

Arts, Linguistics, Literature and Language Research Journal

Acceptance date: 19/11/2024

MUSIC AS A TOOL TO PROMOTE SOCIALIZATION IN FIRST GRADE ELEMENTARY SCHOOL CHILDREN

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Abstract: The present research considers the use of music as a fundamental strategy to stimulate the socialization of children in the first grade of primary education. Its main objective is to improve the students' ability to adapt to the school environment and, at the same time, to foster the development of their social skills. The study has a qualitative approach through a case study, which will allow a deeper and more meaningful understanding of the impact music has on the socialization process of children in first grade of primary education.

Keywords: Socialization, music, social skills, integration, bonding.

INTRODUCTION

JUSTIFICATION

This research aims to make use of musical strategies to promote socialization in students in the first cycle of primary education, since, according to several studies, music as a medium and teaching tool has generated many positive results in the promotion of social skills and competencies, as well as in the development of self-esteem and confidence, which are factors that contribute to the child's easier integration into a new social group.

In order to adapt and create healthy emotional bonds with peers and teachers, it is necessary to have certain social skills. For this reason, it is essential to implement strategies that contribute to the development of socialization within the classroom. In this sense, the school is one of the agents that have the greatest influence on the process. According to Muñoz (2009), the school as an institution should provide opportunities to acquire and consolidate the "sense of self", to integrate as an active member of the school community and to maintain social relations at different levels of coexistence. While the teacher should act as a role model and reinforce social behaviors.

Camara (2003) points out that participating in musical experiences "brings with it a very important degree of enjoyment and satisfaction, both personal and collective, and promotes group work". Likewise, she agrees with Turton and Durrant (1992, cited in Camara, 2003), in that singing helps to increase self-confidence, at the same time that it intervenes in the construction of identity within the group. On the other hand, Bernabé (2022) shows us the perceptions of Spanish teachers in training, who, for the most part, consider music as a tool for social integration, given that this type of activity involves the participation and collaboration of students and, thus, respect for others. Thus, the aim is to implement music as a tool for socialization, so that the student develops a sense of belonging to the group, establishes healthy bonds and overcomes obstacles such as embarrassment, fear and shyness.

PROBLEM STATEMENT

For most of them it is a transfer to a new educational center, while for some children who did not attend preschool, it means the first contact with the society to which they belong, apart from the one they have with their family. This change of environment requires the student to go through a process of adaptation to the new circumstances, since upon entering school he/she finds a new social group made up of teachers, classmates, authorities and other educational agents, and therefore, with new norms, customs and forms of interaction.

According to what Yubero (2005) expresses, when the student does not succeed in this process called socialization and the circumstances do not get him/her to adapt to the group, he/she may approach a process of resocialization or become a marginal member of the group. In this sense, it is essential to understand that within the school environment the teacher has a primary role in the teaching

of social skills and their implementation (Paniagua, 2018). Therefore, he/she must provide the student with the opportunities and conditions for him/her to integrate into the group, developing new social skills, creating affective bonds and contributing to the improvement of self-esteem.

For its part, music can be considered a very valuable and multifaceted tool within the school environment, since the introduction of musical experiences in the classroom not only adds an exciting and attractive component to children's daily routine, but also offers significant benefits for socialization. On the one hand, music as a universal language, provides children with a common space to express "emotions, ideas and develop in a privileged way sensitivity through the senses. Thanks to this, it develops the ability to recognize, express and regulate both their own emotions and those of others, in addition, through this process, the child forms a self-image that gives them security and self-esteem (Jarillo, 2014).

Learning to manage emotions favors, in turn, the development of social skills since, by forging emotional intelligence, we not only come to understand ourselves, but also what moves, disturbs or makes those next to us happy (Punset et al., 2012). According to Santos (2022), through music it is possible to acquire "attitudes, habits, skills and competences such as: learning to wait, listening to other colleagues, empathy, commitment, respecting time, assertiveness, increasing creativity and imagination", being these skills of the individual that have a great influence on group integration, because as Conejo (2012) expresses:

Therefore, music serves not only as a means of artistic expression, but also as a bridge that facilitates communication and connection among children who are experiencing a new school environment as they move from

preschool to elementary school. By participating in collaborative musical activities, children have the opportunity to share experiences, learn to work as a team and strengthen bonds with their peers.

RESEARCH QUESTION

How does music influence the socialization process of first grade elementary school children?

Specific questions

- How do musical strategies influence group integration?
- How does music impact the creation of interpersonal bonds among students?
- How does the implementation of musical strategies promote the development of students in the classroom?

OBJECTIVES

General Objective

To describe how music influences the socialization process of children in the first grade of primary education

Particular objectives

- Identify how music influences group integration.
- To know the impact that music has on the creation of interpersonal bonds among students.
- To assess the level of students' performance in the classroom as an effect of the implementation of musical strategies.

ASSUMPTION

The application of musical strategies has a positive influence on the socialization process of first grade students, promoting group integration, the creation of bonds of respect and trust among students and the development of the student in the classroom.

REFERENTS

Socialization is generally understood as a process in which the individual learns the social behaviors considered appropriate within the context in which he/she finds him/herself, as well as the norms and values that govern these behavioral patterns (Yubero, 2005). However, from this perspective it is ignored that the child contributes to his or her own socialization process as much as the other members of the group to which he or she belongs, since this phenomenon develops through the daily interactions that occur between the individual and society. Núñez and Alba (2011) express that it is “a kind of dynamic and continuous negotiation, in which the vision of a passive child is abandoned and is approached as one who actively participates in socialization and gradually emerges.” Similarly, it is necessary to take into account that, at the same time that the environment influences the child, the child also influences the child, so it can be called a bidirectional process.

For his part, Rocher (1979) conceives socialization from the socio-cultural perspective, in which the groups to which the person belongs play a very important role, because from this approach, the purpose of this process “is the entry and adaptation of the person to the community and for this, it is necessary that the person learns both the meanings and the customs of the group to which he belongs, accepting its cultural model” (Yubero, 2005). (Yubero, 2005)

Considering what Yubero (2005, citing Tajfel, 1981) states: “through the socialization process the individual becomes affiliated to the group, develops an identity”, we can say that, as a result of the individual’s adaptation to group norms, there will be integration and the development of a social identity and sense of belonging on the part of the individual. Otherwise, “it may happen that the group brings the subject closer to a process of resocialization or reinforces his marginalization.”

It is important to point out that an optimal environment must be provided for the child to carry out this socialization process successfully, since it is a context in which the student establishes interpersonal relationships with adults and peers, very different from those that occur within the family, so that their participation in school involves a new framework of demands, activities and forms of interaction (Menéndez, Jiménez and Lorence, 2008). These factors significantly influence the adjustment of the individual to the new social environment, and within the classroom, the teacher is responsible for implementing actions so that, in the interaction with peers, the student develops the necessary social skills to integrate into the group and develop easily within it.

Among the various means or resources used to promote social interaction is art; a very broad and complex term that has been the subject of debate and reflection throughout history, so it can be defined from different fields and perspectives. Agostina (2008) quotes the author of “Education through art” (Herbert, 1943) who maintains that art in all its expressions plays a fundamental role in the process of human formation and in the affirmation of the integrated personality. That is to say, in the reconciliation of individual singularity with social unity (p. 20).

In this way, art represents an educational opportunity for the personal and social development of the individual, therefore, in order to promote their integration into a free society, it is necessary to allow the development of creative impulses, cultivating different modes of expression, which also promotes the growth of the uniqueness of each human being. (Agostina, 2008).

With a pedagogical purpose, art is used as a resource for the construction of networks and affective bonds through experiences that, at the same time, strengthen the integral development of the subject. In this way, creativity and cognitive capacity are also enhanced, as well as self-esteem and confidence, thus consolidating a sense of well-being in the individual. Among the various artistic actions that are used as a tool for action with this socio-educational intention is music.

Children, as Campbell (1998, cited in Camara, 2003) asserts, are musical by nature. Musical activities, such as singing and dancing, represent opportunities for children to express themselves and develop freely, and allow them to reaffirm and rediscover themselves as individuals by listening to and observing themselves and others (Camara, 2003). Learning and having fun in the company of other children facilitates the generation of a relationship of mutual respect, communication and trust between them, because as Cross (2010) puts it “music can not only play a role in the processes of social formation and communication, but it can be the main motivator and agent of these processes”.

METHODOLOGICAL PROCESS OF PROJECT DEVELOPMENT

Through the case study, we seek to understand more about the impact of music on the phenomenon of socialization in the school stage, specifically the effect it has on students who share the characteristic of being in the first grade of elementary school with an age range around six years old.

Through a qualitative approach which “is based on an interpretive perspective focused on understanding the meaning of the actions of living beings, especially humans and their institutions” (Sampieri, Fernández & Baptista, 2014), based on the interpretation of the reality of the object of study in its natural context. In this sense, an analysis and interpretation of the way in which the phenomenon of socialization develops among the students of the group, within the classroom context, will be carried out.

The study encompasses, mainly, descriptive purposes, which entails “describing phenomena, situations, contexts and events; that is, detailing how they are and how they manifest themselves.” (Sampieri, et al., 2014). Thus, we seek to know and describe how musical strategies influence the socialization process of students, as well as the way in which the potential effects arising from this process are manifested, such as group integration, the creation of interpersonal bonds and the personal development of the student.

As a data collection technique, we will use participant observation by means of records that will be made during the practice, with the help of the field diary as an instrument, which allows us to collect relevant information about the school reality, through the descriptions, interpretations and analysis made by the teacher-observer himself (Prieto, 2003).

RESULTS

As part of this study, a participant observation was conducted in group 1^oC focusing on the use of musical strategies, which were designed with the intention of eliciting in the students “enjoyment, appreciation, understanding and the possibility of expressing themselves artistically” (Arguedas, 2018) promoting the social integration of first graders

According to observation records, the use of music as a pedagogical tool has contributed significantly to group integration, because as Wulf (2008, cited by Mundet, Beltrán and Moreno) highlights, when expressive scenes such as dancing and singing are developed and emerge successfully, a flow is created among the participants who live the process as an inspiring reality of community feeling. Thus, first graders actively participate in musical activities, such as choral singing and the creation of rhythms, which allows them to feel part of a group, as they participate regardless of their individual differences.

DISCUSSION AND CONCLUSIONS

Partial results show that using music as an educational tool favors the socialization process of children in the first year of elementary school.

Therefore, so far, music is considered to provide an inclusive space where all children can participate and contribute, which promotes a sense of belonging to the group. In addition, musical activities promote cooperation and interaction among students, which are essential for the development of healthy social relationships. Music also has a positive impact on children’s development in the classroom. The social skills learned through music can be applied to other areas of school life, improving the classroom environment and contributing to students’ emotional well-being.

As mentioned above, the present research is a case study, so further data collection and analysis is needed to confirm these preliminary results.

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