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ASPECTS REGARDING THE DEVELOPMENT OF THE MOTOR INTELLIGENCE OF THE PRIMARY PUPILS WITHIN THE DISCIPLINE "MUSIC AND MOVEMENT"

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Abstract. *This study promote the movement and the music games in order to develop the personality of primary school students and to create new perspectives of learning through encouragement, promoting new educational and efficient ways realized through the implementation of different „outdoor” activities in which music and movement are the key.*

Seen as both art and science of expressing feelings and ideas with the help of sounds, tune, rhythm and harmony – music is characterised by its specific elements, rendered through the properties of sound: height, intensity, pitch, duration.

Rhythm dominates not only the music and other arts but also the entire universe, being inseparable from matter and life, becoming a necessity for the driving activities also. Obviously we may say that music education has a diminished importance in public schools.

Keywords: *music , movement , games, intelligence and motricity.*

Introduction. The modern human formation propose its multilateral development according to the intelligence, physic and ethics etc., in relation with the requirements of the nowadays society after which is shaping up the human personality coordinates.

The motricity activities, free and Loisir time represent new forms of actions being also a part of the multiform of structure of the personality. These education components include a lot of activities which help the formation and the development of a human being [2, 3, 4].

Physiological by the nature of the means, pedagogical through strategies, biological through their effects and social through the ways and forms of organization, motor activities cannot be seen isolated such an exercise of physical force. It must be seen like a way of linking the personality dimensions, more precisely, like a form of advanced training.

In the following conditions, such as: school activity with a pronounced intellectual character in which students need theoretical knowledge accumulated over time, music and movement discipline, through its objectives, contents and meanings(the game is considered the main way), it has also to contribute at the development of the students` performances, psychological processes(attention, memory, thinking, imagination). It also has to maintain an optimal level, but also to form a social behaviour, for some other group relations.

It is known that music and physical exercise have a lot of favourable effects on an individual`s physical and mental health. However, the scientific data that support this, only has begun to be accumulated over the past decades, when, more and more studies have attempted to clarify the mechanisms through which music and movement can influence very well the functioning of the various organs of the human body.

Physiological effects of the music and the movement on a human body are relatively well known in literature that describes in detail cardiovascular, respiratory, skeletal and other changes, both during and after the physical effort. However, the effects of music on psychological processes and socialization are less, because of the low number of the studies on this topic and the correlation with its results or terms.

The research has focused on the link between music and movement, how it is applied in the primary education system and it also examined those factors which impede and those which strengthen the link between music and movement.

The main purpose of the research is to determine how teachers develop musical concepts and the ability to integrate the movement and the music into primary classes as a continuation of childhood lessons.

The objectives of the research:

1. Studying and generalizing the theory and practice of forming pupils' personality in primary education by using music and movement.

2. Assessing the level of general physical, psychomotor, psychosocial and physical development of primary school pupils.

3. Determining the program of music and movement games, aimed on psychomotor and psychosocial training of pupils in primary education.

4. Elaboration, argumentation and experimental verification of the efficiency of methodology for application of music and movement activities, oriented towards the formation of pupils' personality in primary school.

Methodology and organization of research. This questionnaire was used to obtain information for an analysis of the subject "Music and Movement". The

questionnaire referring to the opinions of the specialists with the teaching activity of the discipline comprises a number of 5 questions with 17 variants of answer. There were 148 specialists who were questioned, their fields of activity being as follows: sports teacher, exact sciences, arts and music.

The questionnaire survey is one of the basic methods in scientific research and is based on the questioning all those who can give a reference, on various issues that are the main subjects of the related research.

The survey can be defined as a carefully expanded study, which purpose is to include statically, the frequency of characteristics or variables such as: interests, options, skills and, in addition, opinions.

During the design and the development of the questionnaire were followed the conceptions and methodological recommendations in the field of sociological research [1, 2, 5].

The method was used to obtain information about the role of Music and Movement for teachers and students, in the realization of the educational approach, its objectives, its content and its finality. The analysis of the qualitative data is continuously interpretable. This analysis was made to elaborate certain categories of very important information obtained through interviews with music teachers.

Observations and survey data mainly concerned students. The categories were built from the data. The information also generated 6 main categories: curriculum, attitude towards pupils, student assessment, teaching conditions, teacher perceptions and attitudes, integration of the movement into the music lessons. In the section where students have expressed their attitude, the categories are focused on students' wishes and compare to previous years. A

special category was dedicated to the issue of the connection between music and movement.

In the observation part of the research, emphasis was focused on the students, not on the content of the lessons. All findings have the role of a very solid management when it comes to real and unreal, as well as discussions on the need for change, for integrating music and movement into music lessons.

Research results.

The lack of a formal curriculum and the lack of supervision give music teachers the sense of autonomy, but they need more knowledge, a structured curriculum and work materials.

Concerning theoretical conclusions, the absence of a curriculum leads to intuitive, disorganized, unstructured teaching. Each lesson is an independent unit. The gap between

real and unreal leads, on the one hand, to the teacher's desire to remain autonomous but on the other hand, to follow a structured curriculum.

The research aims to analyze and compare some concrete aspects of how the game is used in the educational process.

The questionnaire was answered by 148 teachers of different specializations - 35% of physical education and sports, 60% of science, 5% of arts and music.

Analyzing the answers, we present the main aspects:

On question no. 1, regarding the acquaintance with the notion of the dynamic game, it is clear that from the 148 questioned teachers, 39.3% are familiar with the notion, 57% responded that they are unfamiliar and 3.7% are neutral (Figure 1).

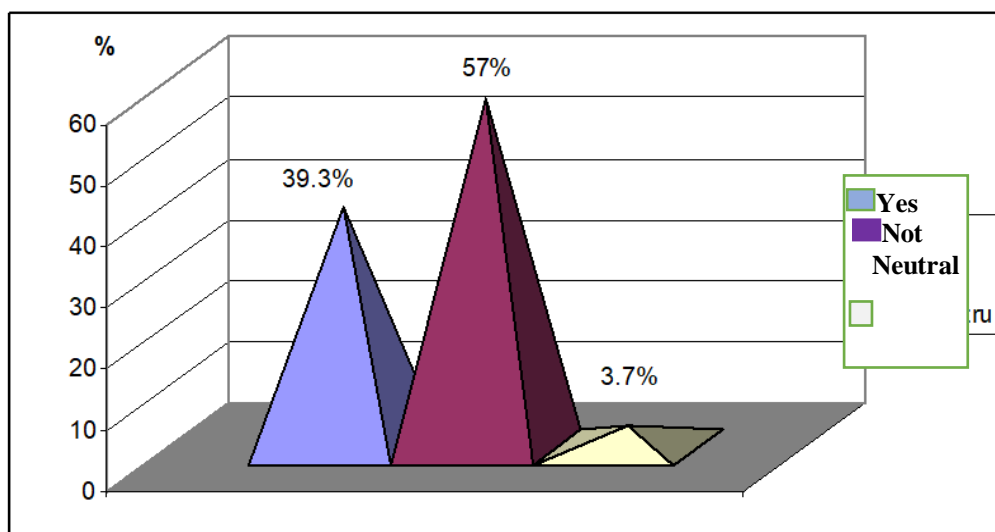


Fig. no. 1 Graphic representation of the answers to the question No. 1.

It is noted that most of the questioned teachers consider that they are not familiar with the notion, which shows that better information is needed in this aspect, this being the main reason why they did not consider using dynamic musical games as a meaning of socializing.

About what music and motion games are, the question no. 2, only 18.3% consider that these are educational forms, methods and educational meanings, while 51.7% consider them the meanings of musical education and a rather large percentage of 31% consider them only one method.

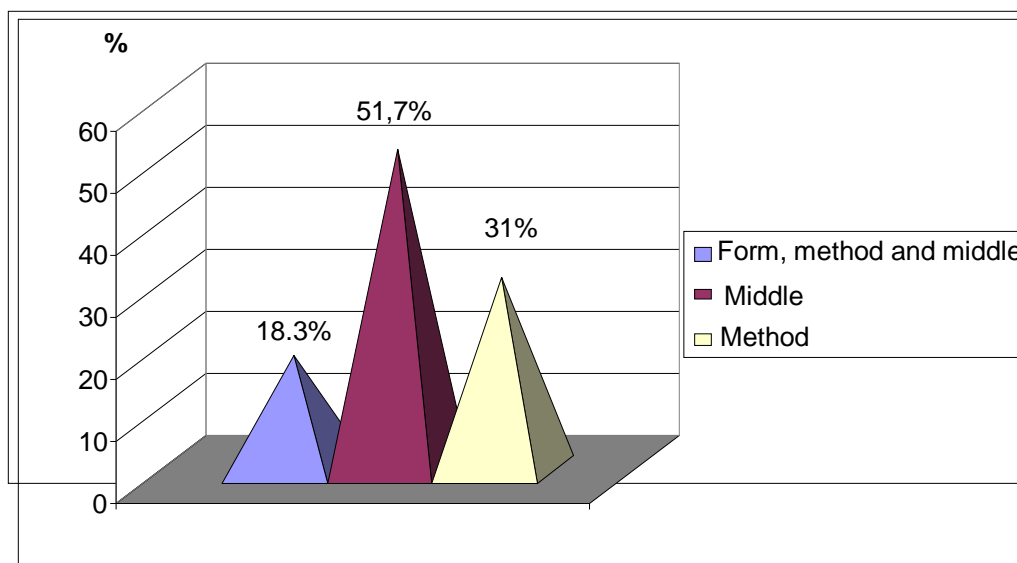


Fig. no 2 Graphic representation of the answers to the question No. 2

From the interpretation of the result to question no. 2, it is pointed out that more than half of those questioned consider the discipline of music and movement as a meanings of physical education, which reveals an ignorance of the relation between the forms of organization, the methods and the meanings used in the realization of the educational path.

From the interpretation of the result to question no. 2, it is pointed out that more than half of those questioned consider the discipline of music and movement as a means of physical education, which reveals an ignorance of the relation between the forms of organization, the methods and the means used in the realization of the educational path.

On question no. 3, regarding to the place of discipline «Music and Movement” in curricular and extracurricular activities, 41.3% responded that it has a place in sports activities, 12% of respondents support their use whenever this possibility arises, due to the emotional feelings and feelings they cause, 36.7% agree that it is useful in the leisure time, 6.6% is indicative of rehabilitation and

psychomotor recovery, and 3.4% have not responded in other forms.

The responses to the discipline "Music and Movement" in the realization of the educational approach, demonstrate a close share between the sports activities and those with a recreational character, but also a small share of them (12%) as means of the development of the activity and positive emotions .

On the influence (question 4), 25.3% of the respondents gave a positive response, 54% responded negatively and 20.7% responded neutral.

Interpreting of these answers show that many of the questioned teachers do not agree with the positive influence of this discipline on pupils' personality due to the static and dynamic nature of the educational process through the classical theoretical disciplines taught by them.

Question no. 5 (what character should this discipline have in the educational process) 12.3% stated that they should be mandatory, 84.4% optional and 3.3% facultative.

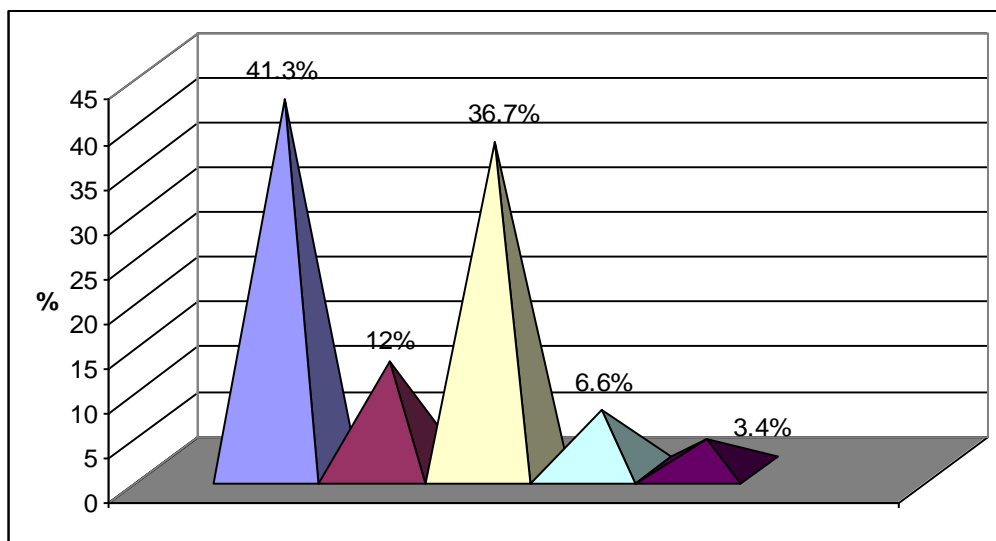


Fig. no.3. Graphic representation of the answers to the questions about the discipline Music and Movement in the educational process

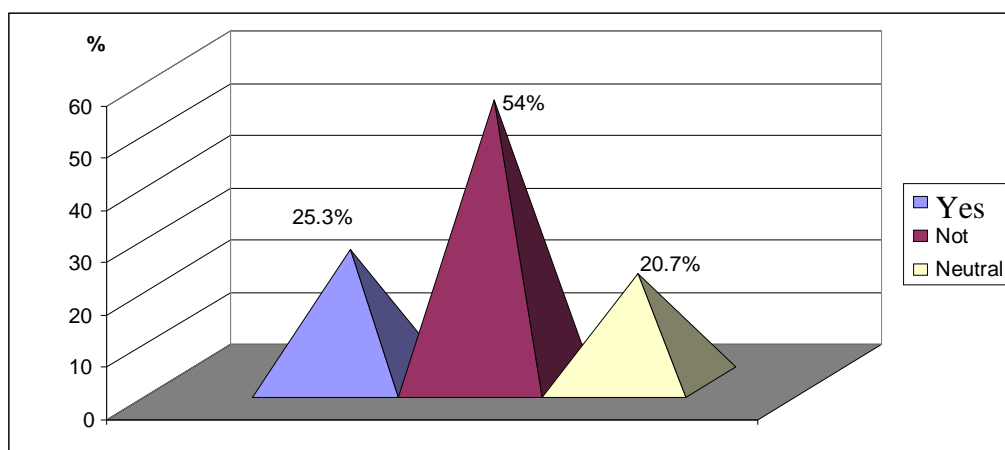


Fig. no. 4. Influence of Music and Movement on pupils 'personality

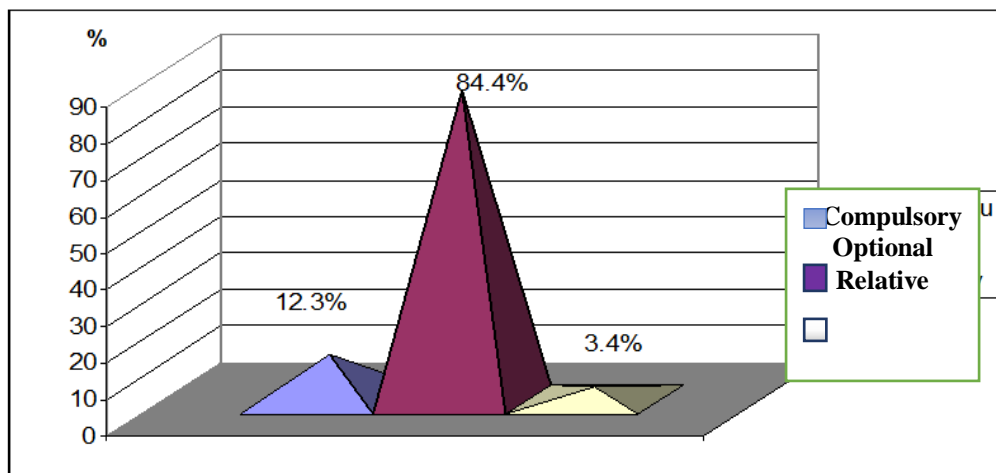


Fig. no. 5 Diagram of the responses to the character of the game, respectively of the dynamic games on the music in the educational process

Analyzing the answers to this question, the opinion of the majority is the following one: numerous teachers believe that the discipline discussed must be optional, which indicates that they do not give interest in using the game as a form, method and also a means of education .

Conclusions

After the static evaluation of the answers to the questions in the questionnaire addressed to

teachers, it has been revealed the low interest in the use of music and movement games, the preparation based on traditional principles, methods and means occupying a prime place. We have found that most of the teachers do not consider the influence of dynamic games on music on the personality of the pupils and have an interest in using this discipline as a goal.

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