


THE USE OF MUSIC AS AN EDUCATIONAL ELEMENT IN EARLY CHILDHOOD EDUCATION

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ABSTRACT

This article has as its theme The Use of Music as an Educational Element in Early Childhood Education, the present work is developed from the theme of music, where in the course of my research, I verified that music plays a significant and pleasurable role in children's learning. The general objective of this is to present how music can be used in pedagogical activities in early childhood education. This research is carried out through bibliographic research.

Keywords: Music. Teaching. Early Childhood Education.

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INTRODUCTION

Music is composed of sound and silence, being present in the life of the human being from an early age and is seen as a language that communicates sensations and senses including affectivity, cognition and aesthetics. The world of children carries perceptible and harmonic sound elements and these sound elements are manifested in very diverse ways and means through music, songs, sounds existing in urban environments, in nature that can be perceived during the course of their lives. The sounds and music existing in nature are very present in the lives of children, and it is common to hear songs whose lyrics talk about spiders, frogs, cats, live fish, associating life and the environment (BRASIL, RCNEI, 1998).

Currently, there are many cases of students with difficulties related to the teaching and learning process: some related to children and others, to the teacher. And this makes us turn our gaze to the issue of learning and the related processes that help in the understanding of concepts and appropriation of contents, and music comes to be an instrument that can contribute to this process.

Musical training helps in the psychic and emotional development of children and young people, music when used in the classroom, must be well thought out how it will be used for better use of the syllabus.

Teaching through music became mandatory from Federal Law No. 11. 769, of August 18, 2008. Since then, music has become mandatory content of the curricular component of Basic Education.

After this obligation, institutions had to adapt the curriculum so that it could be inserted in the educational context. The curriculum serves as a guide for the development of a project, an instrument of orientation of pedagogical practice that helps its responsible and executor: the teacher. "To this end, the curriculum provides concrete information about what to teach, when to teach, how to teach and what, how and when to evaluate" (COLL IN PILETTI, 2004, p.2).

Loureiro says that "The importance of teaching music in school lies, then, in the possibility of awakening skills and behaviors in the child, leading him to feel sensitized by music using creation and free expression" (LOUREIRO, 2003, p.127).

The use of music as an educational element can provide the child with a differentiated learning. It is up to the institution that provides the child with a more joyful and favorable environment for learning, in order to improve the performance of students in various areas of knowledge.



Therefore, the use of music helps in the development and construction of all human skills, bringing the development of artistic expression, promoting taste and musical teaching, allowing the child to improve their auditory perception and attention, as well as allowing the child to expose their feelings, thoughts and emotions.

DEVELOPMENT

THE USE OF MUSIC IN EARLY CHILDHOOD EDUCATION

According to Gainza (1988), musical activities at school can have preventive objectives, in the following aspects: Physical: offering activities capable of promoting the relief of tensions due to emotional instability and fatigue; Psychic: promoting processes of expression, communication and emotional discharge through musical and sound stimulus; Mental: providing situations that can contribute to stimulate and develop the sense of order, harmony, organization and understanding.

Music contributes to the process of childhood development, it is extremely relevant because it awakens playfulness, refining knowledge, socialization, intelligence, literacy, thus, collaborating in the development of memorization, imitation of sounds and gestures, reasoning, visual motor coordination, attention and perception, body expression and language.

Second Good,

There are several ways to work with music at school, for example, in a playful and collective way, using games, circle games and making instruments. Imagination is a great ally in this regard, remembering that musicality is within each person (BUENO, 2011, p.231).

The educational potential favors the cognitive, psychomotor, emotional, affective, socializing development and the construction of personal values in children.

With music, the child lets go, interacts, becomes more spontaneous, giving him the freedom to be able to reconcile the real world and the world of imagination, since when the child learns by playing, there is a greater ease of assimilation of knowledge. This is noticeable in the documents of the Curricular Reference for Early Childhood Education (RCNEI):

Music is the language that translates into sound forms capable of expressing and communicating sensations, feelings and thoughts, through the organization and expressive relationship between sound and silence. Music is present in all cultures, in the most diverse situations: festivals and celebrations, religious rituals, civic and political manifestations, etc. (BRASIL, 1998, p. 45).



This concept understands music as a language and area of knowledge, considering that it has its own structures and characteristics, and should be considered with the objectives of production, appreciation and reflection, guidelines to be worked on by teachers.

The Early Childhood Education teacher, who has knowledge in music education, understands, more clearly, the objectives of music education in the classroom space, breaking with traditional, fragmented practices, which are sustained, above all, in the adornment of school routines.

Swanwick (1988, p. 89) confirms that "music can be used for non-musical proposals".

[...] broadening the worldview, providing opportunities and discussing experiences that involve different symbolic systems built by civilization, each of the arts needs to be treated consistently in school and in education in general.
(Figueiredo,2009)

The use of music can occur in a traditional way, with a music teacher and a more specific knowledge on the subject, it can also be applied by other teachers from other areas of education, with the use of equipment such as radios, stereos and lyrics with interpretation or it can also be worked with the use of digital technology. The use of software for music teaching is already a reality in the world and can be applied in the construction of knowledge combining pleasure with technology.

PEDAGOGICAL ACTIVITIES WITH THE USE OF MUSIC:

Musical activities in schools should start from what children already know in this way, it develops within the working conditions and possibilities of each teacher. FARIA (2001, p. 4), "Music conveys a message and reveals the noblest form of life, which humanity aspires to, it demonstrates emotion, not only occurring in the unconscious, but takes care of the child, involving them, bringing lucidity to consciousness".

Through music it is possible to exercise the entire structure of early childhood education, in addition to being playful and pleasurable, children manifest themselves through songs, nursery rhymes, dances, theater, etc. Musical activities at school can have preventive objectives, in the following aspects:

- **Physical:** offering activities capable of promoting the relief of tensions due to emotional instability and fatigue;
- **Psychic:** promoting processes of expression, communication and emotional discharge through musical and sound stimulus;



- **Mental:** providing situations that can contribute to stimulate and develop the sense of order, harmony, organization and understanding.

Let's see some activities that can be done with music:

- Using a drum, the children will sing a song. When varying the intensity of the drum, from pianissimo to strong, the children should follow the intensity of the voice. Singing pianissimo to weak, and increasing the "volume" of the voice to strong.
- Accompanying a song on the radio, music is, known to the child. She will clap her hands, when the volume of the device is on the strong sound (strong clapping), when she is on the weak sound, clap her hands weakly.
- To the sound of a song on the radio, already known to the child, he will make variations by waving his arms, imitating a conductor, wide movements for a strong sound, small movements for weak sounds.
- Use two cards of different colors, for example: red and black. Red for the weak sound, and black for the loud sound: the child should point or lift the card when hearing the faint or loud sound. A radio or musical instruments can be used to produce the sounds.

We can see how much music can influence the child's development, in a playful way these activities arouse, but the child's interest and he learns a lot, but playing. The way to favor sensitivity, creativity, rhythmic sense, musical ear, the pleasure of listening to music, imagination, memory, concentration, attention, self-discipline, respect for others, psychological development, socialization and affectivity, in addition to giving rise to effective body awareness and movement. According to Koellreutter (2001) it is necessary to learn to learn what to teach

CONCLUSION

The work aimed to reflect on Music as a pedagogical resource, where the research was carried out with a focus on early childhood education.

Music is present in our lives from birth, all the sounds of the environment are music for babies. Music is also present in the culture of peoples, in beliefs, dances and also in games. It helps the baby develop movements, language, sociability, in addition to bringing calm. This should be used in children's schools, to help children develop faster and more effectively.

The development of the playful aspect facilitates learning, personal, social and cultural development, contributes to good mental health, prepares for a fertile inner state,



facilitates the processes of socialization, communication and knowledge construction. We observe that music is a very significant form of communication that goes beyond the expression of nature and human feelings.

For all these reasons, music should be used to contribute to the child's development, both intellectually and physically. Music with rhythms that is easy to follow with clapping, gestures and body expressions should be used, so that the child can develop his or her abilities.

We must remember that children in early childhood education are in constant development and learning, so we must stimulate in a positive way and facilitate their learning. Through music, we can shorten the path and facilitate the development of children, in addition to socializing more easily, helping to respect others who live with it.



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