

**STUDY ON THE IMPORTANCE OF MUSIC AND MOVEMENT  
DISCIPLINE IN THE OPINION OF STUDENTS**

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**Abstract:** The presented work aims to provide information to all interested persons on the approach of new perspectives in the instructional-educational process in the field of music and body movement in primary school students, in the conditions created by contemporary society, contributing to their harmonious development and increasing their interest in an active and creative participation in their own training. The constant development of society and technology has led to a marked decline in pupils' interest in leisure activities: sport, play, excursions, reading, which has led to a clear decline in their general physical and mental well-being. From my experience as a primary school teacher, I can confirm that the lack of physical activities, of outdoor activities, for children of young school age is a topical problem. In order to increase pupils' interest in this kind of activity, it is necessary that the teaching process is centred on the pupil in general and on his or her possibilities. This fact must lead to a positive attitude of the students that has the effect of increasing the attractiveness for the subjects of study. It is known that music and physical effort have beneficial effects on the physical and mental health of the individual. However, the scientific data supporting this conclusion have only begun to be assumed in recent decades, when, more and more studies have tried to clarify the messages in music and the movement that influence the good functioning of various organs and systems of the body.

**Introduction:** In Romania, the discipline of physical education is a mandatory discipline at the level of pre-university education, but in the last period, we are faced with the increasingly obvious disinterest of students towards Physical Education and sports classes [6]. The authors consider that “the last decade, we are witnessing a transformation in the dynamics of the development of human morpho-functional structures, influenced by the socio-economic system. Among the harmful factors of contemporary civilization, we list the lack of physical exercise as well as the inadequate diet” [3]. Currently, social development includes a wide variety of static activities, thanks to new information technologies. Due to the lack of movement, children are prone to metabolic diseases and injuries, which can irreversibly affect the systems: cardiovascular, respiratory, neurological, osteo-articular or can generate spinal disorders. Institutional authorities in education gradually concluded that it is necessary to encourage the practice of physical

exercise from a young age by including new mandatory subjects in the instructional-educational process. In order to combat these problems, regarding the lack of exercise, new subjects were included in the primary education curricula: "Music and movement" and "Game and movement", these having an interdisciplinary character, trying to increase the interest of young schoolchildren in music, game and sport in general, for exercise. From the specialized literature it appears that physical activity has a great influence on the well-being of the child, starting with "early childhood"[10], this being considered the most important period in the development of an active lifestyle [7], and "as teachers of physical education and sports coaches, we are concerned to keep informed about the latest developments in the field and to learn the best methods and techniques to enable students to take part in physical education and sports in the current conditions"[4].

A basic concept of exercise is based on dance, called Eurythmy, [9] this is the art of movement that makes the correlation between music and speech, being expressed through bodily movement that connects the body with the soul. Through this, motor skills increase, coordination improves, and an elegant posture is shaped [8]. Another study shows the positive impact on body image and the ability to communicate through dance and movement while developing self-respect and reducing stress and anxiety levels in adults. [ 2]. This concept was the starting point of my research and I looked at the connection between music and movement in the field of musical education. and on the implementation way in the education system of Primary Public Schools, these being the factors that hinder and strengthen the connection between music and movement. Regarding movement to music, the author considers that "regardless of age, the body must be educated in such a way as to be able to perform the movements of the human intellect. The nervous system is the one that dictates the action, and the muscular and skeletal systems are the ones that perform it. In dance, the performer's movements exceed the regular movements, because he performs motor acts and actions with sport characteristics in general, and gymnastics in particular" [1]

**Material-method:** Hypothesis of the work. It is assumed that through the students' answers to the questions, we will be able to provide the children with additional knowledge on the use of movement games to music and their application in physical education and sport lessons. Chestionarul adresează elevilor a cuprins a number de five întrebări adresează unui număr de 125 students from the Secondary School nr. 8 Suceava. The objective of the questionnaire is to identify the students' knowledge and practice of movement games to music during their lessons.

**Results and Discussions:** The observations focused on the students' responses during the lesson. From the observation and, later, from the questionnaires given to the students, results their desire to learn deeply in the fields of performance and to sing and listen to music. Students are willing to acquire

additional knowledge, some of them, wanting this and are able to cope. The more it is offered to a child, even in the form of challenges, the more the child will develop.

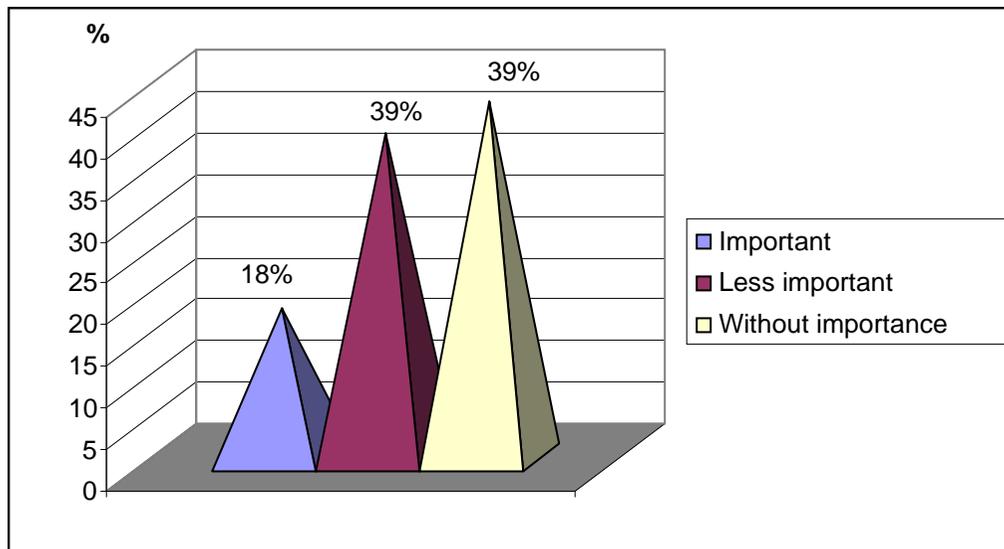


Fig. 1

To question no. 1 , regarding the importance of music and movement games in the activity and daily life, only for 17% of the students, they represent an important activity, 39% considered that they were not important and 43 are indifferent, which demonstrates the low interest of students in terms of games in general and dynamic ones in particular. To question no. 2 , regarding the preferences of leisure activities is worth noting the low percentage of 12,2 of those who preferred games regardless of their type, 33,6 listen to music 14,6 chose sports activities. It appears as unsatisfactory the high percentage of 34.6% of those who prefer watching programs on TV and only 5 have opted for reading and books. The percentage analysis misses our students' tendency towards a sedentary lifestyle, which proves us that the intensification of motor-type activities from which the games of music and movement should not be missing

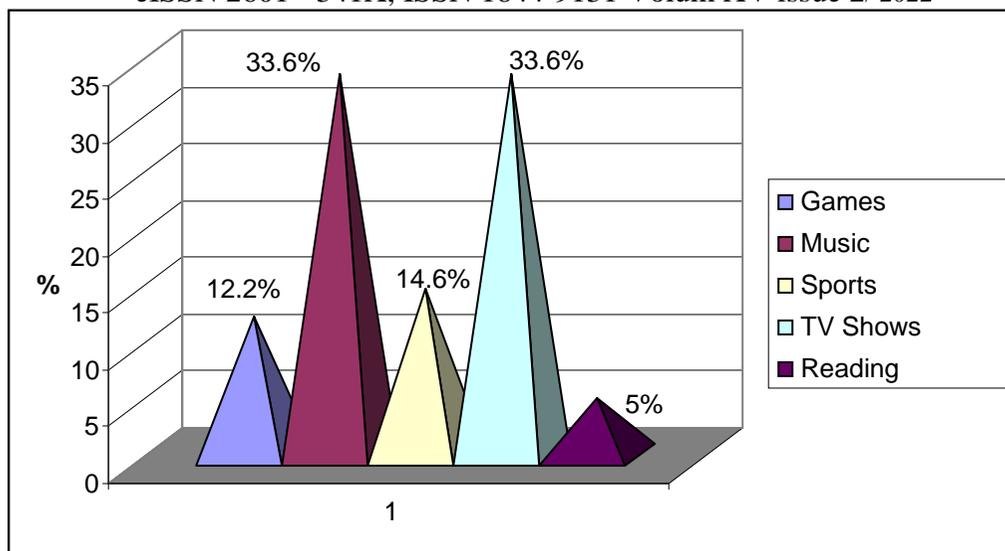


Fig. 2 Diagram of the answers to the no. 1 question addressed to the students

To question no. 3, regarding the use of alternative movement games for leisure, 40% of the students answered yes, 38% no and 22% do not know. It is noticed again that most students want to practice the game but there is a tendency towards sedentariness of an important part of the students and it is also worth mentioning the high percentage of the undecided.

To question no. 4, it focused on participation in sports activities in which dynamic games were priorities. After analyzing the answers, most students 54.1% participated only once in such an activity, 30.6% several times and 15.3% never.

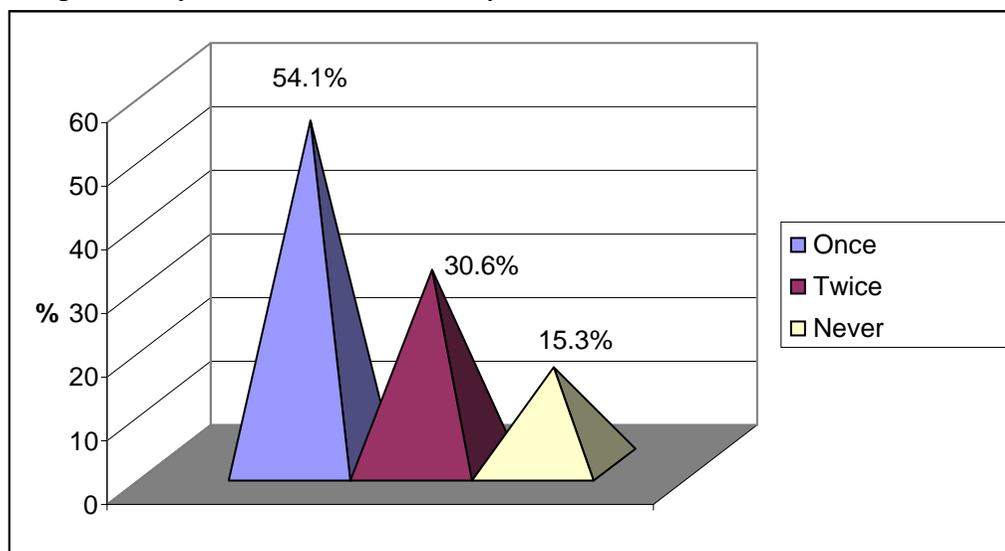


Fig.3. Diagram of answers to question no. 4 addressed to students

Regarding the influence of music discipline and movement in the formation of students' personality (question no. 5), 56% of students give a positive answer, 27.6% consider that no and 16.4% are undecided. We find that most students consider it necessary and oportune to contribute the discipline of music and movement to personality formation.

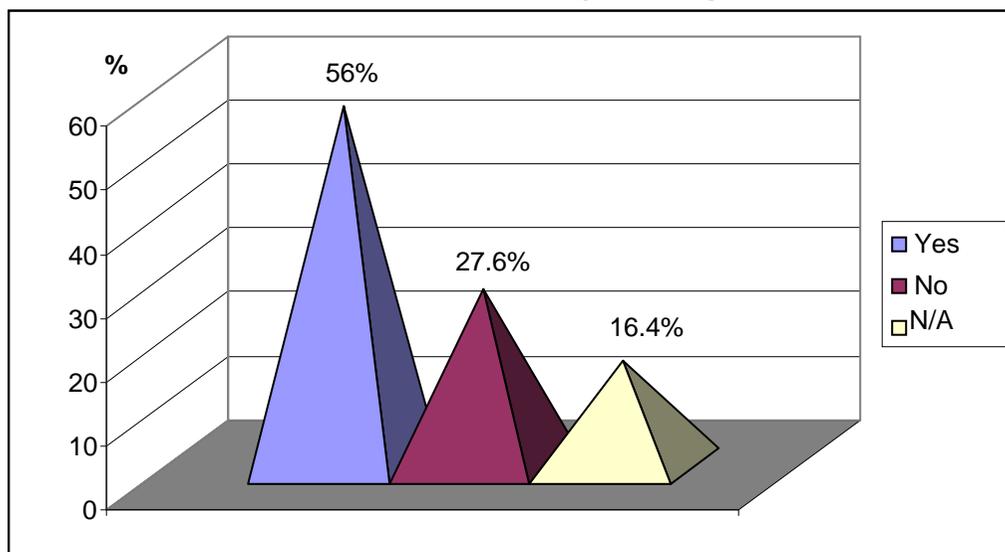


Fig. 4.

Regarding the level of socialization as a result of the use of music and movement games (question no. 6), after evaluating the initial results, only 15% of students responded positively, 67.6% negative and 17.4% are undecided.

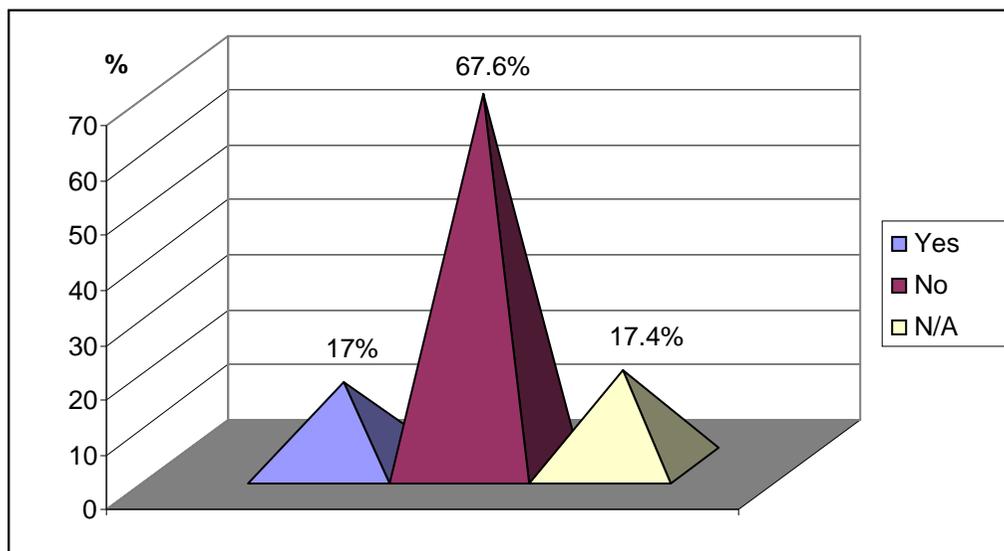


Fig. 9

The analysis of the answers to the questions addressed to the students shows that it is necessary to increase the number of hours allocated to motor activities in which dynamic music games and still take place well defined and not exclusivist; realization of educational themes in the school classes through which students know the harmful effects of sedentaryism and its combating through motor activities from which dynamic games are not missing.

**Conclusions** Research can fill the gap in practical knowledge and serve as a basis for the development of the curriculum that combines music and movement. The current curriculum proposes us a flexible offer, through which the teacher is allowed to modify, complete or replace the learning activities. The purpose of these permissions is to carry out a personalized teaching approach, able to ensure the formation of the competences provided by the curriculum in the specific context of each class and of each student. From the earliest age, the spontaneous and natural reaction of the child is movement. According to this specificity, it is fully motivated to combine the audition, the song with the movement, thus obtaining a musical practice of game type, being consonant with the syncretic character of the activity of the small school, reducing the counterproductive difference between school and life, and " In today's society, students' addiction to computers and mobile phones has grown. In this sense, the various researches show a major importance in training students of a system of knowledge and motivations, which will contribute to the formation of skills for the systematic practice of physical exercise throughout life" [5].

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