

THE DEVELOPMENT OF YOUNG SCHOOL CHILDREN THROUGH THE PSYCHOMOTOR ACTIVITY

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Abstract: This article presents the main reason for the choice of this topic which is based on the main theme: it researches the relation between music and movement, the implications of the formation of the intelligence of movement within the educational framework for the pre-adolescent children.

Introduction

The education of the modern human being is based on his multilateral physical, intellectual, ethical, aesthetical development in close connection with the requirements of the contemporary society according to the real abilities needed for the coordinates of human personality.

The psychomotoric activities are physiological by the nature of their means, pedagogical through strategies, biological through their effects and social through their way and forms of organization: therefore they cannot be regarded isolated as an expression of the physical strength but as a way to relate to the personality dimensions, as a form of continuous improvement.

The present study enforces and promotes the movement and musical games in order to outline the primary school students' personality. It focuses on a new educational perspective by encouraging, adopting and promoting an innovative, interactive approach that requires a programme of outdoor activities mainly focused on music and physical movement.

Games based on music and movement allow an intense sense of movement experiences, they offer a larger scale of moral sense, they challenge to take action, or give a state of biological balance and a balance of the soul and they engage the whole personality. Children learn to understand themselves better and get to know the world they live in and socialize.

Even though there are many researches in this domain, specialists have a lot of unsolved issues regarding the significance of the educative values of music and movement within the general physical, pshychomotor and social development of school children. The schooling period is considered essential to establish a basis for the motivational, social, moral and intellectual aspects of a child's personality.

The purpose of the research

The study is aimed as a recommendation or a basis for a supplementary approach when teaching music to children aged 7 to 10, or an integrated part of the curriculum for children aged 5 to 7, integrating music and physical movements.

It should be emphasized that the phrase „physical movement” means an activity that is done in an environment which encourages freedom of expression through natural movements and creates a positive body image. In addition to this, physical movements during music classes help achieving the specific objectives of music lessons: understanding music with one's body. This pattern may suggest different strategies to teach music at primary level as well as the development of basic music concepts. The alternative teaching methods might help pupils understand, love and enjoy music, at the same time, they can develop their bodies through physical movements according to their abilities and limitations.

The objectives of the research

1. To study and use on a larger scale the theoretical and practical aspects related to the development of primary students' personality by using music and physical movements
2. To evaluate the level of the general, psychomotor, psycho social development of students in primary school.

The basic methods that were used for the present study: The analysis of the scientific-methodological speciality books

- * The pedagogical observation
- * The questionnaire type of investigation
- * The test – it was tested the social climate and the interpersonal relationships through the sociometric method; evaluations by using sociologic questionnaires
- * The pedagogical experiment

* Some mathematical-statistical methods to work with the quantitative data

The organization of the research:

This research took place within the framework of a secondary school during a school year. There were three distinct stages as it follows:

The first stage was one of ascertainment and it included: studying the scientific literature related to the topic of the research; the analysis of the school curricula; the analysis of the opinions of the teachers who have applied the questionnaires.

The experiment included a number of 21 teachers and had the goal to analyze the social climate and the interpersonal relationships of the pupils within the educational cycle of development.

The second stage focused on the basic pedagogical experiment; this was put into practice – a music and movement program on a group of 26 children in the first grade, as well as the initial tests for all those participating in the study.

The third stage included the application of the final tests and the processing of the data obtained during the pedagogical experiment. The conclusions and the methodical recommendations were stated and based on the final results.

Results and further discussions:

A scientific investigation was achieved based on questionnaires applied on a number of 21 teachers.

The research was meant to analyze and compare certain aspects of the manner in which games or movement games are used in the educational process.

The questionnaire used for teachers had a number of 5 questions and 21 teachers with different specialities answered those- 35 % of them were from the sport and physical education area, 65% were teaching maths and physics and 5% were teaching Art and Music.

Analyzing the answers the following facts were taken into consideration:

Question 1 was about the idea of getting accustomed with the term of game or dynamic game amongst the 21 teachers: 39,3 % were aware of the term, 57% said they did not know the term and 3.7 % did not answer related to the topic. (chart nr. 1)

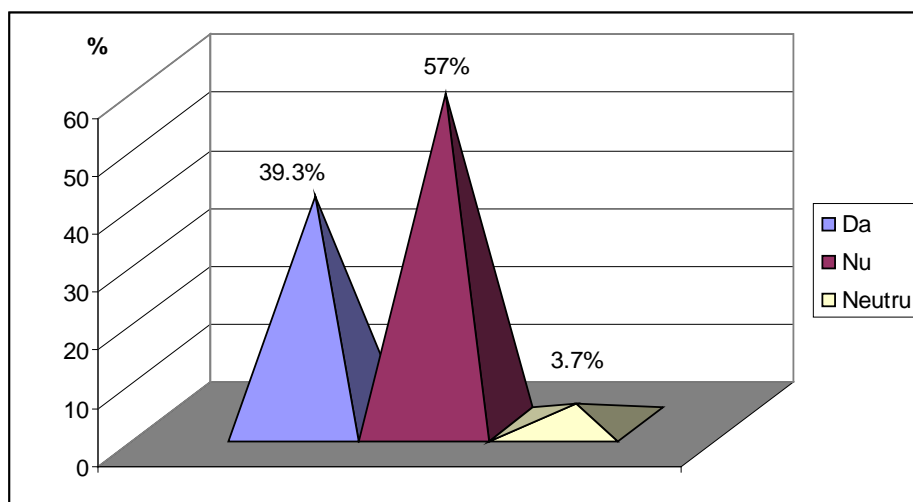


Chart 1. The graphic representation of answers to question 1

Most of the teachers that were questionned think they are not familiar with this notion of dinamic games and this proves the fact that they need some more reliable information so that they can be motivated to use the musical dinamic games as a means of socialization.

Question nr. 2 „What do the musical and movement games represent from the educational point of view? ” –only 18,3 % consider them as a form, method and means for the children’s education whereas 51.7 % see them as means for musical education; a bigger percentage 31% see them as being a method- chart nr.2.

Analyzing the answers to question nr. 2 we draw the conclusion that more than a half of those who answered think that the subject which includes music and physical movement is a method used in Physical education. This shows that the relation between the organizational forms, the methods and means used in the educational process is not perceived in the best way.

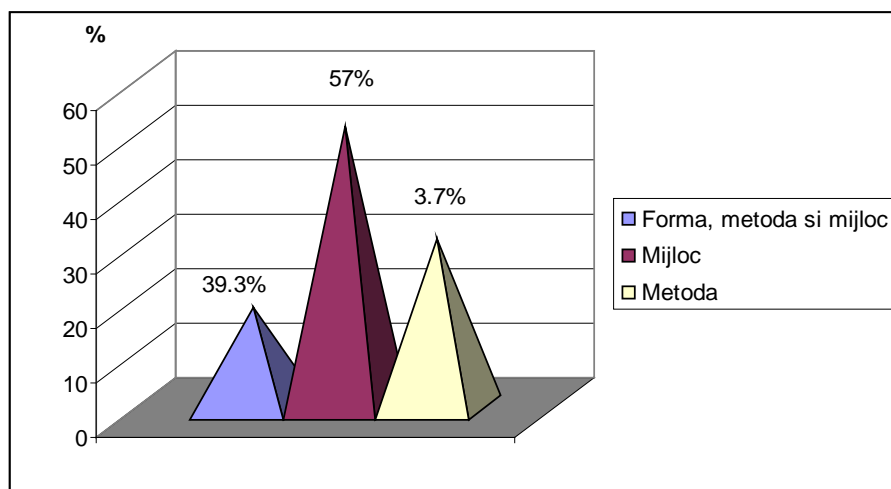
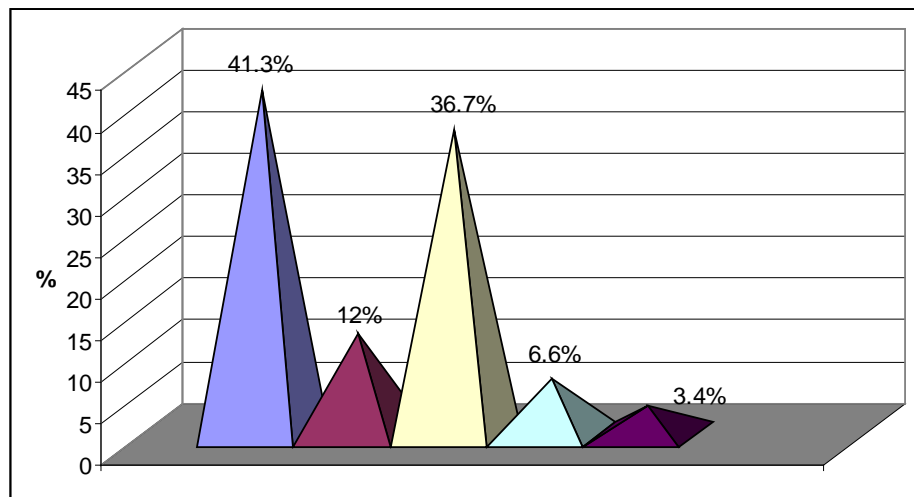


Chart nr.2. The graphical representation of answers to question 2

Question nr.3 was related to the importance that it should be given to the subject called „Music and Movement” within the curriculum and extra curriculum activities. A percentage of 41,3 of the responders have said that it should be placed together with the sport activities; 12% of them plead for using them whenever there is a possibility due to their positive emotional and affective feelings they create; 36,7 % agree they are very useful for the spare time; 6,6 % think they are good for rehabilitation and physical recovery and 3,4% did not give valid answers.



Chartnr.3 The graphical representation of the answers given to question nr.3 regarding the place of the subject Music and Movement

The answers regarding the importance given to the subject called „Music and Movement” within the educational process show a similar importance of the sports activities and those meant for rest and relaxation but also a smaller importance given to them as means of developing positive emotions and feelings.

Question nr.4 makes specific reference to the influence of the subject „Music and Movement” on the pupils’ personality: 25,3 % of the responders have given a positive answer, 54% gave a positive answer and 20,7 % gave a neutral answer.

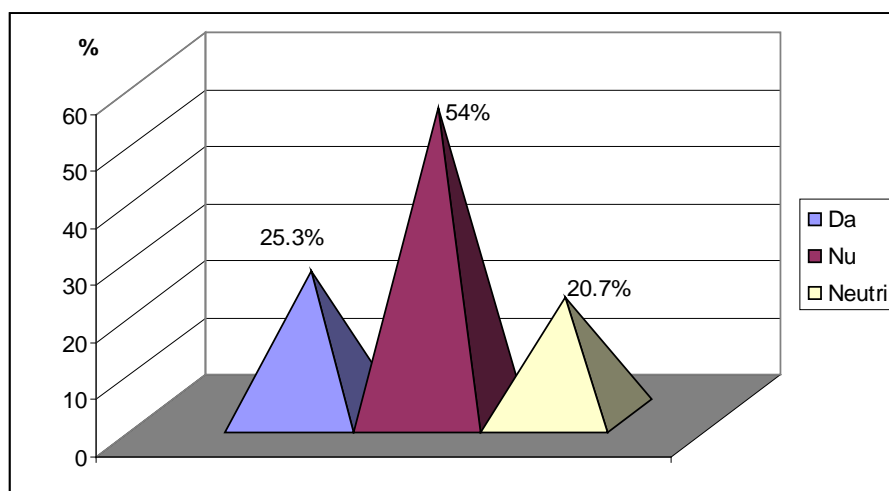


Chart nr.4 The graphic representation of answers to question nr.5 – the influence on students’ personality

Taking into consideration these answers shows that a great part of the teachers who answered these questions do not agree with the positive influence of the subject „Music and movement” on children’s personality since they teach classic, theoretical characteristic and the educational process has a static not a dinamic character.

Question nr. 5, that is: „What characteristic should the subject Music and Movement have within the educational process ?” had the following answers: 12,3% think it should be a compulsory subject, 84,4 % think it should be an optional subject and 3,3 % think it should be also optional to some extent – chart nr.5.

The answers to question nr.5 prove that most of the teachers think that the subject Music and Movement should be optional, meaning they

are not interested in using games as a valuable form or method of educational strategy.

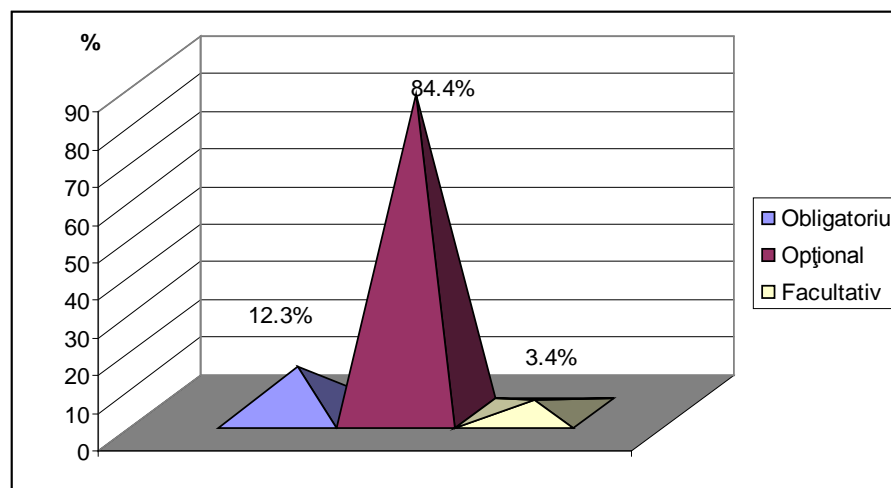


Chart nr.5 The diagram showing the answers regarding the characteristic of games used for the educational process

After the static evaluation of the answers given to the questionnaires we can conclude: there is little interest for the usage of musical and movement games and a greater importance is given to the traditional principles, methods and means in the learning process. We have seen that most of the teachers do not think that dynamic, musical games have an influence on the development of pupils' personality and they are not willing to use them.

Conclusion:

This study is meant as a basis for the development of the curriculum which combines music and physical movement, a pattern that might influence the policy regarding musical education concerning the field of teacher training, as well as increasing the awareness level aimed to integrate a new subject: Music and Movement.

The present study attempted to find an answer to another question: „Why the natural reaction towards music expressed through body movements tends to disappear at school children?”. The research tried to reveal whether the causes are linked to new listening habits acquired over the years or it has something to do with the way teachers teach musical education in primary schools.

The lack of a formal curriculum and the lack of a form of monitoring gives music teachers a sense of autonomy, yet they need more knowledge, a structured curriculum and teaching aids.

Generally speaking, children's qualities and behaviour disabilities are revealed through music and movement games in a way that the teacher may intervene and stimulate or try to eliminate them. During the compulsory physical education activities for very young children - the movement game can be used to achieve the curricular objectives regardless of the time of the lesson. My personal opinion is that lessons should be taught mainly using movement games.

As a final conclusion we can say that music, as well as well chosen dynamic games - are a real and important way of the psycho-physical development of a child, it has an essential part in forming their will and physical strength, in strengthening their health.

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Titlul: Dezvoltarea personalității școlarului mic prin prisma activității psihomotrice

Cuvinte cheie: muzică, mișcare, inteligență motrică, exercițiu fizic, act educațional.

Rezumat: Acest articol prezintă motivația pentru alegerea acestei teme ce are la bază problematica supusă cercetării și anume relația dintre muzică și mișcare, implicațiile asupra formării inteligenței motrice în cadrul actului educațional la copiii de vârstă prepubertară.