

## **Okul Öncesinde Müzik ve Hareketin Öğrenme Üzerindeki Etkisi**

### **The Effect of Music and Movement on Learning in Early Childhood**

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#### **Extended Summary**

##### **Purpose**

Music is an effective educational tool that contributes children's development (Eskioğlu, 2003; Snyder, 1997; Toksoy, 2005; Yıldız, 2002). Involvement in music in early years positively effect students' future performance in various subjects (Blasi & Foley, 2006; Johnson & Memmott, 2006). When music is combined with movement it is anticipated to be even more effective since children are naturally born to move and enjoy movement (Senemoğlu, 2005). There are limited number of studies in Turkey that examined the effect of music and movement on students' learning in early years. This study aims to enrich the literature on this topic.

In order to test the influence of using activities that involve music and movement on pre-school learning a pre-post test quasi-experimental design was utilized. Researchers seeked the answers of following research questions:

1. Is there a difference between the achievement levels of the experiment group where music and movement were involved and the control group where traditional learning methods were used?
2. Is there a difference between the experiment group's pre- and post-test scores?
3. Is there a difference between the control group's pre- and post-test scores?

##### **Method**

A pre-/post-test quasi-experimental design was used in the study. The participants were 41 pre-school students from two classrooms in an elementary school in Pendik, İstanbul. In the experiment group, the lessons were taught through music and movement in which the students were actively involved; in the control group, the same topics were taught using traditional methods. In order to determine students' achievement levels, a 23-item test was developed by the researchers with the contributions of two early childhood professors and two early childhood teachers. Students answered questions orally or by drawing. Each student was tested individually and the test duration was approximately 20 minutes. Students' achievement

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scores were compared using nonparametric Mann-Whitney U and Wilcoxon tests on SPSS 18.

### **Results**

The Mann-Whitney U test results showed that there was no difference between the pre-test scores of the experiment group in which the lessons are taught through music and movement scored significantly higher than the control group ( $Z=-0,654$ ;  $p>0,05$ ); however, the difference was significant on the post-test in favor of the experiment group ( $Z=-3,73$ ;  $p<0,05$ ). The improvement from pre- to post-test was significant in both groups but the difference was higher in the experiment group. The experiment group improved their scores by 8 points while the control group improved by 3 points.

### **Discussion**

The results of this study point out that more attention should be given to music education and using music and movement as educational tools. However, simply increasing the hours of music courses may not be adequate. Survey studies reported that pre-service and inservice early childhood teachers feel incompetent in knowledge, skills and attitudes regarding music (Alparslan, 2010; Altaş, 2006; Dere, 2008; Gül ve Bozkaya, 2014; Özçimenli, 2007). However, simply increasing the hours of music courses may not be adequate. Teacher education programs need to improve their music education. Not only blockflute but other musical instruments can be introduced into the program. Moreover, issues like how to make children like music and how to incorporate music, dance and movement into early childhood lessons should be emphasized. For inservice teachers, professional development efforts can focus on how to use music and movement effectively, how to keep children active in classrooms and how to play a musical instrument.

### **Conclusion**

The findings of this study showed that music and movement can be successfully implemented in early childhood classrooms and can be used more frequently in the learning activities. However, this study is limited with 41 early childhood students from one school in İstanbul. The implementation can be extended to different age and cultural groups. Furthermore, the effect of music and movement on different school subjects can be examined.

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