

MANAGING THE PRE-PRIMARY EDUCATION WITH MUSIC

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Abstract

This study investigated managing the pre-primary education with music. Course on pre-service early childhood teachers' confidence and competence to teach music. Specifically, this investigation sought to determine the importance/benefits of using music to manage the pre-primary education. This study illuminated motivation as an idea that initiates increase in the enthusiasm of an individual's level of activity. It is essential in the learning process in order to improve the learning outcomes. This study implemented an exploratory quantitative design, embedded within a teacher research paradigm. Priority was placed on quantitative collection and analysis, and a small narrative component was used to elaborate the quantitative results. Teacher research was employed as an enabling method in the creation, application and review of teaching music methods. Data collection instruments were developed and adapted to reflect the distinctive features of managing the pre-primary education with music. Both the Music Background Survey and the Music Teaching Self-Efficacy Questionnaire obtained primarily quantitative data, while opened-ended comments, student reflections, and focus group interviews elicited narrative data. Enhancing self-efficacy is the first step in helping generalists to develop the right blend of skills, knowledge and understandings necessary to teach music. It was therefore, recommended that music should be used to attract the attention of the pupils in the class and it was concluded that music can lead to self-discovering and independent inquiry.

Keywords: Pre-Primary, Education, Managing, Quantitative, Music.

I. Introduction

Definition of Music

Music is defined as a form of language through which one can express his feelings, emotion, values, belief, ideas and impressions of events with musical instruments and the world around him, which are acceptable by a particular individuals or group of people. It is the combination of sound with vocal or instruments to create beautiful harmonies, feelings, melodies, vales and record of event in the life of people.

The importance/benefits of using music to manage the pre-primary education (Nnamdi, 2018).

Motivation

Music brings about motivation in the pupils learning. Motivation as an idea refers to that which initiates increase in the enthusiasm of an individual's level of activity. It is essential in the learning process in order to improve the learning outcomes. It provides the desire in the pupils to learn. Through it, pupils are encourage to listen, to express themselves through singing of rhymes, take part in both individual and group singing and infact get involved or committed in the learning process by acquiring ideas and concepts for total development. Since motivation provides the desire for the pupils to want to learn, this then results in pupils getting better grades, developing higher adjustment potentials and better self-concert (NCE/DLS, 2000).

Furthermore, through music motivating the pupils, it helps the pupils to acquire more favourable deposition towards school in general and learning in particular. The usefulness of music in motivating the pre-primary education can be summarized as follows:

Its use helps pupils to pay attention in class.

It can lead to self-discovering and independent inquiry.

It stimulates pupils to higher achievement.

It helps establish cordial relationship between teacher and pupils especially when pupils find learning boring and confusing.

More learning outcomes are assured.

Reinforcement in Behaviour Modification

Music is used in positive and negative reinforcement in changing behaviour. Behaviour modification is an organized scientific way of changing an undesirable behaviour to a desirable one. The principle of reinforcement is used a great deal in behaviour modification mainly to improve the learning or acquisition of an appropriate acceptable behaviour. Reinforcement both positive and negative are used in changing undesirable behaviour (Lowell and William, 2015).

Music Used in Positive Reinforcement

In the classroom the teacher can use singing (music) as reinforcers such as sing songs of praise, recommendation to reinforce the oral answers or behaviour of pupils. Several behaviours of a child in the psychomotor or affective domain like washing glasses and dishes, learning to write, saying a nice word to the classmate, brother or sister, telling the truth, can be reinforced by teachers by the use of music (songs) as a reinforce.

Music Used in Negative Reinforcement

Negative reinforcement also helps to increase the frequency of occurrence of a behaviour when unpleasant stimulus which hitherto has been binding such increase as removed. Using music as a negative reinforcement can be used in conjunction with punishment. Example: When a child knows very well that a song of punishment will be sang to him if he fails to do his home assignment, he tends to do them so as to avoid the song of punishment example of the song (if you did not to do your assignment, you will be flogged (DC) if you did not do it, you will be flogged ...Efaa, E...faa, E-faa).

By always doing his assignments so as to avoid being sang for his refusal to his home assignment (i.e. increase in the expected behaviour).

Music Creates a Conducive

Classroom climate refers to the general social climate in the classroom in terms of the way the pupils interact among themselves as well as with the teacher. When music is used to managing the pre-primary education, interactions in such class are smooth, warm, encouraging, interesting and then there will be orderliness in the class. This is an example of a good classroom climate.

When the climate is conducive, through music, the pupils will perceive or experience stimulating, pleasant, non-threatening (i.e. peaceful) and exciting learning. In such a climate there is good morale, solidarity or cohesiveness among the pupils. The pupils feel they belong to the class and are recognized by their classmates and the teacher. They are enthusiastic to part in the class activities because the communication through music (songs) in the class is good and encouraging. In such a climate children are encouraged to learn and they eagerly do so.

Music Impacts Information to the Pupils

One aim of educating children is to let them have relevant information they need so as to function effectively in their community. This is just one out of several aims of educating the child. Through music, the way of life of our people can be taught and the information being imparted (culture).

Music Services as Improvisation

Every human endeavour calls for innovation, especially when the situation is such that all the necessary requirements needed for affecting the desired objectives are not available. For this, one usually needs to sources for other ways of achieving the same objectives. The various ways of adjustment, adaptation of objects, construction of replica etc. to meet educational objectives in a teaching and learning situation is known as improvisation. Music as an improvisation can be used in teaching any subject such as science and arts subject. Example, drama as part of music is a powerful medium through which knowledge can be passed to pupils in an educational environment. Drama as part of music can be organized and performed in a

classroom situation by the pupils through the guidance of the improvisation. Indeed it is possible to recognize drama and perform it even within a lesson of 40 minutes duration. The process of organizing a dramatic performance without elaborate theatrical concentrations is known as improvisation.

Music as an improvisation could be used to educate, instruct and call attention to specific concepts for example in a lesson where the teacher is teaching the roles of buyers and sellers respectively are guided to interact and transact business in a market situation (Early days (n.d)).

Music is Useful for Promoting Memory

Learning involves the process of acquiring or encoding information storing such information and retrieving it when needed.

Music aids this by attracting and holding the attention of the pupils, use rehearsal techniques to improve memory, encouraging the use of mental imagery and creates a conducive classroom climate.

Transfer of Learning

Transfer of learning refers to the effect that person's learning in one situation has on his learning and performance in other situations.

In transferring learning, music makes fresh learning quicker and easier for the learner for the teacher; it ensures continuity since he is able to build on his pupils previous knowledge. Music aids positive transfer of learning because the learning experience from music strengthens another (Lowell and William, 2015).

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