

MUSICALIZATION IN EARLY CHILDHOOD EDUCATION AND ITS IMPORTANCE FOR DEVELOPMENT

A MUSICALIZAÇÃO NA EDUCAÇÃO INFANTIL E SUA IMPORTÂNCIA PARA O DESENVOLVIMENTO

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RESUMO: Este livro trata de questões que vão relacionar a música ao desenvolvimento infantil. Inicialmente, será destacado o conceito de desenvolvimento de forma ampla, e não apenas os aspectos cognitivos, mas também os aspectos linguísticos, motores, afetivos e sociais. São apresentadas reflexões sobre o papel da música na educação infantil. Buscando encaminhar sugestões aos professores envolvidos com a educação infantil, com o objetivo de oferecer subsídios para possibilitar um contato prazeroso, formativo e saudável para a criança, explicando o desenvolvimento da linguagem musical no contexto da educação, de forma a contribuir para a motivação pessoal e facilitar a integração do aluno no contexto escolar. É importante deixar claro que este educador é o responsável pela formação integral da criança e quanto maior for seu conhecimento sobre todas as áreas do conhecimento, inclusive a música, maiores serão os benefícios para as crianças que estão sob sua responsabilidade educacional.

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Palavras-chave: Educador. Educação musical. Educador Multidisciplinar.

ABSTRACT: This article deals with issues that will relate music to child development. Initially, the concept of development will be highlighted in a broad way, and not only the cognitive aspects, but also the linguistic, motor, affective and social aspects. Reflections on the role of music in early childhood education are presented. Seeking to forward suggestions to teachers involved with early childhood education, with the aim of offering subsidies to enable a pleasant, formative and healthy contact for the child, explaining the development of musical language in the context of education, in order to contribute to personal motivation and facilitate the student's integration into the school context. It is important to be clear that this educator is responsible for the integral formation of the child and the greater their knowledge of all areas of knowledge, including music, the greater the benefits for the children who are under their educational responsibility.

Keywords: Educator. music education. Multidisciplinary Educator.

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INTRODUCTION

Music has been part of human history since ancient times. There are archeologists who believe that primitive men used musical instruments such as drums and flutes built from bones and always used to perform some kind of ritual.

[...] Music is one of the oldest and most valuable forms of human expression and is always present in people's lives. Before Christ, India, China, Egypt and Greece already had a rich musical tradition. [...] (FERNANDES, 2016, sn)

According to studies by BEYER & KEBACH (2009), activities with music become a huge window of information that help in the development of perception, rhythm, attention, in addition to promoting activities that develop visual, motor, physical and psychological skills.

According to ILARI (2002), we listen and get used to the sounds from the mother's womb. Even before being able to hear external sounds, the baby still in the womb is in an environment full of sound stimuli: the mother's heartbeat, her own umbilical cord, the movements of some organs at work. Mothers caress, fathers kiss, talk to the baby in the belly.

The presence of the teacher or an adult is very important for the children, as these are moments of sound exchange and communication, which favor affective and cognitive development. They strengthen the child's bond and confidence in the teacher and in relation to the school environment itself, so the teacher always encourages her to produce and make a sound (BEYER & KEBACH, 2009).

The methodology used in this study is, for the most part, bibliographical and descriptive in nature, based on existing theoretical foundations on the subject. The theoretical foundation of this study is mainly based on the following bibliography: BRITO (2003); National Curricular Reference for Early Childhood Education (1998); FONTERRADA (2008); ROCHA (1992): Music Education: Willems Method.

[...] Socrates – It is certainly for this reason, my dear Glaucon, that musical education is the main part of education, because rhythm and harmony have the great power to penetrate the soul and touch it strongly, taking grace with them and courting it, when one was well educated. **Plato, excerpt from *The Republic***

Music Education is a very broad topic that can be studied and analyzed from different perspectives, according to the purpose of the study. In this chapter, music education will be treated in relation to its importance in the formation of human

beings, in relation to its historical path in Brazil and in relation to its insertion in the formation of multidisciplinary teachers.

Music has been present since the dawn of human civilization, being one of the oldest manifestations. It was in ancient Greece that music approached education and philosophy . Granja (2006) reports that music occupies a place as important as philosophy and mathematics in Greek culture . Music was considered fundamental in the education and formation of the Greek man and went beyond the strictly sound dimension. As the ways of thinking emerged, music education in Greece also became part, in addition to the curricula, of philosophical discussions. Music began to be inserted in activities related to culture, education and knowledge.

According to Granja, music in Pythagorean society had the function of educating aesthetic perception, because the man who was musically educated naturally developed the aesthetic sense. Granja comments that Plato claimed that music was capable of exerting great influence on people's souls and character and also contributed to intellectual formation. (GRANJA, 2006, pp. 21, 22,30).

Currently, many discoveries related to neuroscience research and scientifically authenticate the benefits that music causes in accordance with the development of quality of life, being often used as an auxiliary tool in educational development and in various treatments for the recovery of mental and physical health. , proving the benefits that were advocated by the Greeks.

Recent neuroscience studies reveal that music acts on brain structures and causes changes that could explain brain differences between musicians and non-musicians, also explaining the sensations caused by listening to music, signaling paths, from analysis of brain changes, to the understanding of benefits promoted by music (GRAIEB, 2008).

To talk about Music Education in the formation of the human being, nothing better than reporting to Edgar Willems, a musical pedagogue who says that the vital principles of music are within the human being. According to ROCHA (1990), the method proposed by Willems emphasizes the links between music and human beings and has as one of its basic principles the psychological relationships established between them. Willems considers that elements of music such as rhythm, melody and harmony are not just physical elements, but elements of life, establishing a close

relationship between the material pole and the spiritual pole of the human being. They still associate the three fundamental elements of music (rhythm, melody and harmony) with three different human functions: physiological life, affective life and mental life, respectively.

Therefore,

These principles about the relationship between human beings and music, defended by Willems, are one of the paths that point to how much music education can contribute to the formation of more complete human beings and with all their potential developed, because, through musical education, the individual has favored his inner life impulse, his sensibility awakened and his inner forces balanced. (ROCHA, 1990, p.16-23)

According to Willems, Music Education pedagogies must sensibly unite the artistic and scientific aspects of music, harmony and knowledge, sensitivity and technique, and that these musical pedagogies must be guided by psychological tendencies, which understand the individual as a human being. single. (WILLEMS, 1961 *apud* ROCHA, 2009).

Music education, according to Weigel (1988), favors the student's development of cognitive-linguistic, socio-affective, psychomotor and mathematical logic aspects. As it contains in its language previously mentioned elements such as rhythm, melody and harmony, which establish relationships with life, these educational aspects are naturally developed through a work of musical education based on active methods. Still, according to the author, music education can awaken and refine the student's sensitivity, develop attention, stimulate the will and help to consolidate the educational action, contributing to the formation and balance of the student's personality (WEIGEL, 1988).

According to the National Curricular Reference for Early Childhood Education - RCNEI, music has its own language which we need to consider:

- **Production** — centered on experimentation and imitation, with interpretation , improvisation and composition as musical products;
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- **Appreciation** — perception of both sounds and silences and musical structures and organizations, seeking to develop, through the pleasure of listening, the capacity for observation, analysis and recognition;
- **Reflection** — on issues related to organization, creation, products and music producers.

The teacher must be a mediator , thus introducing experiences that give

meaning not only to the individual's musical practices, but also to the student's various areas of knowledge. It is not expected that the teacher is a musician, well tuned and master of all instruments, it is clear that, if it adds value to their practices, however, it is enough that they are invested in planning, because for the child it is not enough to just listen to the instrument , he needs to understand what is being said or sung, and the sooner he starts, the sooner he becomes able to understand the sound world that is inserted.

According to the National Curriculum Parameters (PCN) of Arts, music is a cultural process referring to the traditions of each era. However, it is notorious that technological advances, mainly in the area of communication, have been interfering with society's musical references, since once you have access to technology and consequently the internet, you reach contact with world references of different types and different genres.

The National Curricular Parameter (PCN) of Arts also says that:

So that learning music can be fundamental in the formation of citizens, it is necessary that everyone has the opportunity to participate actively as listeners, performers, composers and improvisers, inside and outside the classroom.

In Early Childhood Education, music contributions can happen in several ways. We list some possibilities below according to the National Curricular Reference for Early Childhood Education (RCNEI).

Children from zero to three years old:

- Exploration, expression and production of silence and sounds with the voice , the body, the surrounding environment and various sound materials.
- Interpretation of music and various songs.
- Participation in singing and rhythmic games and games.

Children aged four to six years:

- Recognition and expressive use, in musical contexts, of the different characteristics generated by silence and sounds: pitch (bass or treble), duration (short or long), intensity (weak or strong) and timbre (characteristic that distinguishes and “personalizes” each sound).

- Recognition and use of speed and density variations in the organization and realization of some musical productions.
- Participation in games and activities involving dance and/or musical improvisation.
- Repertoire of songs to develop musical memory.

CONCLUSION

We can therefore conclude that music is present in human life from birth to adulthood, all sounds in the environment are music for babies. Music is also present in the culture of peoples, beliefs, dances and also in games. Thus helping babies to develop their movements, language, sociability, in addition to bringing calm. This means that music should be used in children's schools, to help in a faster and more effective development of children.

In early childhood education, songs are often used to create habits in children, such as washing hands, snack time, among others, and this helps and favors the healthy education of the child.

In addition to stimulating sociability, music also favors the rhythmic stimulus of the child, who develops a body language to express the music he hears.

For all this, music should be used to contribute to the development of the child, both intellectually and physically. Music with rhythms that are easy to follow with clapping, gestures and body expressions should be used, so that the child can develop his abilities.

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