

THE IMPORTANCE OF DYNAMIC PLAY ADDRESSING MUSIC AS AN INVESTIGATIVE APPROACH

Pasăre Daniela¹

¹Secondary School, nr. 8, Suceava

Vizitiu Elena²

²Ștefan cel Mare University of Suceava, România

Key Words: play, music, investigation, teacher

Abstract: This study presents the opinion of some specialists in the field of physical education and sports regarding the importance of dynamic plays addressing music, and the modality in which those are used in the benefit of education.

There were five questions formulated to emphasize the familiarity with the term of "play" or "dynamic play", what the dynamic plays represent, what role those plays have in the sports activity, and what impact may have those dynamic plays while playing music, on the students personality.

From the view of the statistical investigation of the answers regarding the questions addressed to teachers show low interest using plays and music, the preparation being based on the principles, methods and traditional means, occupying a place with priority in the educational process.

INTRODUCTION

The investigation may be defined as an extensive study, intended to encompass especially as statistics, the frequency of some attributes or variables such as: interests, options, skills and opinions.

Regarding the design and deployment of the questionnaire, there were respected the concepts and the methodical recommendations in the field of sociological research [1, 21].

The method was used with the purpose of obtaining the information regarding the teachers' opinions in our activities field versus "music and movement"; that was done in order to achieve the objectives, the content and the finality of the educational investigative approach.

The analysis of qualitative data is inherently interpretative. This analysis was realized to elaborate some categories from the big number of information obtained through the investigation of the questionnaire.

The information generated six main categories; curriculum, the attitude toward students, the evaluation of those students, teaching conditions, perceptions and the attitude of the teachers and the integration of the movement on music, and comparing the previous years.

A special category was dedicated in the view of the connection between music and movement. Observing the study, the accent was regarding the students, and not on the content of the courses. All the findings serve as grounds for the discussions about the gap between the real and ideal, and also regarding the need of change, for the integration of the movement addressing music.

Material and Method

One of the basic methods in the research studies is the investigation, the interrogation of all who may give references, regarding different issues on that research.

The lack of a formal curriculum and the lack of supervision offer teachers the feeling of an autonomy, but they need more knowledge and a structured curriculum, also by means.

Regarding the conclusions of the rapports in theory, the lack of a curriculum leads to an intuitive, disorganized and unstructured teaching method.

Each lesson is an independent unit. The gap between the reality and the ideal situation leads to the wish of the teacher to remain autonomous, on one way and to follow a structured curriculum the other way.

The research has been proposed to analyze and compare some concrete aspects of the modality in which that play is being used, the movement plays in the educational process.

The questionnaire addressing teachers covered a number of five representative questions and 60 teachers in the field of physical education and sports, answering.

Analyze and the interpretation of the investigation as a questionnaire:

Analyzing the answers, we present the following aspects:

At the question regarding the familiarity with the notion of the respective dynamic play on music (fig.1) it appears that from the sixty questioned teachers, 39.3 % are familiar with the notion of term, 57% answered that they are not familiar with it, and 3.7% are neutral.

It is observed that the majority of the teachers who were questioned, consider that they are not familiar with the notion, and this thing means a better information and a motivation of the teachers is has to be taken in consideration, and regarding the use of the dynamic plays addressing music as a socialization mean.

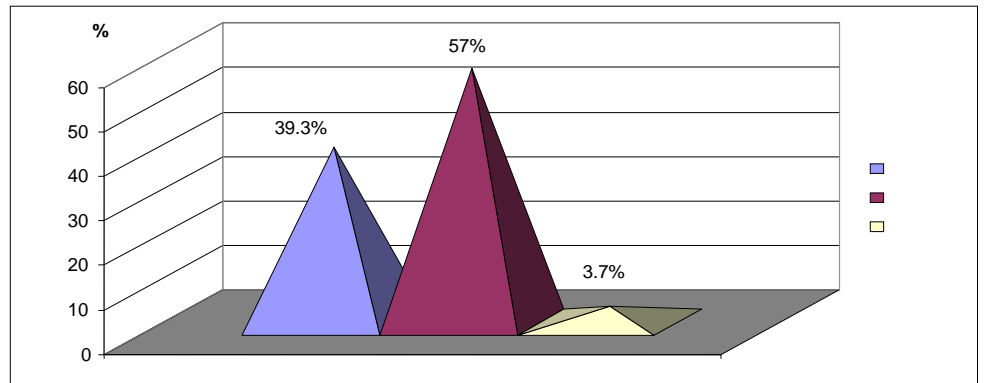


Fig1. Graphical representation regarding the familiarity with the notion sportive play

Regarding what those dynamic plays on music represent, at the question 2, only 18.3 consider that a form, method and instructive educational means, while 51.7 % consider them as means of the musical education and a high percentage of 31% consider them only a method.

Regarding the interpretation of the result at the question 2, show that more than a half from those questioned consider this as a mean of the physical education and that show ignorance of the relation between the forms of organization, methods and the means used in the realization of the educational process.

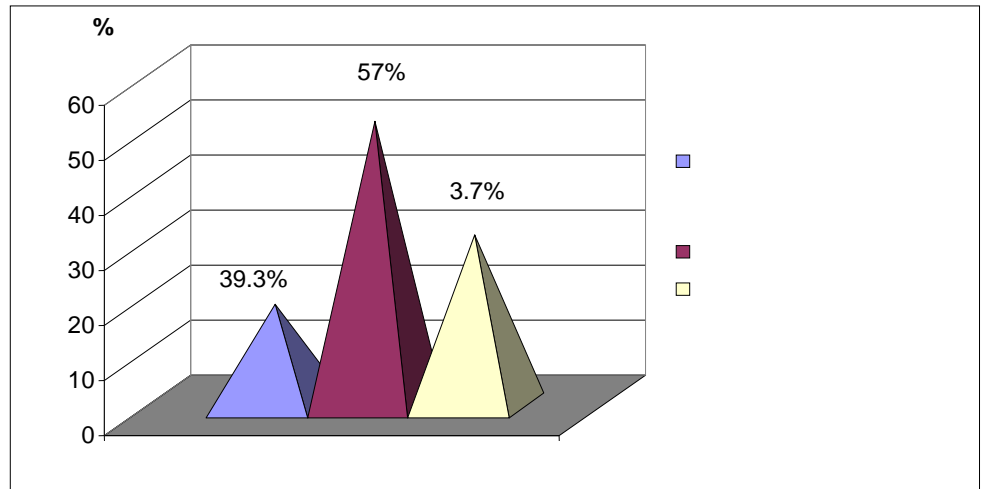


Fig. 2 Graphical representation of the answers at the question 2

At the question 3, regarding the place of this matter in the curriculum and extra curriculum activities, 41.3 % answered that those have a place in the category of sports activities, 12% sustain the use of plays so many times are needed, due to positive emotional states that those plays create,

36.7% agree that they are needed during the breaks, 6.6% indicate them for rehabilitation and psychomotor recovery, and 3.4 have not answered.

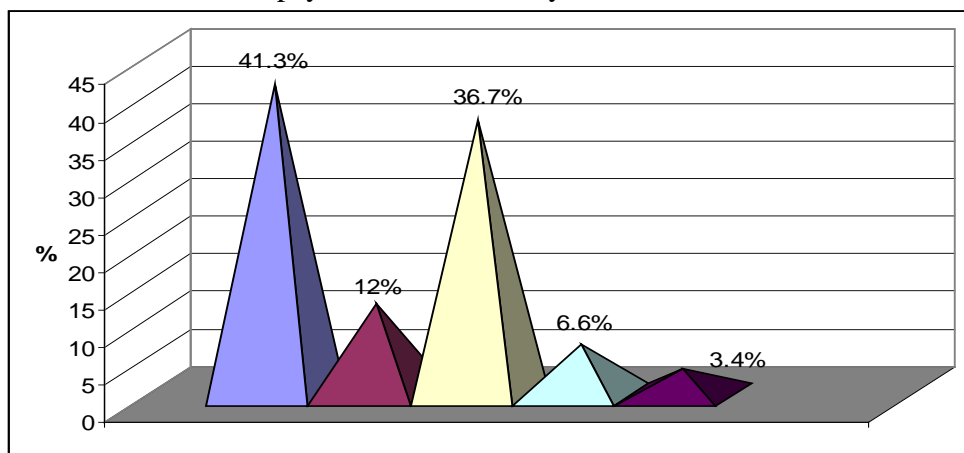


Fig 3. Graphical representation of the answers at the question regarding the place of this discipline music and movement in the process of education.

The answers regarding the place of discipline music and movement in realization of the educational investigation, demonstrate a percentage much realistic and closer between the sports activities and those of the recreational type, and a lesser percentage of those (12%) as means to develop positive emotional states.

Regarding the influence of this matter music and movement to help develop the students personality, (question 4), 25.3 of those being questioned answered positively, 54% answered negatively and 20.7% answered neutral.

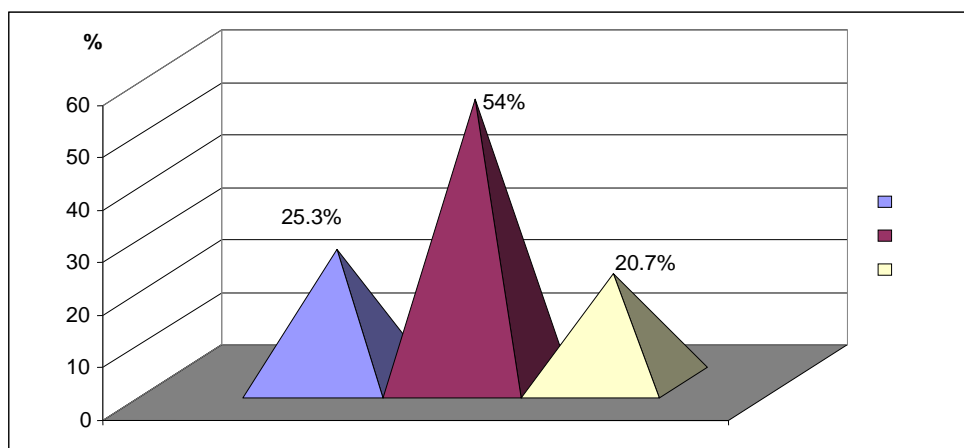


Fig 4. Graphical representation of the answers regarding the influence of the matter music and movement for helping students develop personality.

The interpretation for those answers show that a better a part of those questioned, not agree with the positive influence regarding the matter of music and movement helping the students to develop their personality, due to a static character and not a dynamic one in the educational process.

At the question 5, what character this matter should have in the educational process, 12.3 % consider that matter should need to have a mandatory character, 84.4%, optional and 3.4% rarely.

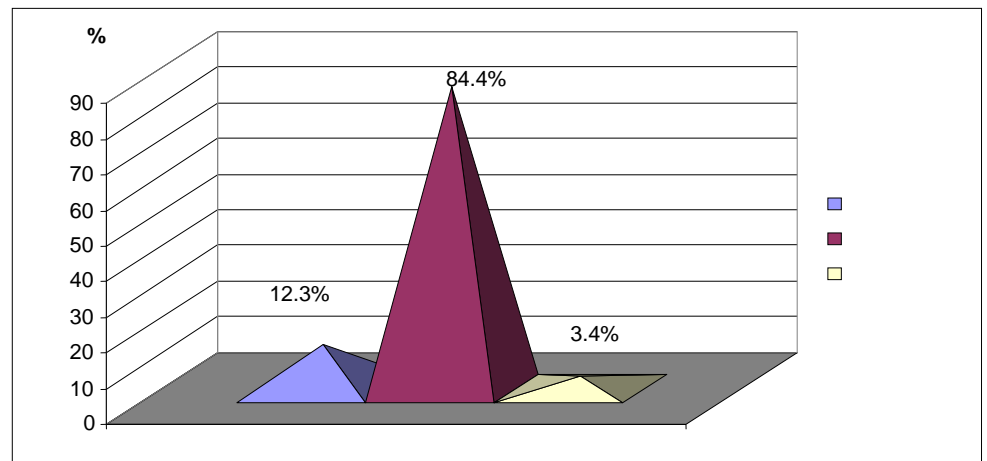


Fig 5. Graphical representation

Analyzing the answers at this question result that the majority of the teachers who were questioned, consider the matter music and movement should be optional, and that meaning they not present interest to use the play as a form, method and mean in education.

Conclusions

Statistics of the answers at the questions from the questionnaire addressed the teachers show the minimal interest in using the plays of movement and music, the preparation based on principles, methods and traditional means occupying a priority place.

We found that the majority of the teachers are not considering important the influence of the dynamic plays on music or helping in developing students personality, and not presenting interest to be used as a mean in this purpose.

Bibliography

- [1] CHELCEA S., MĂRGINEAN I., CAUC I. (1998) Cercetarea sociologică. Metode și tehnici, Editura Destin, Deva;
[2] DRĂGAN I.(1968) Locul anchetelor de opinie în investigația sociologică. În studii de sociologie și psihologie social, București;
[3] EPURAN M., (2005) Metodologia Cercetării Activităților Corporale, Ediția a 2-a, București.

IMPORTANȚA JOCULUI DINAMIC PE MUZICĂ –DEMERS

INVESTIGATIV

Pasăre Daniela¹

¹Școala gimnazială nr.8, Suceava

Vizitiu Elena²

²Universitatea "Ștefan cel Mare" din Suceava

Cuvinte cheie: joc, muzică, anchetă, profesor

Abstract: Lucrarea de față prezintă opinia unor specialiști din domeniul educației fizice și sportului, privind importanța jocurilor dinamice pe muzică și modul în care se folosesc acestea în procesul educațional. Au fost formulate cinci întrebări, care să scoată în evidență familiarizarea cu termenul de joc sau joc dinamic, ce reprezintă jocurile dinamice, care ar fi locul jocurilor dinamice în activitatea sportivă și ce influență ar avea aceste jocuri dinamice pe muzică asupra personalității elevilor. După evaluarea statistică a răspunsurilor la întrebările din chestionarul adresat profesorilor reiese interesul scăzut pentru folosirea jocurilor de mișcare pe muzică, pregătirea fiind bazată pe principii, metode și mijloace tradiționale ocupând un loc primordial în procesul educațional.