 4 SUCEAVA**

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Abstract: Muzica și mișcarea sunt componente indispensabile ale educației, ambele urmărind dezvoltarea armonioasă și normală a organismului, întărirea sănătății și cultivarea calităților fizice necesare. Împreună cu educația intelectuală, estetică, morală etc., acestea constituie o permanență a vieții omului. În condițiile civilizației moderne, îmbinarea efortului intelectual cu cel fizic devine un principiu de viață.

Aceasta, conduce la o maturizare în timp util a funcțiilor naturale și dezvoltarea în condiții optime a personalității elevilor.

Prezenta lucrare încearcă să demonstreze efectele pozitive ale muzicii și mișcării și să sporească interesul copiilor față de aceste ore. Exercițiile și jocurile, folosite în lecțiile de muzică și mișcare, urmăresc întărirea sănătății, dezvoltarea armonioasă a tuturor grupelor musculare, prevenirea localizării unor atitudini vicioase, creșterea capacității fizice, a indicilor morfofuncționali și a motricității generale. Folosirea muzicii în mișcare trebuie să se desfășoare într-un climat favorabil pentru ca personalitatea lor psihică și biologică să se manifeste în mod natural.

Acest climat elimină în mare parte timiditatea, stângăcia și teama unor copii față de unele mișcări efectuate în timpul lecției.

Muzica, privită ca artă și știință de exprimare a sentimentelor și ideilor cu ajutorul sunetelor, sub raportul melodiei, ritmului și armoniei, se caracterizează prin elementele ei specifice, exprimate prin proprietăți ale sunetului: înălțime, intensitate, timbru, durată.

Keywords: studiu, muzică, mișcare, elevi