

IMPACT OF MUSICAL EDUCATION ON THE PSYCHO-SOCIAL DEVELOPMENT OF PRIMARY EDUCATION STUDENTS

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ABSTRACT

This study presents the results of a research work aimed at highlighting the positive impact of the music education subject on the psycho-social development of students in primary education. Music considered as "the art of expressing through the sounds, feelings and thoughts of the people" or "sequence and combination of tone" has its magic to affect the spirit world of the listener. It affects the emotional development of the listeners, making the latter think, imagine, and reflect on the listening passages. But is the subject of music education assessed in Kosovo schools? Music is a major component of the school curriculum in Kosovo, but the subject of music education by some teachers and students is not seen as indispensable in the school, without paying due attention to this subject. To look at the problem, we have raised the research question: How does the psycho-social development of adolescents affect the music education that is being developed at school? To answer our question, our research has been conducted with teachers working in the lower cycle, in the schools of the municipality of Gjilan, in Kosovo. The study was developed in 15 schools, 5 schools in urban areas and 10 schools in rural areas. For this reason, 40 teachers, 20 teachers teaching in urban areas and 20 teaching teachers in rural areas were surveyed. From the results of the research we have come to the conclusion that in elementary schools of the municipality of Gjilan, in Kosovo, teachers and students appreciate the subject of music education, which positively affects the psycho-social development of these pupils.

Keywords: Music education, psycho-social development, influence.

INTRODUCTION

In the music program (2014)¹, we learn that "Music is an art discipline of universal art and language that helps students understand and associate phenomena and phenomena, the processes and issues pertaining to music, by verifying their legality, such as and explaining the ways of their interpretation and construction, which leads to the realization of a successful music learning process. "

Attracting students in music activities and integrating music with other subjects, of course, requires achievement of objectives not only in music but also in other subjects. This is an effective way of learning and one of the most important principles of the music education curriculum. Integrated themes have a high motivation and pleasure for the students. Combining lines with one another or knowledge in a variety of subjects within one level helps to strengthen the student's knowledge and makes the activities of this pleasant and loving subject.

Numerous scholars have researched the influence that music has on the overall development of the individual.

¹ Programi i lëndës së muzikës, Tiranë 2014

Researchers (Davies, 2000; Reimer, 2004) for years have believed that music can stimulate brain development. Research shows that the complex function of brain function is more dominant in music professionals (who work with and understand music and all its components) compared to initiators, but there is evidence to prove that higher brain function is visible in both types (Reimer, 2004)

From the documented results of Schellenberg's (2006) study, children who were exposed to music lessons had a slight improvement in cognitive skills, as "music training enhances performance in a wide variety of tasks involving perception and recognition of music "(Schellenberg 2006, 45 7)

Davies (2000: 149) found that "Music creates a strong neural connection, making the information easier to remember".

Many studies (Rosova, 2007, Dinsmore, 2003, 19, Davies, 2000, 150, Murphey, 1992, 37), show that music education has an impact on improving the psychological state of the students, reducing stress, increasing productivity, regulating energy, and creating a peaceful and supportive environment for learning. "In his study, Diefenbacher (1999) noted that" Songs in classroom can enhance the enthusiasm that children feel about their work. A song about metamorphosis expresses the interest of students when they sing words and melody and read about worms by turning to butterflies "(Diefenbacher, 1999, 32).

The researchers (Yoon, 2000; Holden, 1999) have studied the influence of music on the intellectual development of students by concluding that the student's academic performance improves through music teaching as the development of classroom music develops the perceptive skills needed in reading. Studying a musical instrument develops hearing ability that has a positive impact on the development of phonetic skills, prompting the desire to read.(Yoon, 2000, 17).

METHODOLOGY

The study is based on the role and importance of the subject of music education in the psycho-social development of students in elementary education. The subject of music education is part of the arts field and, like all the arts, music has a significant impact on the overall development of the individual, especially at the age of childhood. Since the subject of music education is nowadays not seen as a subject, but as a secondary course, this particular subject is not given special attention to the school.

To look at the problem, we have also raised the research question: How does the psycho-social development of adolescents affect the music education that is being developed at school?

To answer the research question, we have raised the hypothesis that: The subject of music education positively affects the psycho-social development of students, so that the subject should be of particular importance in addition to other subjects. The research was conducted through a quantitative survey method. In the survey, 40 teachers attended elementary education in the municipality of Gjilan, Kosovo. Of these, 20 teachers teach in urban schools and 20 teachers teach in rural schools. The survey was conducted through the questionnaire. Questions in the questionnaire focus on two directions:

1- How much do the surveyed teachers assess the subject of the teaching process;

2- The teachers' view of the impact of musical education on the psychological and emotional state of the students.

Analysis and interpretation of research results

Analysis of data from this research shows that most teachers appreciate the subject of music education, developing it and not replacing it with any other subject. Also, almost all teachers argue that music education makes students feel good psychologically and emotionally.

The data is grouped into two sections. In Section A, it is proven whether teachers evaluate other subjects as music education, while in Section B it is shown how music education affects the psychological and emotional state of the students.

Section A

Regarding the question "How do you evaluate that the students' interest in the subject of music education?", It is noted that all teachers, that is, 100% of them, claim that the students' interest in music education is very large.

Through these data, it is to be understood that students love art in general, music and music education. For this see chart 1

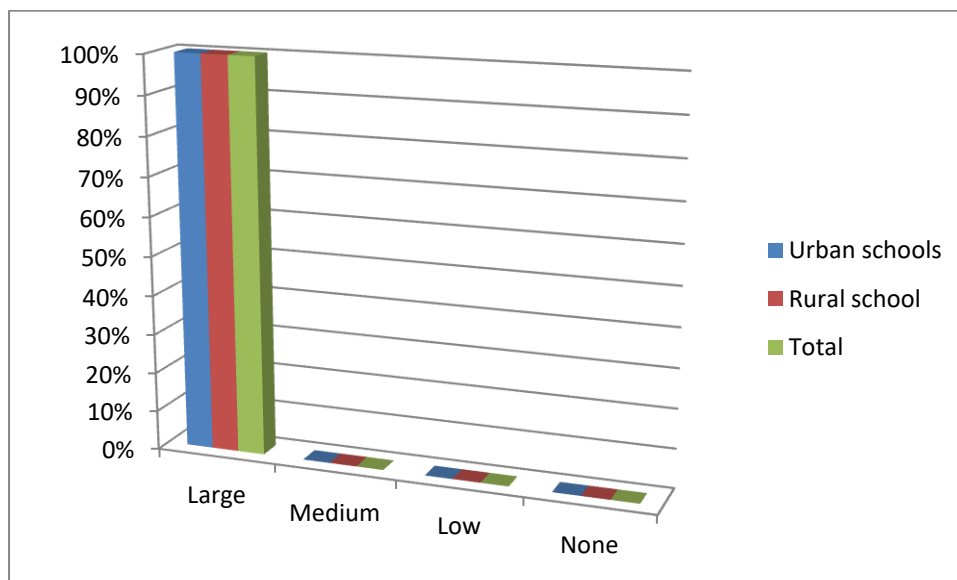
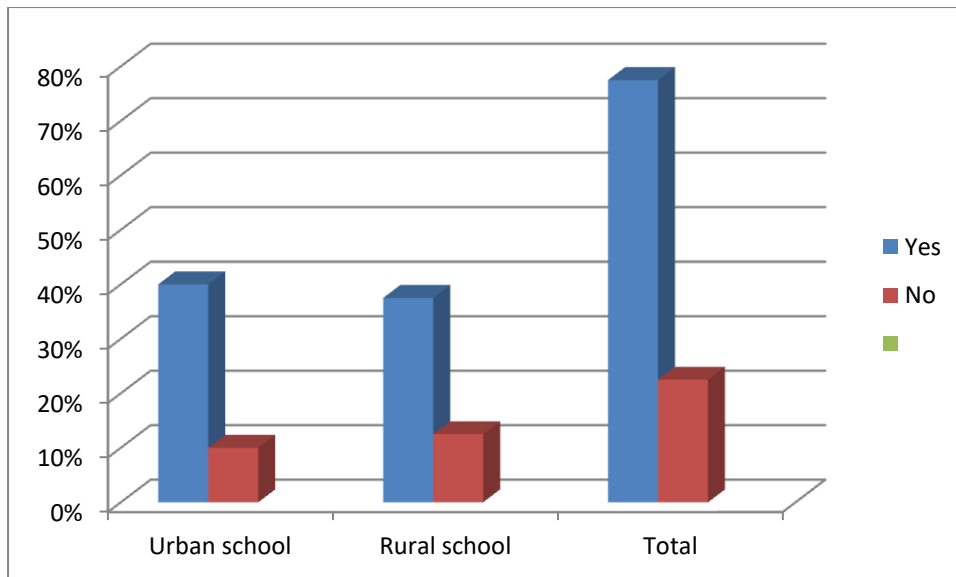


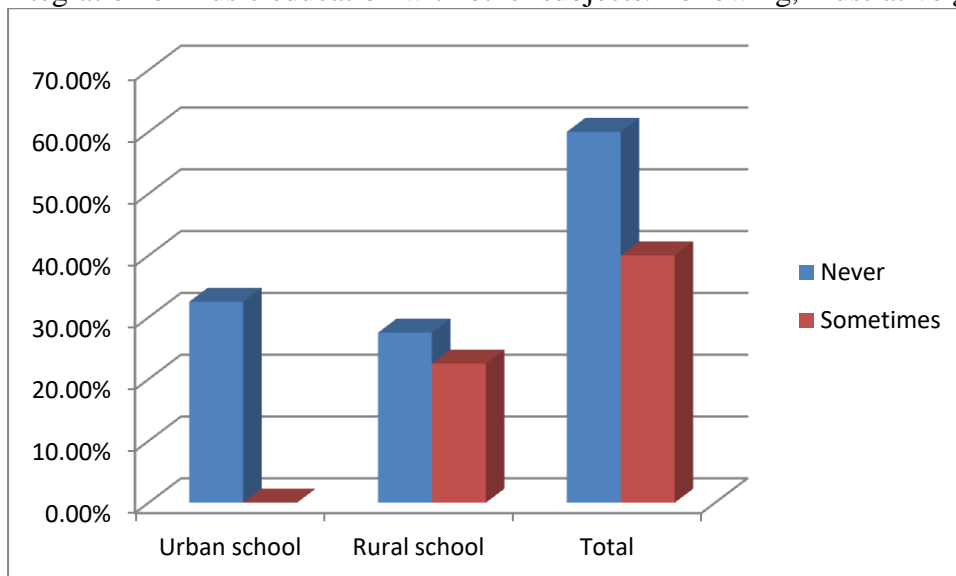
Chart 1: Teacher's opinion as is the interest of students in the subject of music education.

Regarding the question "Do You have Musical Instruments at school for the realization of the Music Education subject?", It turned out that in most schools there is a lack of musical instruments for the qualitative realization of the classroom. This lack is more pronounced in rural schools. Thus, 32.5% of surveyed teachers (out of these, 22.5% in urban schools and 10% in rural schools) claim that in their schools there are musical instruments for the realization of a lesson in music education. While 67.5% of surveyed teachers (out of these, 27.5% in urban schools and 40% in rural schools) claim that in their schools there are no musical instruments for the realization of a lesson in music education. For more details, see Chart no. 2.



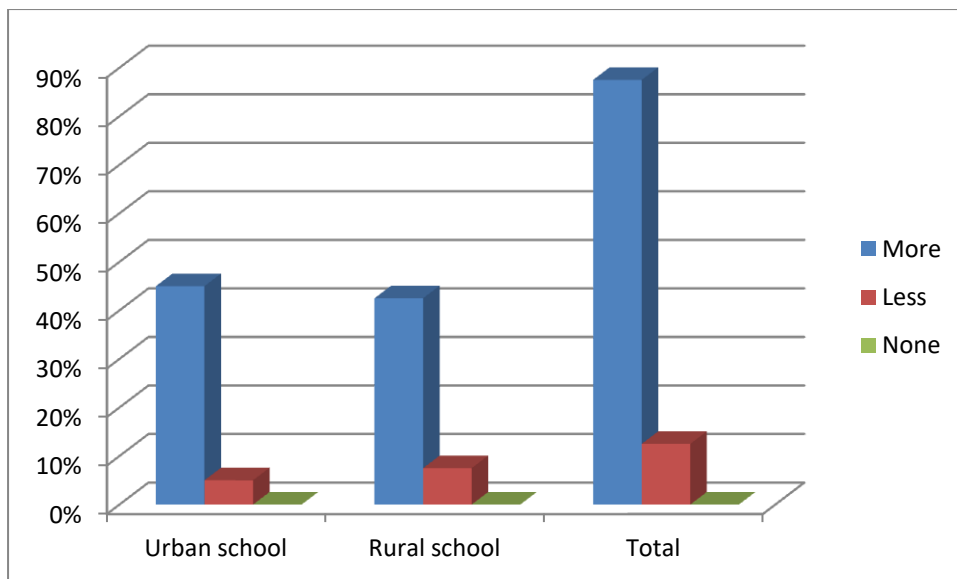
Graph 2: Teacher's opinion on the material base in the classroom for the development of musical education subject.

For the question "Do you associate the musical education with another subject in different curriculum subjects", it was found that most teachers in the classroom make inter-subject integration of this subject with other subjects on different topics teaching. This is noticed in both urban and rural school schools, albeit at a lower percentage. Thus, 77.5% of teachers (of which, 40% in urban schools and 37.5% in rural schools) claim to make inter-departmental integration of music education with other subjects. Only 22.5% of teachers (out of these, 10% in urban schools and 12.5% in rural schools) claim that they do not make interethnic integration of music education with other subjects. Following, illustrative graph No.3.



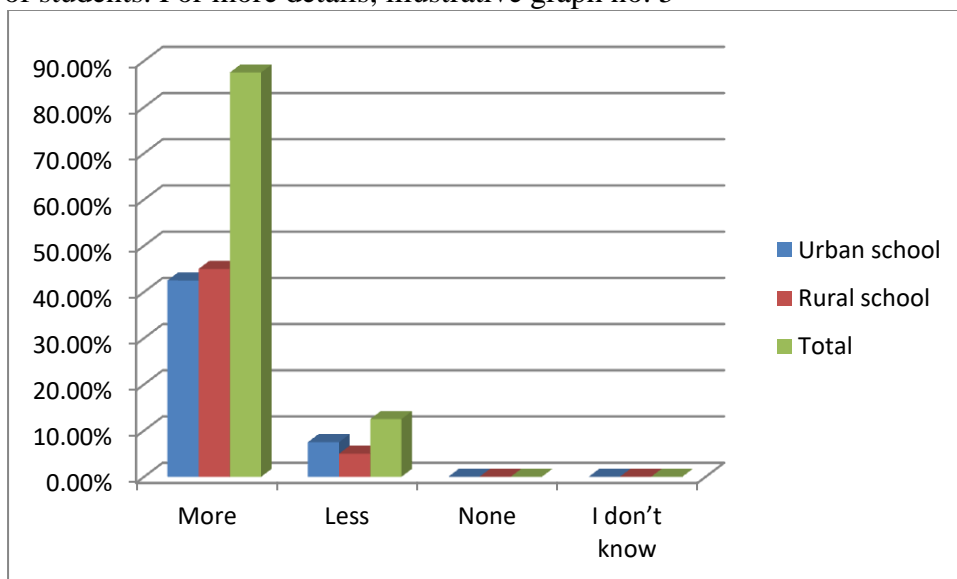
Graph 3: Teachers' views on linking music education to other subjects.

For the question "Do you think that the music education subject does not develop and instead do other subject?", it is noticed that most teachers (60%) say they have never left without developing the clock of musical education, though 40% of teachers say that sometimes they replace the class of music education to develop another subject. More detail is provided in Graph No. 4.

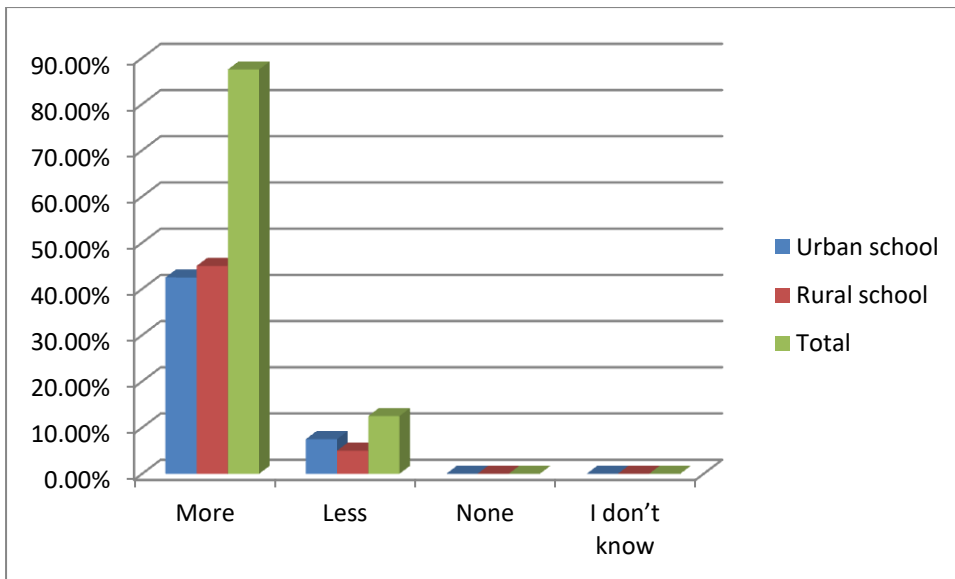


Graph 4: Teachers' views on the full realization of music education classes at school. Section B

With regard to the question of "Does student's creativity bring music education?", 87% of teachers say that music makes students more creative, stimulating their creative spirit, while a small share of teachers (12% of teachers surveyed) think that music little affects the creativity of students. For more details, illustrative graph no. 5

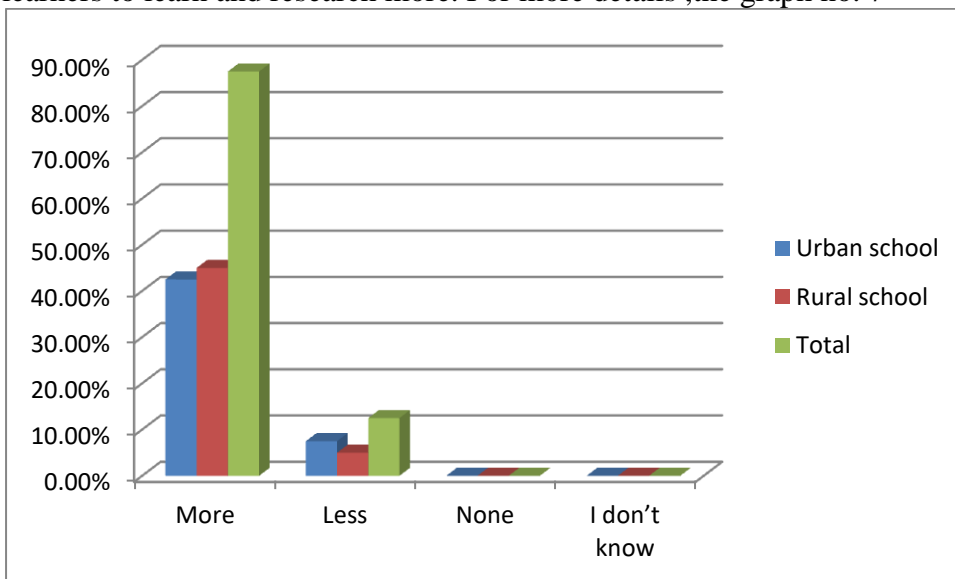


Graph 5: Teacher's opinion on whether the student's creativity encourages musical education. Regarding the question of "Does music education create a cheerful atmosphere in the classroom?", all the teachers have said that music makes the classroom atmosphere much cheerful. Illustrative graph Nr. 6.

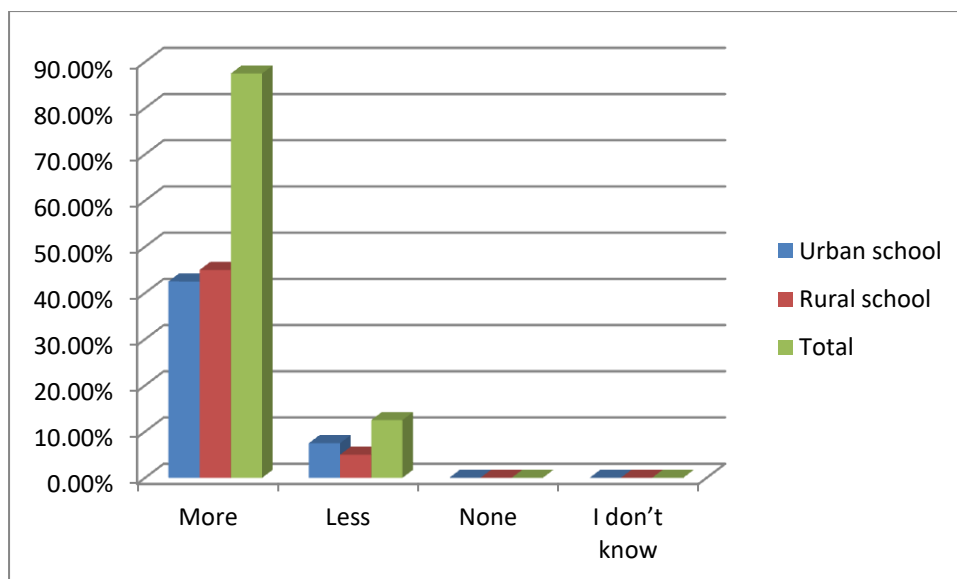


Graph 6: Teacher's opinion on whether a classroom atmosphere creates a musical atmosphere for students.

In the opinion of the teachers, approximately (3) / (4) of the students (out of these, 40% in urban schools and 32.5% in the schools of rural areas), they become very curious about the subject of music education, while 27% (out of which, 10% in urban schools and 17.5% in rural schools), teachers think that music education matters little to stimulate the curiosity of learners to learn and research more. For more details ,the graph no. 7



Graph 7: Teacher's opinion on whether the student's curiosity is a matter of musical education. Regarding the question of "Does the student make the music subjects more companion to each other?", 87% of teachers think that music education helps students to socialize with each other in the class of music education and a small part of the teachers (12.5%) think that little music helps students to get closer to one another in the class of music education. For more details, below is illustrated Graph No.8.



Graph 8: Teachers' opinion on whether or not they bring socialization with them for students with musical education.

CONCLUSIONS

From the results of this research we have come to the conclusion that in most of the teachers surveyed:

1. In all schools the subject of music education is a good subject for all students.
2. The subject of music education, for its importance, is evaluated by teachers, just like other subjects. Also, most of the teachers made the interlinked integration of music with other subjects in the class of music education.
3. In most of the schools, there were no musical instruments necessary for the development of quality music education.
4. The development of musical education makes the atmosphere in the classroom happier, happier, bringing positivists to the student. In the classroom, the students are more sociable with one another.
5. Music teaching encourages students to their creative spirit, their curiosity to learn and explore more about topics that are dealt with in music.

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