

Preschool teachers' view about the effect of musical games on musical talent and their development

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Abstract

This study presents the results of a research work, which aims to highlight the impact that the development of musical games during the learning process in preschool education has on the emotional and social development of preschool children. The purpose of this study is to investigate of the preschool teachers' views about the impact you have on the overall development of children in preschool age, ie the importance of applying these games in preschool. The research approach applied in the study is a qualitative research approach. The sampling of the study includes 4 teachers who teach in the preschool system, in the kindergartens of the municipality of Gjilan, Kosova. The instruments applied in the study include semi-structured interviews. The main results and conclusions of the study that preschool teachers stated that the application of musical games during preschool lessons has a positive effect on improving the emotional state of children, as well as improving their social skills. Referring to the results of the study, it is suggested that teachers who work with children in preschool educational institutions, in teaching practice, to apply musical games in every lesson, not only to make the lesson as diverse as possible, but above all to make children feel happy.

Keywords

preschool, music games, emotional development, social development

Introduction

According to Piaget, cognitive development goes through four stages: Sensory-motor stage (0-2 years old); Preoperative phase (2-7 years); Concrete operations phase (7-11 years); Formal operations phase (over 11 years old). Each of these stages of life is important in the versatile development of the individual. However, it is very important to evaluate early development, as it is crucial for development in the later stages of an individual's life. "It is an accepted fact that the first six years of a child's life are the most critical years

due to the rapid pace of development at this stage. These are the years in which the child's brain develops at a rapid pace, personal and social skills are formed and the foundation for life is laid. This is an age group that requires careful education in a rich environment in order to help them develop their potential and make progress" (Tripathi, 2015:5).

The first six years of life coincide with preschool education. In the literature reviewed by Guz (2016), Shaughnessy (2012), these authors claim that some of the main characteristics and

objectives in preschool education are:

- Preschool education is a good start for learning
- It is the period of time when language and mathematical skills are developed
- Opportunity to increase communication skills
- Game is the way through which the lesson is learned
- The way through which children learn even in the following years of life
- Interaction between groups of children which affects the improvement of cognitive skills
- Development of motor skills
- Understanding about certain things like bags, shoes or something else to whom they belong
- Children learn the importance of time, etc.

In the researches of different authors, it is seen that many factors influence the formation of children's personality, among which an important role plays the game. Game helps children in the moral formation of their personality, as well as in physical and intellectual development. Game plays an important role in a child's life. It represents reality and is the first manifestation of the child's independence, thus presenting his creativity. The preschool child spends

most of his free time in play, where his activity, intellectual development, emotional experience and personal qualities are expressed. Children who are allowed to play freely with their peers, gain the ability to see things from someone else's eyes to cooperate, to help, to participate and to solve problems. (Woolfolk, 2011)

Play causes tension that is often caused by trying to learn and achieve high results. Through spontaneous games children express and discharge the emotions of daily life. As an educational tool, game plays a major role in building children's self-confidence. It enlivens teaching methods which in some cases are considered boring (Boyle, 2011).

So, in the pedagogical sense, game is one of the main factors in shaping a child's personality. According to the National Association for the Education of Young Children (2006), play to children has a positive impact, as:

Play is an active form of learning that unites the mind, body and soul. By the age of nine, the child learns best when he is fully involved in the game.

There are different classifications of games for children's age. In pedagogy, according to the goals and functions they perform, games are named as:

- Free games
- Moving games
- Creative games
- Didactic games

- Symbolic games (Ismaili, 2009)

Maria Bartushkoma treats play as a typical activity for preschool age and as an important tool for education this age. According to this author, children's games are grouped into:

- Creative games
- Didactic games or as they are otherwise called rule games
- Games for sound culture
- Games for repetition of motive-melody
- Breathing game
- Singing games
- Games with music and movement
- Games for musical ear training

Play is essential for the development of children because it contributes to the cognitive, social and emotional well-being of children and young people. Maria Montessori regards play as "work of the child." In preschool children we encounter all four forms of play:

- Functional game (in years I and II)
- The game of fantasy and
- Receptive game (in years III, IV and V)
- Creative game (in year VI) (Ismaili, 2009)

A variety of musical games are applied to children up to the age of three, from which children willingly perform them, especially games with music and movement, because they participate not only as listeners, but also as active performers. In the age group of children 4-5 years old take place singing games, games with instrumental music, which the children accompany with movement or rhythmic accompaniment, applying the rhythmic instruments of Orf. (Ismaili, 2009). It has been found that preschool children synchronize drumming with higher accuracy during common rhythmic activity (Kirschner & Tomasello, 2009). Children aged three to four should be taught to move in harmony with the music, that is, mainly at medium tempo, then to react when the music starts and when it ends. Among the games that are realized with this age group are mainly games with singing, games with instrumental music, light folk dances, short musical dramatization, etc. (Ismaili, 2009)

For the age group of children 5-6 years, in addition to singing games and games with instrumental music, other types of games should be applied, which were realized in the previous age group, such as: folk dance, musical dramatizations, etc.

Games with music and movement belong to the adult educational group, as well as pupils of elementary school. Music games consist the connection of music with movements. The song enriched with harmonious functional accompaniment, develops the harmonious feeling to the children, and this is a very important objective of education in general and music education in particular. The

instrumental introduction to the song sets the tempo, enables the song to begin together, and then the passages between the verses, no doubt, arouse their attention more than when they sing alone. Finally, the artistic experience is powerful when children's voice is enriched with instrumental accompaniment, achieving a high and complex form of children's music (Spahiu, 2008). Spontaneous music making activities are important in the musical development of preschool children. These children display many musical behaviors when they have the opportunity to play with musical instruments, sound-makers. Preschool children's music making skills are developing from controlling their voices to creating a concern for expressive character and structural relationships, and being able to sing conventional musical pieces (Swanwick & Tillman, 1986).

The art corner, especially music provides big opportunities to stimulate the interaction between children. Divide the children into "music groups" and tell them that you will make a competition with the most beautiful music. Therefore, each group has to make beautiful music together by playing the instruments. This gives children the opportunity to work as a team. To make beautiful music, they have to decide to play fast or slow, loud or soft, a familiar song or some new creation etc. (Cekani, 2012)

Problem of Study

This study aims to research the impact you have on the overall development of children in preschool age, thus the importance of applying these games in preschool classes. To see the importance of the application of musical games in

the preschool system, in kindergartens, we have raised the research question of the survey:

How does opinions of the preschool teacher' about the application of musical games affect the psycho-social development of preschool children?

Method

Research Model

To achieve these goals of this study, a qualitative research methodology was selected, using as a qualitative research method the semi-structured interview. The main advantage of qualitative research is that they provide us with a deeper understanding of the population under study. In qualitative research every case is worth studying. Each case is representative of the specific experiences of a person's life and the interpretation of those experiences, thus representing the truth and reality for that person (Ritchie & Lewis, 2003). Usually the sample in qualitative research is smaller than that in quantitative research (Cohen et al., 2007).

Participants

The study design included teacher respondents who teach in preschool educational institutions in the municipality of Gjilan in Kosovo.

From the analysis of the data obtained through semi-structured interviews, with kindergartens teachers, with preschool children, it was concluded that the application of musical games during preschool lessons has a positive effect on improving the emotional state of children, as well as in improving their

social skills. The results of the study were obtained through the method of semi-structured interview, which was conducted with 4 preschool teachers in public kindergartens in the municipality of Gjilan.

The study populations based on the qualitative approach include preschool teachers who teach in preschool educational institutions in the municipality of Gjilan. In order to have the most accurate results about the research on the importance of applying musical games to preschoolers, sampling was deliberately selected. The study included 4 teachers who worked with all three groups of children: 1 teacher works with the small group of children (ages 3-4), 1 with the medium group (ages 4-5) and 1 with the adult group of children (age 5-6) and 1 teacher working with a mixed group of children (children aged 3-6). The teachers selected in the study are the fourth with higher education in Preschool profile. Teachers have 5-10 years of work experience.

The kindergartens with separate groups were in the urban areas of the municipality of Gjilan, while the kindergarten with mixed group is located in the rural area of the municipality of Gjilan.

In order to preserve the anonymity of the teachers, the teachers were coded with the initials :

- A (teacher working with a small group of children)
- B (teacher working with the middle group of children)

- C (teacher working with large group of children)
- D (teacher working with the mixed group of children)

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Data Collection Tool and Data Analysis

Semi-structured Interview Form: The interview form consists of 8 questions (see appendix1). For the interview questions validity, opinions of two academicians of the field were taken. For the content validity of the questions in the semi-structured interview form, the questions in the interview form were evaluated by three experts. The questions, which were rearranged according to the feedback received, were applied to three teachers who were not included in the scope of the research. The terms reliability and validity used in quantitative research differ and are expressed in different terms in qualitative research. According to Guba and Lincoln (1994), in qualitative studies; Credibility, transferability, dependability, and confirmability are used in place of terms used in quantitative research. In this research, in-depth data was collected to ensure credibility, and it was checked with another expert while data analysis was being conducted. In order to ensure transferability in this research, the views of the participants were described in detail and direct quotations were included. reliability in qualitative research; means consistency or robustness (Neuman, 2013). Guba and Lincoln (1994) suggested using the concepts of consistency instead of internal

reliability and confirmability instead of external reliability. Transcribing the interviews with the participants is important for reliability (Creswell, 2013; Creswell & Miller, 2000). In order to ensure consistency in the research, the answers given by the participants to the questions in the interview form were used in data analysis. The data obtained were coded consistently and presented in categories.

Results and Discussion

Interviews with preschool teachers focused on addressing the following issues:

- Application of musical games with preschool children, by the teaching staff
- The age group of children who like musical games the most
- Lessons in which musical games are applied more
- The impact of musical games on the all-round development of children

For the age of the children themselves, in the preschool curriculum, teaching and learning is built around learning through play and fun.

In the interviews conducted with the preschool teachers in the municipality of Gjilan, it was noticed that in all preschool educational institutions musical games are applied during the teaching process. All the interviewed teachers said that they often apply music games in the class with preschool children.

Musical Game and Engagement

When asked which age group of children prefer musical games, in interviews with preschool teachers, it is noted that almost all children like musical games.

All children love musical games. They can hardly wait for the moment when these musical games will be played, in which the children are involved with all enthusiasm. (Teacher A)

There is no child to be withdrawn when we play musical games. Even the children of the small group, 3 years old, are enthusiastic in their own way, clapping their hands with joy, making sounds of happiness ... (Teacher B)

In music games, children can become familiar with musical phenomena if music and movements are harmoniously matched. They participate with pleasure. The development of sense of rhythm, melodic expression, tempo, musical memory, active listening ability is observed. This allows children to discover their own feelings, needs, fantasies, ideas and creativity (Zdravković, Malinović-Jovanović, & Dejković, 2018).

Using Musical Game and Course

When asked at what stage of the lesson you most often apply musical games, the interviewed teachers said that musical games are applied in different lessons, intertwined with different teaching topics of different subjects.

However, teachers share the same work experience, emphasizing that musical games are mostly applied in social education class.

I develop them in all classes (of course,

according to the learning topic, sometimes in one class and sometimes in the next class) but I often use them in the social education class. (Teacher C)

There are musical games that take place in different musical activities, as through these games children develop different skills, such as: motor skills, mathematical skills, self-care. For example, through the song - game "As soon as I wake up in the morning", children are trained in gymnastics, learn to count numbers, learn to take care of oral hygiene. When I wake up in the morning, wash my hands carefully, brush my teeth, then starts gymnastics 1,2,3. (Teacher A)

Musical games can be applied in all lessons, but adapting to the theme and daily activity. I apply them often in different classes and, I have found that the acquisition has been faster and is remembered by the children for a longer period of time. For the age of children themselves, where everything children tend to discover themselves through games, even new knowledge about different learning topics, are easily assimilated for children, when they come through games, especially through musical games, between movements and sounds. (Teacher C)

As in the surveys of various authors (Woolfolk, 2011; Boyle, 2011; National Association for the Education of Young Children, 2006), and through interviews with preschool teachers, it is noted that musical games positively effect on the overall development of children, therefore their application during the lesson, in different subjects, is more than necessary.

Musical Game and Socia-Emotional Needs

Music games have a very positive effect on children, they positively effect on the acquisition of knowledge that I want to

teach them. I have noticed that children fixate faster something new when they are told through song, play, than when you try to explain it to them in the most scientific way possible. (Teacher A)

In addition to the impact on the didactic aspect, through song and play the children's mood improves. In the social aspect, children, interacting with each other through dancing, holding hands, become more social, it seems when they hug each other or when they take care of each other. These activities are eagerly awaited by children. (Teacher A)

Regarding the question of what effect music games have on shy children, the teachers said that games and music help children to grow emotionally, to develop socially, but especially shy children through music games manage to adapt to their peers they manage to remove the negative complex around themselves, manage to gain more self-confidence. Music and music activities have positive contributions to the development of children in early childhood and preschool period. It is important for families and preschool teachers to be sensitive to these applications, both for the musical talent and the socio-emotional and psycho-social development of the child (Young, 2016).

Shy children find it difficult to respond individually, musical games are a very important stage for these children, because being a group game, they feel more relaxed and free from emotions. Through musical games, shy children manage to socialize with their peers. So, in addition to fun, music games also have a positive impact on the emotional development of preschool children. (Teacher D)

In particular, the process of making

music, the child's social interaction with others and the environment should be considered as a whole. If this happens, children's musical development will develop more better (Young, 2003)

Conclusion

From the results of the study conducted with preschool teachers, on the importance of musical games in the overall development of children, it was concluded that: In all kindergartens teachers apply musical games with children, in different lessons. From their interviews all the teachers who participated in the study confirmed that they used alternating lessons, the teaching topic was given alternately with musical games. Musical games are an effective didactic tool for acquiring and reinforcing knowledge in children. The use of didactic music games in music education can be recommended for young children. Special Purpose Song selection in music education also makes it easier for children to learn musical notes (Zdravković, Malinović-Jovanović, & Dejković, 2018). So, through interviews with teachers, based on the findings through the literature, the importance of musical games in reinforcing different knowledge is emphasized. So, students master the learning knowledge faster through different games. Musical games develop children emotionally and socially (Young, 2016). From the studies of various authors, we found the importance of learning games in the all-round development of children. This was also confirmed through interviews with the teachers interviewed for our study. According to their interviews, it is emphasized that in the lessons when learning musical games are applied, children are happier, happier, more

friendly with each other, reflecting positivity between each other.

Limitations of the Study

The study is mainly based on the measurement of variables in the study based on respondents' self-declarations through the implementation of semi-structured interviews. If other instruments were to be applied to the study, the study could offer different results and conclusions.

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Appendix 1: Interview Form

Dear teachers

I am Dr. Sc. Drita Kryeziu, a researcher in the field of psycho-pedagogy. Please complete this questionnaire which will be used to research the impact that music games have on preschool children in Kosovo. Your data is confidential and will not be used other than this study.

Thank you!

Name:

Age:

Education:

The kindergarten where you work is:

Public

Private

Urban area

Rural area

Work experience as a preschool teacher:

You work with:

Mixed group

Small group (3-4 years old)

Average group (4-5 years old)

Large group (5-6 years old)

1. When teaching preschool children, do you incorporate music games?
2. Which age group of children prefer these games?
3. At what stage of the lesson do you most often incorporate music games?
4. Which music games do you incorporate and how do you develop them, please illustrate them with examples?
5. When incorporating music games during class, what is their impact on children?
6. How do these music games affect shy children?
7. Can music games be incorporated in other subjects as well?
8. If you have incorporated them in those subjects, what have you noticed about the impact they have on children?