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The effect of music listening in the development of social and emotional competences at primary school children

Extended abstract

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GLOSSARY

21st Century Competences - The World Economic Forum recently published a report outlining the competences that will be considered indispensable in the workplace by 2020 - The most important ones are considered the following: solving complex problems, critical thinking, creativity, human resource management, coordination with other colleagues, emotional intelligence, judgment and decision making, socio-professional orientation, negotiation of cognitive flexibility

Apollo Music Projects - educational program where children can benefit from live classical music by watching live shows.

CASEL - The Collaborative for Academic, Social, and Emotional Learning - a source of knowledge about high-quality evidence-based social and emotional learning. CASEL supports educators and improves the experiences and results of all pupils from preschool to the 12th grade.

Emotion - from the Latin *emotionis* - something that puts the mind into action, whether it is towards harmful or positive action. Psychologist Daniel Goleman has classified emotions so we have constructive and destructive emotions. Psychologist Paul Ekman has found that some facial expressions of emotion, such as fear, anger, sadness, joy, and surprise, are universal and that people can easily read these expressions in people of different cultures.

Emotional identity – primary school children represent their position in the context of emotional self-regulation in social situations at school or in other circumstances

EQ - (emotional quotient) - emotional coefficient - the level of people's ability to understand other people, what motivates them and how to cooperate with them.

Finnish Curriculum - the Finnish education system is considered one of the best in the world, and other countries strive to imitate its structure of well-paid teachers, many breaks for primary school children and less emphasis on subjects and tests. The Finnish curriculum successfully combines elements of alternative education systems such as Waldorf and Montessori adapted for the development of the 21st century competences.

Interpersonal competences - refers to the ability to interact positively with others. Social competence is defined as a set of positive social competences needed to work well with others and to work in groups.

IQ - (intelligence quotient) - intelligence coefficient - a type of standard score that shows where a person is in terms of mental capacity.

Mindfulness - represents the ability of man to be always present, aware of what is around him and his actions without being impulsive or outdated in the context of given situations.

Music listening - the process of listening to music consciously and with the attention activated, being an essential component in music education in the school.

Neuroplasticity - special ability of the brain to make changes in neural connections and gives the brain the property of being resistant.

PIAAC - (The Program for the International Assessment of Adult Competencies) - is a program of evaluation and analysis of adult competences.

PISA - (Program for International Student Assessment) - the OECD Program for International Student Assessment. Every three years, 15-year-olds from all over the world are tested in reading, mathematics and science. The tests are designed to assess how well primary school children master key concepts in order to be prepared for real situations in the adult world.

Processionality of learning (in RFIDT) - includes moments or processes that make up the learning sequence and includes distinct stages.

Proximal development zone - proposed by Lev Vygotsky - is defined as "the distance between the actual level of development determined by the independent problem solving and the level of potential development determined by solving the problems under the guidance of adults or in collaboration with more capable colleagues".

SEL - the process by which children and adults effectively acquire and apply the knowledge, attitudes and competences needed to understand and manage emotions, establish and meet the proposed positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Socio-emotional competences - the process by which children and adults understand and manage their emotions, set and achieve their positive goals, feel and show empathy towards others, establish and maintain positive relationships and make responsible decisions.

Socio-emotional development program - a program that succeeds in promoting self-awareness, self-management, relationship and ability to make responsible decisions, having the role of improving the attitudes and conceptions of primary school children about themselves, others and school.

The Big-Five Model - in 1990 J. M. Digman theorized his personality model based on five factors, which Lewis Goldberg extended to the highest level of organization. It was found that these five general domains contain and sum up the most well-known personality traits and are assumed to be the basic structure behind all personality traits.

The OECD - place where governments, parliaments and civil society meet to improve the well-being of citizens and to create better policies for better lives.

The program "**Listen to 5 minutes of classical music**" - a national program in the Romanian schools realized through a partnership between Radio Romania and the Ministry of National Education. The program manages to bring children closer to classical music in the simplest way, through the concrete listening of the materials made available by Radio Romania.

Transferable competences - represent those competences that develop as learning stages go through. Communication, problem solving and teamwork are all examples of transferable competence, as they can be used in any environment, education or training.

Vocabulary of emotions - includes a set of words that children need to know in order to communicate with others about their feelings and so they can express their needs more easily and openly.

Wellbeing - a complex combination of physical, mental, emotional and social health factors of a person.

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Key words: music listening, socio-emotional competences interpersonal competences, social competences, emotional identity, emotional vocabulary

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Introduction

The current thesis is structured in two sections (the first part - Theoretical Foundations and the second part - Experimental Approaches) with nine chapters: chapters I, II and III which contain theoretical foundations are included in the first section and the second section includes: Chapter IV which presents general boundaries of research, and chapters V, VI, VII and VIII present each one of the research undertaken so that their presentation in chronological order shows the influence of the music listening in the context of socio-emotional development in primary school pupils.

Musical listening is regarded as an essential part of the universal human adaptation process that involves harmonious development on all levels and is the binder that coordinates the cognitive functions with the motor functions of the body in a balanced way. Given the character of (at least) interdisciplinary music, teachers can use music listening as an important learning tool in the process of developing socio-emotional competences at primary school children.

The research included in this paper shows the relevance of musical listening in the teaching activities, as follows: music becomes a topic of conversation in small schoolchildren and helps them to develop socio-emotionally at the beginning of the primary school life but has positive influences in learning contexts in formal space. Musical listening helps to create well-being of primary school children in the school environment and contributes subtly through emotional self-regulation with the help of timing and sounds. Also, music listening offers learning situations that define life experiences, perceptions of the surrounding world but also of emotions and behaviors.

CHAPTER I

THEORETICAL PERSPECTIVES ON MUSIC LISTENING

I.1. Sound and sound dynamics

The sounds are present both at home and at school and accompany the child throughout his development and in all his activities. Many of the sounds produced are made in daily activities and influence the way the child perceives the world around him.

In order to better understand sound and what makes it so important in people's lives, the following sound characteristics must be analyzed (from the faculty course, Physical and Acoustical Mechanics):

- The height corresponding to the frequency;
- Strength corresponding to the intensity;
- The timbre corresponding to the harmonic content of a composite sound.

A classroom, a theater, an office room, an open space represent the environments in which sound influences us and represent places where sound can be observed and especially how it is manifested and perceived by people. There are different ways of using sound for different situations and perhaps the most often and most pleasing instance is when the sound is heard in the form of musical notes and therefore the music is created. This manifestation of music in various spaces acts directly on people even if it is not perceived consciously because people are already accustomed to being accompanied by music in commercial or home spaces. The place where people most often interact with music of any kind is in organized music shows, such as classical, pop or rock music.

I.2 Music Listening – key component of musical education

Music listening is a compulsory part of music education and forms the "cultural baggage of the child" (Munteanu, Munteanu, 2009, p.32). Through music listening, children interact with sounds, developing essential competences such as conscious listening and the ability to understand.

The combinations of musical notes that are perceived as pleasing sound are called *consonant sounds*, and others perceived as unpleasant sounds are called *dissonant sounds*. The distinction between consonance and dissonance plays an important role in music. In modern times, dissonance is considered to be caused by interference between the frequency components in the cochlea (the inner ear intended for hearing). Interferences are more pronounced in dissonant sounds than in consonant sounds. Dissonance (lack of consistency) is defined by the

relationship between two or more sounds of different heights, which, heard simultaneously, produce a feeling of tension, of instability. In musical compositions, dissonant sounds are introduced to create a state of tension and suspense, which will then be enhanced by consonant sounds meant to balance the previously induced state. Thus, the consonant is a simultaneous successive relation of sounds whose hearing produces a pleasant impression, of balance, of relaxation.

In the hours of music and movement the teacher needs an audio system in order to perform the musical listening in the classroom. There are also cases where this is not possible, although in most cases a different way of listening can be approached, even if it is not as effective, the contact with the music is real (phone, computer, radio). Examples of music listening are available in the textbooks and they are targeted with indications to have a meaningful and purposeful activity. (Figure I.1).

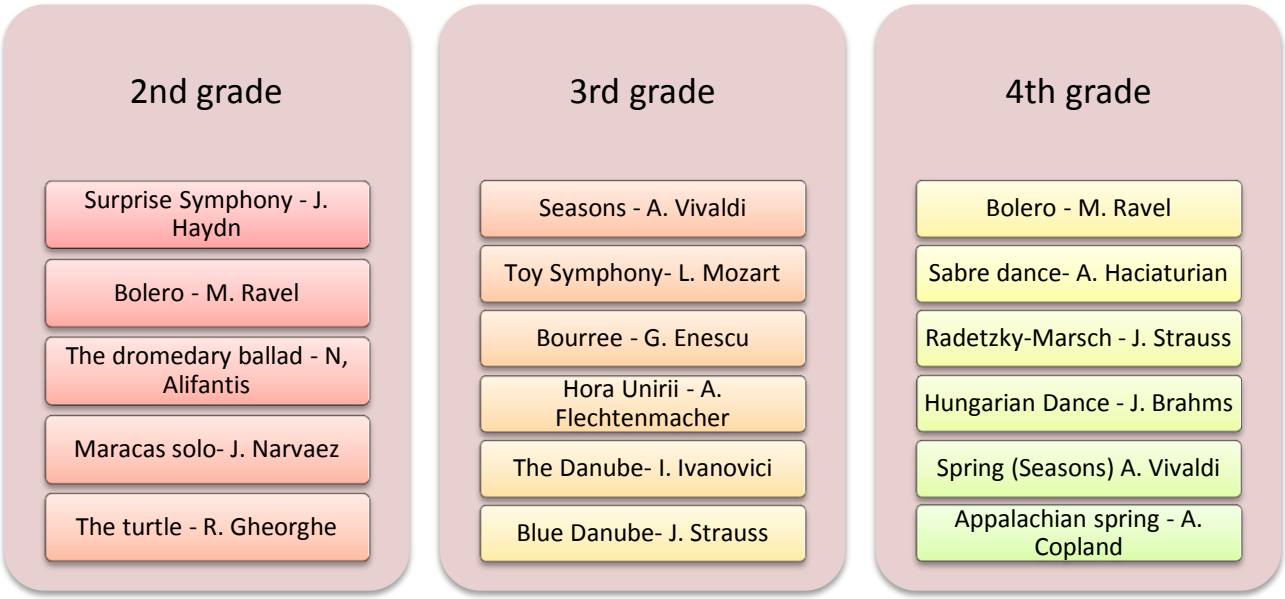

Figure I.1 Examples of music listening proposed in the existing Music and Movement textbooks

I.3 The effect of music listening in the developmental process of primary school children

Musical listening has a beneficial effect when present and can accompany the specific activities of curricular areas, such as: language and communication, mathematics and nature sciences, technologies, physical education and sports. The realization of musical-linguistic decks, leads to the assimilation of new information, in an easy and fun way through the song.

The integration of music education and music listening, in particular, as a compulsory component of the didactic activity is a proven necessity, which shows us that music is an integral part of the child's life and helps him to approach all aspects of his development. Music engages the brain while stimulating neural pathways associated with higher forms of intelligence such as: abstract thinking, empathy or mathematics. The role of rhythm and stress helps to develop phonemic hearing and phonological analysis competences from pre-school age, thus facilitating the acquisition of written language and reading at school age.

Musical language, for the most part, resembles literary language, using similar syntactic notions, such as:

- phrases, musical lines ↔ lyrics,
- chorus, periods ↔ paragraphs, verses,
- exhibition, development, re-exhibition ↔ introduction, content, conclusion

Arithmetic is the branch of mathematics that studies the relations between numbers and the operations that are performed with them. The common elements of music education and arithmetic (Table I.1), lead to an interdisciplinary activity in which mathematical notions can be assimilated in an easy and fun way with the help of the song (simple melodic line) and the musical game.

Table I. Mathematical notions acquired with the help of / through music (after *NCTM (2008)* - *National Council of Teachers of Mathematics din USA)*:

Numbers and Operations: understanding of whole numbers, correspondence and operation concepts.	*Rhythmic beats with variations of words* ("How many, how little, how much")
Geometry concepts: identification of shapes and description of spatial relationships.	*Systematic organization of music sounds and notation (*high or low sounds, portable)
Measurement: identifying the measurable characteristics and comparing the objects using their characteristics.	*Hue* ("high" or "low") *Tempo* ("fast" or "slow")

CHAPTER II
EDUCATIONAL CONDITION FOR MUSIC LISTENING IN THE DEVELOPMENTAL PROCESS OF PRIMARY SCHOOL CHILDREN

II.1 Personal development and Civics education – interdisciplinary connections

In the context of the paper the relation between the disciplines of Personal Development and Civic Education is natural regarding the socio-emotional development of the pupils in the primary school years through the contents of the discipline of Personal Development (DP), which was introduced relatively recently, in 2012, in the Romanian school syllabus, with the introduction in the primary cycle of the preparatory grade in order to facilitate the socio-emotional development of the student from the first years of schooling. In the third and fourth grades, the socio-emotional competences naturally develop through the Civic Education discipline. Competency-based curricular design is the essence of school curricula for the above-mentioned disciplines. Scrolling through the contents of these disciplines can lead to the development of primary school children' competences in competences: to collaborate, to make discussions, to make decisions, to think critically and even to raise their self-awareness. Primary school children naturally and consciously use these premises to overcome challenging situations in school and extracurricular contexts and become responsible and responsible for their own actions. Duncan (2010) mentions that the development of a flexible curriculum based on inter and interdisciplinary approaches can lead to the development of primary school children' competences so that they can choose the type of teaching activities to participate in. The formation of the key competences, which represent a set of knowledge, competences and attitudes necessary for any person throughout the life, is the main axis within the national curriculum for primary and secondary education (figure II.1).

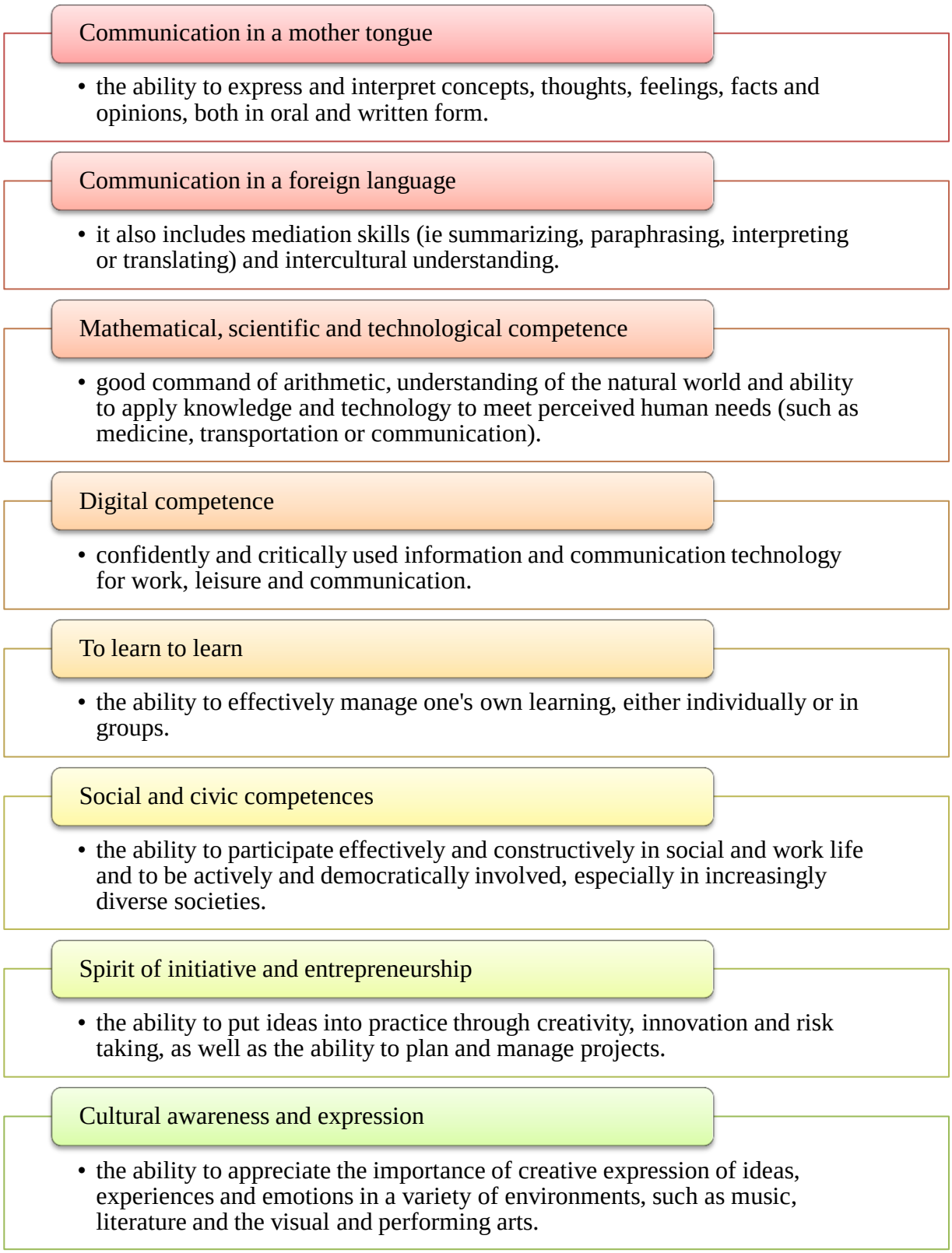

Figure II.1. The eight key competences taken from the Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning"

II.2 Visual Arts and Practical Abilities - in the context of the national curriculum

The discipline of Visual Arts and Practical Abilities (AVAP), as well as Personal Development (DP), is a new discipline that has been introduced in the school syllabus of the Romanian educational system in order to support the efforts of the teachers to form the primary school children in the context of interpretation and the expression of language and visual-artistic elements. Thus, primary school children need to develop key competences through the integrated approach of the discipline Visual Arts and Practical Abilities.

II.3 Music education - curricular approach

Music is the only art that makes humans vibrate, being from ancient times studied from a technical, theoretical and aesthetic point of view. Music is considered an enigmatic art because of its links with the exact sciences, physics and mathematics, which represent the basis of musical theory and practice, as well as the objective aspect of music. Specialized studies indicate that musical emotions and sounds are connected to one another, but are (apparently) immeasurable. Aristotle, one of the voices of Greek antiquity, proposed music to become a permanent discipline in children's school activity.

Studies show that music has a beneficial effect when it is present and accompanies various school activities such as math, science and communication (Hallam and Kotsopoulou, 2002). Music is always present with people, being an instrument to experience and define the identity, through which the group of belonging is established, later being used for emotional and intellectual expression (Juslin, 2013). Also times for performing mathematical and memory tasks can be improved with the help of music listening (Bonneville-Roussy et al., 2013). Other researchers claim that the feeling of belonging to the group resulting from studying and / or participating in activities that involve studying a musical instrument or singing in the choir gives children a socio-emotional context of development. It also offers transferable competences needed throughout the educational path of each individual (Stoddart and Crossier, 2018).

The transferable competences (figures II.2) are important in the life of the school, providing the necessary basis for choosing from the multitude of different fields for the future career, even if it is not decided to pursue a career as a musician.

The national curricular indications indicate that through songs for children, school children develop their elementary competences of singing collectively and individually. At the same time their voice, rhythmic and melodic sense. The musical material used in the primary classes provides musical pieces with a varied content.

The teacher must plan each unit and lesson, build as many possibilities as possible for the primary school children to be active and work with all parts of their body and mind:

- primary school children must have the opportunity for music games,
- to experiment with a variety of tools,
- primary school children' freedom to listen to music,
- watching appropriate video clips with musicians from different cultures,
- watching representative images with musicians whose music is in the background,
- providing opportunities for movement and dance,
- developing ways of body warming to consume energy overflowing with primary school children during the day.

Figure II.2 Examples of *Transferable Competences a guide for Schools* drawn from Pearson's study - Competences needed for 2030

CHAPTER III
ROLE OF SOCIO-EMOTIONAL COMPETENCE IN THE DEVELOPMENTAL PROCESS OF PRIMARY SCHOOL CHILDREN

III.1 Social and emotional competence

In 2002, UNICEF initiated the "development of standards of early learning and development", including in the first stage 6 countries, and Romania will join this initiative in 2007. Thus, the foundations of the RFIDT document (Fundamental milestones in the early learning and development of the child from birth to 7 years) were set which includes "a set of statements that reflect expectations about what children should know and be able to do".

According to the authors of the document "The main purpose of the elaboration of these RFIDT is to provide a common frame of reference in the integrated approach of the child through all the health, care, protection and education services that serve it". The RFIDT reflects a certain perspective on the child and its development, which, through its adoption by all involved, will allow the improvement of services for children in the early period and the systematic monitoring of the progress made.

The socio-emotional development of children begins at an early age (0-2 years) in relation to cognitive development. The socio-emotional competence according to the RFIDT is an important aspect in the child's evolution and the "processuality of learning". It is an area where the child acquires the ability to interact effectively with other children and adults. Social development aims at acquiring the competences of relationship with other children and adults, necessary for shaping one's own person and the surrounding world, so the child develops these social competences and becomes part of a community. Emotional development involves the child's perception of his / her own being, summing up one's own reactions / experiences and receiving the reactions / experiences of others developing self-confidence and a desire for new experiences and new things.

Emotional intelligence in adult life has its foundation in the preschool period, the specific period for the development of socio-emotional competences. The development of these competences is very important to avoid the problems of health and school adaptation of the child. For example, a child who has frequent attacks of anger or aggression, later in social life, will have adaptation problems, caused by the inability to manage their strong and negative emotions.

Emotions appear in their natural form, especially in contexts of interaction with others, but first of all, we become acquainted with emotions when we learn to strive to conduct our own

actions in the context of daily challenges. Our own emotional identity is actually our emotional field that is enriched and influenced by the emotions of those we interact with (Darwin, 1967). According to specialists in the field, the center of emotions and reflexes is identified in the brain in the area where the amygdala is placed. From this area starts the common emotion that we have with animals, the fear that appears in moments of real or imaginary threats.

The concept of emotion is difficult to define even if it has been "studied" by philosophers and psychologists at the same time. The concept does not have a rigorous origin, but rather a popular one. The syntax in the context of the linguistic area represents an obstacle to the creation of an exact science of emotions. Constantin Noica, analyzing the word "miss" (strong desire), stated that he has unique features in Romanian, "with a deep and specific meaning", this word could not be translated into other languages.

Emotional competence from a practical point of view represents a reaction of the flow of the human body from a mental, hormonal, reactive and sensitive point of view, all these actions being represented by our emotions. According to neuropsychological theories (Barrett, 2017) the brain creates emotions that appear to be natural reflexes in relation to the functioning systems of the human body.

The specialists determined in the research six universal / common facial expressions for all people, regardless of ethnicity, race or gender. These would be joy, disgust, anger, surprise, fear and sadness (Ekman, 2011).

Daniel Goleman mentions that, the categories of emotions constitute the starting point of a large number of combinations made with the help of emotions. From the set of derived emotions, the dispositions that last longer than the emotions and which lead to the formation of temperaments are formed.

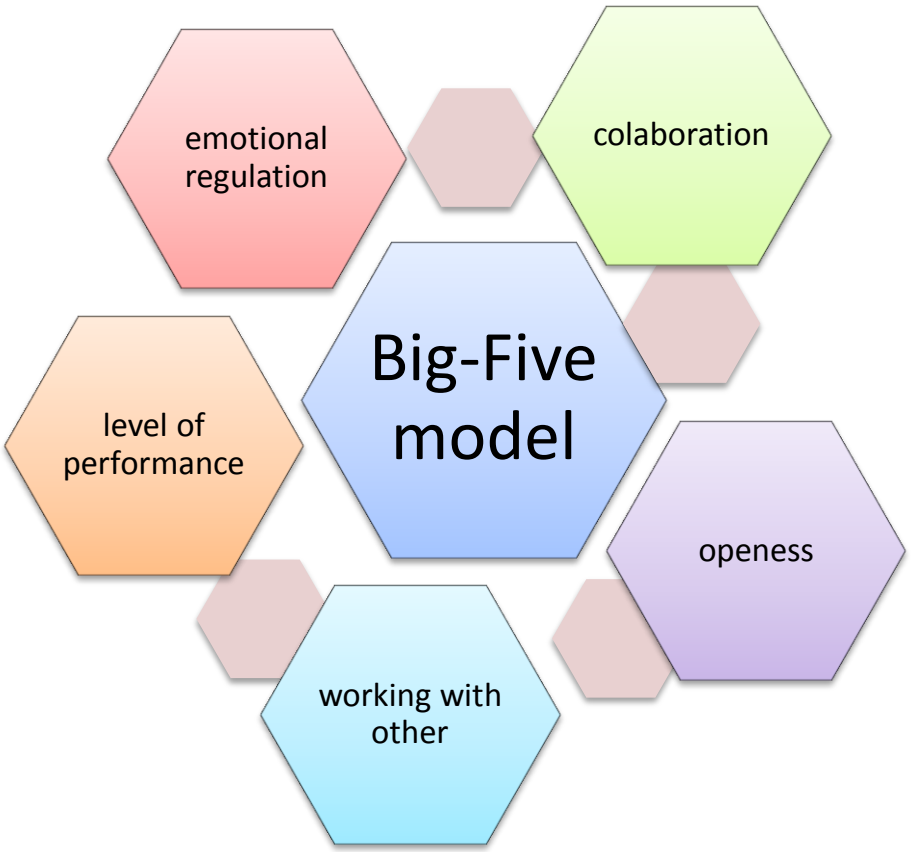

Figure III.1 Big-Five Model (after Chernyshenko et al., 2018)

The Big Five model (figure III.1) is comprehensive and includes most of the social and emotional competences studied so far. There is also evidence that Big Five domains and sub-domains can be generalized to all cultures and nations. Even though research has shown the presence of specific cultural constructs, the Big Five common structure is present in most cultures and languages worldwide, not just in Western societies (Social and emotional competences for student success and well-being, 2018). In addition, although the Big Five model was originally derived from adult research, it has been well documented and argued to be appropriate for describing differences in social and emotional competences from childhood to adulthood (Chernyshenko and colleagues, 2018).

III.2 Social and emotional development of primary school children

Children acquire emotional competence during the process of emotional development. The phrase emotional competence is used "to name the abilities of individuals to adapt, both to their own emotions and to the emotions of others" (Schaffer, 2010, p. 125). Preschool children show a

lower range of emotions and each moment is a crucial moment for him, a little schoolboy will show the same anger whether it is a frustration with a low or a high intensity, but as the children develop cognitively they will you know how to approach new experiences appropriately and will learn to adjust your emotions accordingly.

Emotional and social development at primary school children should not be neglected as cognitive development in young people (0-2) is not neglected. For healthy emotional development, the child must possess previously acquired competences, such as self-esteem, self-confidence, curiosity, motivation, perseverance and self-control. These competences develop in the context of a balanced family, where the child develops harmoniously, the relationship between the child and the parent being an important aspect in its development. The results of the studies carried out by Lozada and Halberstadt (2015) show that emotional competence is closely linked to social competence, this connection being conceptualized with the phrase "affective-social competence" (Schaffer, 2010, p.149).

Vygotsky's theory complements the Piagetian theory in that it offers an important role of culture in the development of the child, which is responsible for developing the competences and knowledge in children by providing them with the necessary means for optimal functioning in that culture (Miller, 2010). According to Vygotsky's theory, culture comprises a number of specific elements such as beliefs, values, knowledge, abilities, socialization schemes, symbolic systems (writing and reading systems) and also includes the social framework (as well as the school) and the physical framework and that of objects (buildings, tools, computers, etc.) (ibidem, p.173). The culture and the mind cannot be separated, so these two will be treated in correlation, the culture cannot be treated as an external factor of influence, the culture being ubiquitous and in the case of children not only adults (ibidem, p.174).

At the global level, socio-emotional learning programs have been studied and analyzed over the last 20 years in a joint effort to establish the benefits of these programs. The CASEL initiative shows in its reports these benefits which include the following positive aspects:

- improved academic results,
- improved behaviors,
- a long-term global impact,
- socio-emotional well-being present to primary school children who have followed an emotional learning program with them in school,
- can improve economic mobility and employment rate,
- beneficial links between the competences developed by the preschool child and the success rate in life.

III.3 The implications of music in the process of emotional adjustment of young primary school children

Emotional regulation of primary school children is the process that takes place when they express their emotions in accordance with the activities present in their life in order to achieve certain personal or interpersonal goals that are achieved using certain strategies and is influenced by the resources available to the person at the moment. respectively, to the knowledge and beliefs that he has about emotions, having a final impact on human thinking, the kind of personal interactions, as well as mental health, physical health and well-being (Kim, Bingman and Tamir, 2015). Emotional regulation involves the balance between manifesting negative emotions and positive emotions, although suppressing negative or positive emotions can in time lead to other ramifications that are not beneficial to the child, thus the emotions are divided into two types of emotions: adaptive and maladaptive. Adaptive emotions are those feelings that help to manage emotionally charged situations. Children will also have to experience negative emotions, but of a functional nature. Disruptive emotions are emotions that refer to patterns of thinking and behavior and cause emotional problems.

Each person perceives his / her music and message individually / personally. In the case of children, music is chosen primarily by teachers, in the case of musical auditions in the school context and by parents, when they are in the family environment. It should be borne in mind that the music chosen for listening must have a purpose and thus the chosen pieces will be in harmony with the condition required by the personal / educational situation. To avoid distracting attention from the activity, the chosen music will not contain text or voice. This fact leads to the interruption of the state of concentration on the activity carried out. For example, for stimulating the child during sports hours, a dynamic music will be chosen, and for reading hours a music of relaxation, calm, most often instrumental or orchestral, classical, without text.

CHAPTER IV
GENERAL COORDINATES OF THE RESEARCH

IV.1 Research premises

Social and emotional learning (SEL) programs are present in schools worldwide in a formal framework. These programs involve the processes by which children and adults effectively acquire and apply the knowledge, attitudes and competences necessary for understanding and managing emotions, establishing and achieving positive goals, feeling and demonstrating empathy for others, establishing and maintaining positive relationships, and making responsible decisions (CASEL, 2013).

In many of the schools in other school systems in the world, social and emotional learning (SEL) programs are disconnected and uncoordinated and can be associated with the negative effects of the employees and the motivation and learning of the primary school children (Elias, 2009). As the needs and attempts to implement such programs became more visible, educators recognized the benefits and the need in school. Implementation of a SEL program in a school requires the development of an infrastructure that is integrated into the school climate and can be found in all aspects of the school's objectives, priorities, programs, strategies and initiatives. The socio-emotional competences of the primary school children have been elaborated and summarized and can be presented according to the organization "Collaboration for academic, social and emotional learning" (CASEL) as follows:

- self-awareness: in particular the recognition and naming of emotions and the correct assessment of strengths and limits,
- self-management - including adjusting emotions, delaying satisfaction, managing stress, motivating and establishing and working toward goals,
- social awareness: the involvement of the ability to empathize and take the perspectives of others and to recognize and mobilize diverse and available supports,
- relationship competences: These include clear communication, correct listening, cooperation, resolving non-violent and constructive conflicts and knowing when and how to be a good team player and leader,
- making responsible decisions: defined as making ethical choices based on taking into account feelings, goals, alternatives and outcomes, as well as planning and adopting solutions with potential anticipated obstacles.

IV.2 Delimitation of the research problem

Primary school children need preparation for the 21st century in terms of equipping them with the competences, knowledge, and dispositions needed to face the many challenges of a productive and balanced life. Schools must be aware of the fact that they must face the challenges of contemporary society by preparing primary school children with a full range of competences and perspectives necessary for success at higher levels of education and career and at the same time for a life where community involvement and caring personal to be a natural and ordinary thing. Once the schools realize the importance of the socio-emotional development of the primary school children they will try to implement efficient programs for developing these competences. They will be required to introduce in the school curriculum a series of programs that will help teachers / educators and children to navigate successfully in the midst of socio-emotional development.

The applicability of music education during class hours helps primary school children in the processes of memorization and relaxation, and the experience offered by music education is a unique experience that helps through the ramifications of neuronal development to different approaches to cognitive tests or intellectual competences (Schellenberg, 2010). The intellectual development of children is gradual and not abrupt, as H. R. Schaffer (2010) points out in Piaget's theory analysis. We can talk about a development based on the experiences accumulated and encountered by the child throughout its development. Given that his experiences are uneven and randomized, we cannot generalize the intellectual and socio-emotional development for all children. The creation of favorable environments and interpersonal interactions is a defining factor in achieving a balanced and activating development for other intellectual endeavors.

In musical classes we can have educational partners, primary school children for whom the musical expression is difficult, that is why we tried to connect the musical aptitude with other competences, so the musical aptitude transformed into ability is perceived in most cases with a sense of rhythm , followed by the ability to understand and interpret music, to express thoughts and feelings through musical sounds, to be able to communicate through musical sounds, motivation to successfully engage in music with others (Hallam, 2006). In the study carried out by the authors, it was tried to find the musical competences and their connections, the most participants indicating that the "popular" songs in the musical culture represented the rhythm and thus this aspect became an important factor in "feeling" the music and the song on their own. The means of creating and making music are becoming more accessible in the digital age, but also for the abundance of accessible musical instruments.

CHAPTER V
RESEARCH ASCERTAINING THE LEVEL OF SOCIAL AND EMOTIONAL DEVELOPMENT AT PRIMARY SCHOOL CHILDREN AFTER THE FIRST YEAR OF SCHOOL

V.1. Purpose and objectives of the ascertaining study

The main purpose of this preliminary research was to outline a real image of the primary school children from the perspective of the socio-emotional development at the beginning of the primary school, the preparatory grade and then after the first year of school and to outline its image from the point of view of the parents.

The objectives were:

- recording the degree of socio-emotional development in primary school children based on the parents' opinion;
- the study of the specific attitudes of the socio-emotional development of children towards parents and towards other children / colleagues;
- analyzing the quality of the time spent by the children in the company of the parents based on the activities carried out with them during the week;
- appreciation of socio-emotional development in schoolchildren at the end of the first school year.

V.2. Presentation of the hypothesis and the independent and dependent variables

Research hypothesis: systematically conducting extracurricular activities of child-parent partnership will lead to the improvement of the socio-emotional development of primary school children.

The independent variable: the achievement of extracurricular activities of child-parent partnership in order to improve the socio-emotional development of the primary school children in the context of the first year at school.

The dependent variable: the frequency of carrying out extracurricular activities of child-parent partnership type determines a socio-emotional development of the primary school children.

V.3. Research methods

The data collection method of the study was represented by the use of three questionnaires comprising multiple-choice and open-ended questions (Annex 1, 2 and 3). The

method of processing data and information and results was the use of the IBM SPSS Statistics software 23.

V.4 Conclusions

At the end of the first school year, parents do not spend so much time with their children during the week, just under half of the mothers manage to spend 5-6 hours of their time, while fathers only 31% of them spend 5-6 hours with the children. The parents have identified the positive attitude and the pleasure with which the children come to school and in most of the recorded cases the children have a good and very good attitude about going to school. The identification of favorite subjects was also made at this stage and some changes were observed on children's preferences, so mathematics is no longer in their preferences, the first being communication in Romanian followed by physical education, but it precedes the visual arts and personal development. Few of the children consider English or religion one of their favorite subjects, these subjects being carried out together with specialized teachers, which may influence the children's approach to these subjects. The characterization made by the parents at the end of the preparatory grade revealed some positive aspects and they provided a portrait of the student who is ready to start the first class. Some of the parents made comparisons between the child from now and the one from the beginning of the preparatory grade using expressions such as: "more sociable", "more open to other people", "smarter", "more attentive".

CHAPTER VI
RESEARCH ASSERTAINING THE CLASSROOM ACOUSTICS IN THE SOCIAL AND EMOTIONAL DEVELOPMENT AT PRIMARY SCHOOL CHILDREN

VI.1. Purpose and objectives of the ascertaining study

When a teacher is heard, they can support their lesson more fun and interesting and do not have to worry about understanding or transmitting information to their primary school children. Accordingly, children can properly learn everything that is taught and can change ideas in a natural and orderly manner. The acoustics of the classroom provide an important quality to the educational process and thus the student does not have to worry if it is too loud.

The aim of the current research was to establish the intensity of the ambient sound in the primary schools in a city in Romania and also in the school, in the small schoolchildren in relation to their socio-emotional development.

The objectives proposed for the research were:

- recording the ambient sound level in the context of the acoustics of the primary school classrooms,
- improving the ambient sound level of primary school classrooms,
- identifying improvement methods that children could apply in order to improve the environmental acoustics of primary school classrooms,
- improving the socio-emotional relationships between primary school children.

VI.2. Presenting the research hypothesis and research variables

The research hypothesis: the systematic application of improvement methods in the context of the acoustics of the primary school classrooms leads to the improvement of the learning conditions in the primary school classrooms.

The independent variable: the introduction of improvement methods in order to improve the learning conditions.

The dependent variable: the application of improvement methods in the context of the socio-emotional development of the primary school children determines an improvement of the learning conditions in the primary school classrooms.

VI.3. Research methods

The data collection method of the study was represented by the use of a questionnaire comprising multiple-choice and open-ended questions. The method of processing data and information and results was the use of the IBM SPSS Statistics software V. 23.

VI.4. Conclusions

Noise is something that occurs in all aspects of life for children and also for adults. If the acoustics of the room/classroom are not suitable for a proper sound noise can be, as we saw in the current study a disturbing factor. The school children are the ones that admitted that they are affected by noise and they were also the ones that instructed about the solutions to be undertaken to level the noise. More than often the noise occurs without them being involved and here we can make a few adult decisions and control the sound levels. The noises interfere with the well-being of the children even if they know of this or not.

CHAPTER VII
RESEARCH ASCERTAINING THE EMOTIONAL IDENTITY FORMATION AT PRIMARY SCHOOL CHILDREN

VII.1. Purpose and research objectives

The school activities specific to a moderate school day by a responsible trained teacher who has a class that presents the necessary premises for forming the emotional identity in the primary school children, lead to different learning experiences. The teacher is indirectly responsible along with the other educational actors with the formation of the emotional identity of the primary school children regardless of the age of their schooling. A dedicated teacher manages to create a classroom infrastructure that will bring to light the learning experiences that outline the student's development. The qualification and devotion of the teacher represent the pillars of the emotional identity formation in the primary school children.

The purpose of the present research was to establish the formation of the emotional identity in primary school children, through the moderate school activities of the teacher in the classroom. We studied children's feedback on a questionnaire and identified the factors that influence their interactions with their peers and their learning experience achieved in the classroom moderated by the teacher.

The objectives of the research that were proposed:

- recording the degree of formation of the emotional identity of primary school children,
- improving the process of emotional identity formation in primary school children in a formal context with the help of moderate school activities by a teacher.

VII.2. Presentation of the research hypothesis and research variables

Research hypothesis: the introduction of socio-emotional teaching activities in primary school children leads to the formation of emotional identity.

The independent variable: the introduction of moderate school activities by the teacher in a formal context in order to form the emotional identity.

The dependent variable: the achievement of moderate school activities by the teacher in a formal context determines the formation of the school identity.

VII.3. Research methods

An interview was designed to better understand children's opinions. The interview consisted of ten questions (includes one multiple-choice question) and one drawing task (Annex 5). The questionnaire was administered through a face-to-face interview. Each child was asked the question and then given time to answer, and at the end, a sheet of paper was offered to draw what he or she feels about his / her teacher. All responses were recorded and then transcribed and analyzed. For a better understanding of the problem, a qualitative method was chosen to be used to interpret the collected data.

VII.4. Conclusions

The purpose of this study was met and we found children's views on their learning experience while at school in a formal context. The children are well accustomed with their teacher and her teaching methods and they find her inspiring and caring. Her confidence gives them courage and they find learning to be an interesting task every day. The learning environment is suitable for their requirements.

Teacher and pupil relationship is a strong predictor for future social and emotional developments. The way the pupils view their teacher is important for their understanding of the world around them. Through the teacher they can find the confidence needed for their balanced development of social and emotional competences. Sell awareness and empathy is shown through self-examples and this not only benefits the children but also the parents that can count on a dedicated person.

CHAPTER VIII
EXPERIMENTAL RESEARCH REGARDING THE EFFECT OF MUSIC LISTENING IN THE CONTEXT OF SOCIO-EMOTIONAL DEVELOPMENT AT PRIMARY SCHOOL CHILDREN

VIII. 1 Purpose and objectives of the research

The purpose of the initiated research was to establish the level of development of the socio-emotional competences in the primary school children before and after the introduction of the musical audition in the hours of personal development, visual arts and practical competences and civic culture.

The research aims to achieve the following objectives:

O1: recording the degree of development of the socio-emotional competences of the primary school children;

O2: registration of the level of definition of the role in society at primary school children;

O3: establishing the level of development in terms of relationships with others;

O4: improving socio-emotional development in schoolchildren with the help of musical listening;

O5: measuring the frequency of listening to the type of music heard in general and classical music in particular;

O6: identification of the type of musical instruments that primary school children study at special music courses;

O7: comparative analysis of the dependent variables before and after the music listening.

VIII. 2 Presentations of the hypotheses and the objectives

Research hypotheses undertaken:

I1. The systematic use of musical audition in the didactic activities within the AVAP, DP and Civic Education classes conducted with the small schoolchildren contributes to the improvement of the socio-emotional development process.

I2. Following the application of the musical audition in the educational activities within the AVAP, DP and Civic Education classes conducted with the primary school children of the experimental group, there will be an increase in the level of development of the socio-emotional competences, of the competences of interpersonal relation with the others and of their role in society.

I3. The frequency of music listening leads to positive correlations with the level of socio-emotional development of the primary school children.

The independent variable: the introduction of musical listening in order to improve the process of socio-emotional development in young primary school children.

Dependent variables: the use of musical listening in the process of socio-emotional development in young primary school children determines emotional development (positive or negative reactions), the role of the child in society (belonging to a group, acceptance by the group) and the relationship with others (respect, self-control, satisfaction, communication and belonging).

VIII. 3 Research methods

To determine the level of development of socio-emotional competences we applied the questionnaire method and developed three different questionnaires having the following structure: the first part of the questionnaire collected demographic data such as age, the class in which the student is enrolled, the school to which he is enrolled, the number of brothers or sisters he has, the city where he lives and has also included ten questions like this:

- a multiple-choice question,
- three grid questions with one answer,
- three dichotomous closed questions,
- three open-ended questions.

The last part of the questionnaire included an evaluation scale with 15 items for the three research variables:

- socio-emotional development,
- the interpersonal relationships of the primary school children,
- the role of the student in society.

The items of the scales represent the competences that the pupil has acquired according to the stage of development corresponding to his age. The answer to each item indicates how to perceive the school's development by using a four-level Likert scale.

VIII.4 Conclusions

The research in the present work was designed and implemented as an investigative approach to determine the influence of the musical background in the context of DP, AVAP and civic culture hours with the precise purpose of determining the degree of development of socio-emotional competences. The use of music listening in the classroom in the form of music against the background of learning or conducting didactic activities was a premise to determine how music can influence primary school children in developing the competences needed for their balanced development. The pretest stage showed the level of student development before the program was implemented and thus a clear image was created before the introduction of the musical audition in order to make the necessary comparisons at the end of the program.

The division of the primary school children into the two groups - test and control - offered the possibility of comparing the level of development between the two modalities before and after the inclusion of the test group in the musical audition program used in the background of the school hours. The impact of listening to classical music in the hours for testing was observed by calculating the test environments implemented in the research and comparing them both with the pre-testing moment and after the introduction of the program - between groups and within the group.

The measured value of socio-emotional competences has increased between the two moments of the research - pretest and posttest. The comparison within the groups provided an overview and we can see an increase in the average recorded between the two stages of the group. The primary school children' answers introduced us to their musical world and we could find out the kind of music they listened to. Student favorite music includes rock, dance, pop and classical music. Most of the primary school children listen to music every day which is a positive thing to help them in their emotional expression and social manifestation. In addition to increasing the average value of the recorded competences, an improvement in the frequency of listening to classical music can be observed by the primary school children in the experimental group. Classical music has managed to enter their lives both in class and in private life, where they have reported going to classical music concerts more often. The results also provided an answer to the research question "I like classical music concerts." Although some of the primary school children replied that they did not like such concerts, the number of primary school children who attended such concerts increased compared to the pre-test stage. According to Hallam (2010), introducing primary school children to the diverse world of music from an early age offers them the possibility of developing an appreciation capacity for a variety of music in adulthood.

Regarding the three types of competencies tested separately in the sample: socio-emotional, interpersonal and the role in society the primary school children showed positive

changes between the testing stages. The changes in the values measured between the two stages provide a conclusive answer regarding the purpose of the study.

Musical listening has been shown that it can be successfully introduced having an active role in the hours of Personal Development (DP), Civic Education but also Visual Arts and Practical Abilities (AVAP). Research has shown positive aspects regarding the weekly use of music listening. The diversification of the means used in the teaching act has led to the diversification of the types of music that small schoolchildren hear at school or during leisure. The aesthetic activities within the hours of visual arts and music education manage to provide primary school children with opportunities for emotional expression. Carrying out didactic activities by which primary school children learn about aesthetics and music show benefits for both moral and cognitive development.

Publication of a multidisciplinary worksheet that will help primary school children will be able to develop their musical and socio-emotional skills from a very young age through musical listening. The worksheets can be used in the context of the classes of Personal Development (DP), Music and Movement (MM), Visual Arts and Practical Skills (AVAP) and Civic Culture. They use musical concepts specific to the primary school age that can be easily integrated into the didactic activities indicated in the current school curriculum.

The social and emotional development is based on the diversification of the concepts that lead to the emotional regulation and the socio-emotional education contributes in the life of the primary school children and endows them with the basic competences in making a decision that helps them to avoid risky situations but also to focus on primary school children on behaviors that help them develop positive personality.

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