

INTEGRATION OF MUSIC AND OUTDOOR GAMES IN CHILDREN AGED 3–7 YEARS

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Abstracts

The combination of music with human activity has a thousand-year history. For example, in ancient Greece, dance was considered the best factor in the formation of a harmonious body structure and the improvement of movements of children and young people. However, the role of music in learning movements was assessed only subsequent historical periods. In contemporary literature on the theory and methodology of physical education, the use of music during mobile games with children of preschool and the relationships of musical art with physical culture is not disclosed enough. **Objectives of the Study.** Analyse the effectiveness of integrating the use of music in the process of running games with children of preschool. **Results of Work.** Properly selected mobile games actively influence the development of the body of preschoolers. The diverse movements and playful actions of children's during the game, with skillful guidance, positively affect the cardiovascular, respiratory and other systems of the body, stimulate appetite and promote a strong baby's sleep. Moving games satisfy the need of the growing body of the child in motion? Contribute to the enrichment of its motor experience. With the help of games in preschoolers. Various skills and abilities of the main movements (walking, running, jumping, equilibrium, etc.) are fixed and improved. A quick change of circumstances during the game teaches the child to use their movements in accordance with one or another situation. All of this positively the improvements of motor skills. Pedagogical experience and special scientific researches show that mobile games have a significant influence on the education of moral-volitional qualities in preschoolers. Their actions are subject to the rules of the game. The rules regulate behavior, promote the education of conscious discipline, teach to be responsible for specific actions, develop a sense of sociability. In collective games the child develops the notion of norms of civic behavior, organizational skills are developed, the desire for victory, strength, will, stability and endurance are raised. **Conclusions.** Moving games for music will be useful to children only when the development of the plot of the game, its character and movements of the participants correspond to the content and nature of music and nature of music and the means of expression.

Key words: movement, game, physical education, child, music.

Анастасія Вільчковська. Застосування музики в ігровій діяльності дітей дошкільного віку.

Поєднання музики з руховою діяльністю людини має тисячолітню історію. Наприклад, у стародавній Греції танець уважався найкращим чинником формування гармонійної тілобудови й удосконалення рухів дітей та молоді. Однак роль музики в навчанні рухів оцінена лише в наступні історичні періоди. У сучасній літературі з теорії та методики фізичного виховання застосування музики під час проведення рухливих ігор із дітьми дошкільного віку та взаємозв'язок музичного мистецтва з фізичною культурою розкрито недостатньо. **Завдання роботи** – проаналізувати ефективність інтеграції застосування музики в процесі проведення рухливих ігор із дітьми дошкільного віку. **Результати роботи.** Правильно підібрані рухливі ігри активно впливають на розвиток організму дошкільників. Різноманітні рухи та ігрові дії дітей під час гри при вмілому керівництві ними позитивно впливають на серцево-судинну, дихальну й інші системи організму збуджують апетит і сприяють міцному сну дитини. Рухливі ігри задовольняють потребу ростучого організму дитини в русі, сприяють збагаченню її рухового досвіду. За допомогою ігор у дошкільнят закріплюються та вдосконалюються різноманітні вміння й навички з основних рухів (ходьби, бігу, стрибків, рівноваги тощо). Швидка зміна обставин під час гри привчає дитину користуватися своїми руками відповідно до тієї або іншої ситуації. Усе це позитивно впливає на вдосконалення рухових навичок. Педагогічний досвід і спеціальні наукові дослідження показують, що рухливі ігри мають значний вплив на виховання морально-вольових якостей у дошкільників. Свої дії учасники гри підпорядковують її правилам. Правила регулюють поведінку, сприяють вихованню свідомої дисципліни, привчають відповідати за конкретні вчинки, розвивають почуття товарищескості. У колективних іграх у дитини формується поняття про норми громадянської поведінки, виробляються організаційні навички, виховується прагнення до перемоги, сильна воля, стійкість, витримка. **Висновки.** Рухливі ігри під музику будуть корисними для дітей лише тоді, коли розвиток сюжету гри, її характер та рухи учасників

відповідають змісту й характеру музики та засобам її вираження. Для кожної гри важливо знайти відповідний музичний супровід. Не можна доволіно змінювати темп музики, підганяючи його під рухи дітей тощо. Це порушує характер музики, негативно впливає на її правильне сприйняття дітьми дошкільного віку.

Ключові слова: рух, гра, фізичне виховання, дитина, музика.

Анастасия Вильчковская. Интеграция музыки и подвижных игр у детей в возрасте 3–7 лет. Объединение музыки с двигательной деятельностью человека имеет тысячелетнюю историю. Например, в древней Греции танец считался лучшим фактором гармонического тела и совершенствования движений у детей и молодежи. Однако роль музыки в обучении движений была оценена только в последующих исторических периодах. В современной литературе с теории и методики физического воспитания применение музыки двигательных игр с детьми дошкольного возраста, а также взаимосвязь музыкального искусства с физической культурой раскрыто недостаточно. **Задача исследования** – проанализировать эффективность интеграции использования музыки в процессе проведения подвижных игр с детьми дошкольного возраста. **Результаты исследования.** Правильно подобранные подвижные игры активно влияют на развитие организма дошкольников. Разнообразные движения и игровые действия детей во время игры при умелом руководстве ими позитивно влияют на сердечно-сосудистую, дыхательную и другие системы организма, пробуждают аппетит и способствуют спокойному сну ребенка. Подвижные игры успокаивают потребности растущего организма детей в движении, способствуют расширению их двигательного опыта. Благодаря играм, у дошкольников укрепляются и совершенствуются разнообразные умения и навыки с основных движений (ходьба, бег, прыжки, равновесие и др.). Быстрая смена обстоятельств во время игры учит детей использовать свои движения соответственно к той или иной ситуации. Все это позитивно влияет на совершенствование двигательных навыков. Педагогический опыт и специальные исследования убеждают, что двигательные игры имеют существенное влияние на воспитание морально-волевых качеств у дошкольников. Свои действия участники игры подчиняют ее правилам. Правила регулируют поведение, способствуют воспитанию сознательной дисциплины, приучают ответственности за свои поступки, развивают чувство коллективизма. В коллективных играх у детей формируются понятия о гражданских нормах поведения, вырабатываются организационные навыки, воспитываются стремление к победе, сильная воля, стойкость, выдержка. **Выводы.** Подвижные игры под музыку будут полезными для детей только тогда, когда развитие сюжета игры, ее характер и движения соответствуют содержанию и характеру музыки и средствам ее выражения. Для каждой игры важно найти соответствующее музыкальное сопровождение. Нельзя доволіно менять ритм музыки, подгонять его во время движений детей, делать купии и др. Это нарушает характер музыки, негативно влияет на ее правильное восприятие детьми дошкольного возраста.

Ключевые слова: движение, игра, физическое воспитание, ребенок, музыка.

Introduction. The combination of music with human activity has a thousand year history. For example, in ancient Greece, the dance was considered to be the best factor in the formation of a harmonious body shape and the improvement of movements of children and youth. However, the role of music in learning movements was assessed only in following historical periods. This happened after the publication of the German scientist J. Guts Muths' works in the 18th century, in which he substantiated the expediency of musical accompaniment during the performance of gymnastic students (for general development) exercises. In the 50s of 20th century his followers A. Space and H. Lind developed their teacher's views on a wider use of musical accompaniment when children performed various physical exercises and while playing games with them.

The famous Swiss composer and teacher Emile Jaques-Dalcroze in the early 20th century scientifically substantiated and tested by many years of practice the popular in different countries of the world concept of integrating music and movements. He can be called the founder of rhythmic gymnastics, main goals of which is to form children's ability to listen and reproduce music in actions. An important aspect of the combination of music and motor activity is the interpretation of musical works in which motion is its reflection: the rhythm, dynamics of articulation, melodies, texture and form. The purpose of motor interpretation is the expression of the child's experiences that were caused by a musical work by means of emotional movements.

A talented American dancer Isadora Duncan played a significant role in the developing technology of mixing music and movements for comprehensive development of children. She presented an innovative modern dance for society that captured thousands of people with its dynamism, energy, peculiar beauty and ability of motive improvisation to music. She believed that it's necessary to develop the child physically first of all, while teaching choreography, to teach the children of relaxed and graceful movements, to let

them grow strong and smart, only then their bodies will become the instruments that can express personal emotional feelings by motive actions.

The English choreographer and educator R. Laban developed a system of expressive gymnastics in the 20's of 20th century, which quickly became popular in the countries of Western Europe. This system was directed on the integration of movements, music and rhythm. The means of physical expression that he had offered (basic movements, gymnastic and dance exercises, games, folk dances, etc.) are accessible and interesting for children. They provide an opportunity to significant increase of their interest in their implementation and to comprehensive influence on the development of physical qualities and improvement of preschoolers physical activity.

An innovative system of music-physical performances and methodology for its realization which was created by the German composer and educator C. Orff became widespread in different countries of the world in the 50s of the 20th century. It was offered to children of preschool and junior school age. This system took into account the psychological and physical characteristics of their body, in particular the high propensity for imitation and improvisation (in music and physical activity). A characteristic feature of C. Orff's technique is to limit those movements that children perform only by instruction or by a teacher's order. According to his opinion, the creative movement that the child performs on his or her own will and in accordance with personal readiness should have the advantage. Music is an important means of stimulating the movement of children and deepening motivation for their physical activity. It involves the child in personal physical activity with a partner or in a group in a creative way, and this is most specific for mobile games. C. Orff outlines several basic principles that teachers must rely on to integrate music and physical activity of children: comprehensive development, alternation of loading and rest, creativity, and gradual increase in the requirements for the implementation of children's movements.

Active games are one of the important means of physical education for preschool children. They contribute to the formation and improvement of vital movements, comprehensive physical development and strengthening of health of the child, the education of positive moral and volitional qualities. Analyzing the pedagogical value of the game S. Rusova believes that the game satisfies the best requirement of childhood in activity and in various movements. Thanks to the games the child's body becomes flexible, and it develops plasticity and coordination of movements, etc. Games are making the whole body healthy and it gains its strength.

The usage of music during mobile games with the children of preschool age and the connection of musical art with the physical culture is not discovered enough. in modern literature on theory and methodology of physical education

Therefore, **the purpose** of our study is to determine the role of music in the play activity of preschool children, in particular - during mobile games.

Research methods. Study of literary sources in pedagogy and psychology, pedagogical observations.

Research results. Properly selected mobile games actively influence the psychophysical development and strengthening of the preschoolers body. Different movements and playful actions of children during the game, with skillful guidance, positively affect the cardiovascular, respiratory and other systems of the body, stimulate appetite and promote a strong child's sleep.

Active games satisfy the need of the growing body of the child in motion, contribute to the enrichment of its physical experience. With the help of games the preschoolers form and improve various skills and abilities of the main movements (walking, running, jumping, equilibrium, etc.). A quick change of circumstances during the game teaches the child to use their movements in accordance with one or another situation. This positively affects the improvement of physical skills.

Pedagogical experience and special scientific researches (O. Boginich, A. Volchinsky, N. Denisenko, N.Kit, O.Kurok, L.Svarkovskaya, etc.) show that mobile games have a significant influence on the education of moral-volitional qualities of preschoolers. They are making actions according to the rules of the game. The rules regulate the behavior of children, promote the education of conscious discipline, teach them to be responsible for specific actions, develop a sense of sociability. In collective games a child develops the notion of norms of civic behavior, organizational skills are developed, the desire for victory, strong will, stability, and endurance are brought up.

Famous teacher Peter Franzevich Lesgaft wrote that the task of physical education is to teach children «to treat their movements consciously.» He highly evaluated the importance of games, and emphasized in his works that during the game the unity of the physical and mental development of the child is realized. He

gave a special role to moving games with rules. Adherence to the rules brings up preschoolers honesty, determination, courage, culture of behavior in the team, ability to manage and regulate their movements, to show independence and initiative. Each game should have a certain goal, and the organization of the game must meet this goal, said P.F.Lesgaft. Physical actions during the game must correspond to the skills of children, and the game itself must cause a «feeling of pleasure»

Moving games effectively affect the mental development of the child, help to clarify the notion of the surrounding world, different phenomena of nature, broaden its outlook. By exercising various roles, imitating the actions of birds, animals, insects, children use in practice the acquired knowledge about life, behavior, ways of moving these animals, etc.

Games are widely used as a means of aesthetic education because children reflect the surrounding world through a gaming image, performing a role. The contents of many games include familiar verses or songs. This allows to deepen the aesthetic experiences of preschoolers. Clear and fast execution of movements, coordination of actions during the game, especially when they are done to music, form aesthetic feelings of children, teach them to notice the beauty of movements. Participation in the game is closely connected to the emotional feelings, including the aesthetic feelings of children on the one hand and under the guidance of the teacher is controlled by their conscious behavior on the other hand. So it is necessary to direct the game activities in such a way, that allows the senior preschool children correctly evaluate it touching the aesthetic feelings [2].

The combination of movement and music is an interesting form for children, which provides the opportunity to realize the natural need of this age in physical activity. It is also an important factor in the development of their abilities and influences the formation of psychomotor system, positive moral qualities and aesthetics of movements. Acquisition of certain knowledge about music by means of movements stimulates the mental activity of the child, promotes the intensification of the process and the learning and understanding of musical notions that cease to be abstract to it because it is closely related to concrete movement, gesture and word [1].

The mobile game, which is conducted with musical accompaniment, causes more interest among children and passes much more lively. Music raises the mood of the child, requires to move more energetically to perform more precisely physical actions, in accordance with the nature and form of the musical work.

The use of music during mobile games is one of the active means of communicating the child with music. At the same time, the tasks of physical and musical education of preschoolers are solved simultaneously. When choosing music for the game, one must take into account the age of children, the peculiarities of their perception, the level of musical preparedness, as well as the anatomical and physiological capabilities of the motor apparatus. Each movement in the game has a peculiar character, so it is important to find suitable music accompaniment for it. For example, jogging, jumping in place or moving forward requires light, cheerful music; smooth movements with hands, slow walking - chilling, calm melody.

Musical works for walking and running in different pace and jumps are selected as bright, expressive, with a clear contrasting phrasing. You can not arbitrarily change the pace of music, tune it under the movements of children, supplement chords, make notes. This violates the nature of music, adversely affects its proper perception. In mobile games the main role is given to motor activity, and music should contribute to their performance. In games, the content of which are the main movements performed at an individual pace (jump in the mountain, climbing, throwing at the target), as well as in relay games – music is superfluous.

In all age groups of the kindergarten, due to music, the motor activity of children increases (the number of locomotions in walking, racing increases by 10–15 % on average). Thanks to the use of dynamic changes in music (power of sound), it is possible to develop the ability of children to manage their efforts during exercises. To the silent sounds (of piano) the body reacts with a weak motor impulse, and, conversely, loud sounds (of forte) cause strong impulses, they contribute to greater muscle tension and wide amplitude of motion.

A mobile game with musical accompaniment contributes to the formation of the correct posture of the body, coordination of movements and their improvement. Music gives the movements a special expressiveness, clarity, rhythmicity. Enjoying the music and feeling the beauty of his movements, the child emotionally enriches, experiences the rise, becomes cheerful. Music positively influences the feelings of preschoolers, mood, emotions, promotes confidence and determination in performing motor activities during

games, and also forms the artistic abilities of expressing the movements of internal feelings of music and emotional experiences.

Before starting the game, children are given a chance to listen to the musical composition to understand its meaning, to pay their attention to the nature of this musical work and to more vivid means of musical expressions that are reflected in the movements. For example, they say: «Listen, children, how is a taliped bear walking waddling and roaring in a low voice.» Music is slow, in a low tempo. Or: «Listen, children how bright, fast music is, in a high tempo. The sparrows are brightly jumping, piking grains, flying quickly from place to place. « All this makes the mobile game more attractive and effective, which contributes to the physical development and strengthening of the health of preschool children of all age groups.

Conclusions. The systematic use of music during mobile games (especially of the thematic character), promotes the rise of the emotional state, more dynamic performance of improvisational movements, helps to improve motor activity, positively affects the development of a sense of beauty, aesthetic, contributes to the integration of multi-language game movements and music.

Moving games to music will be useful for children only when the development of the theme of the game, its character and movements of the participants correspond to the content and nature of the music and the means of expression.

For each game it's important to find the appropriate musical accompaniment. You can not arbitrarily change the tempo of music, adjusting it to the movements of children, make notes, and so on. This violates the nature of music, negatively affects its proper perception by children of preschool age.

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