

THE IMPORTANCE OF MUSIC IN CHILD EDUCATION

A IMPORTÂNCIA DA MÚSICA NA EDUCAÇÃO INFANTIL

LA IMPORTANCIA DE LA MÚSICA EN LA EDUCACIÓN INFANTIL

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ABSTRACT: This work discusses music as a pedagogical tool used in the classroom to assist in the pedagogical activities proposed by the teacher in early childhood education, it is a facilitating instrument that contributes to the development and learning is an important language, because the child can express their feelings, develop sensitivity and ensure benefits for the social, cognitive, emotional part, help with orality and create a vocabulary. Music makes the class more attractive, interesting, awakens creativity and imagination, it is present in the child's life from the mother's womb and continues in his childhood and throughout his life in the school environment it is used by the teacher, it contributes to the construction of the knowledge of the child an instrument for the educator's practice, making the environment playful and pleasurable. Thus, the general objective is to know how music contributes to the teaching-learning process of the student in early childhood education. As for the specific objectives: to present the concepts of Ludicity in Education; describe the stages of child development; to point out how the use of music in early childhood education can help in the child's development.

KEYWORDS: Music. Kid. Development. Learning.

RESUMO: *Este trabalho discute a música como uma ferramenta pedagógica utilizado na sala de aula para auxiliar nas atividades pedagógicas propostas pelo professor na educação infantil, ela um instrumento facilitador que contribui para o desenvolvimento e aprendizagem é uma linguagem importante, pois a criança consegue expressar seus sentimentos, desenvolver a sensibilidade e garantir benefícios para parte social, cognitiva, emotiva, ajuda na oralidade e a criar um vocabulário. A música torna a aula mais atraente, interessante, desperta a criatividade e imaginação, ela está presente na vida da criança desde o ventre da mãe e continua na sua infância e durante a vida toda no ambiente escolar é utilizada pelo professor ela contribui na construção do conhecimento da criança um instrumento para prática do educador tornando o ambiente lúdico e prazeroso. Assim o objetivo geral é conhecer como a música contribui para o processo da ensino-aprendizagem do aluno na educação infantil. Já os objetivos específicos: apresentar os conceitos de Ludicidade na*

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Educação; descrever as fases de desenvolvimento infantil; apontar como a utilização da música na educação infantil pode ajudar no desenvolvimento da criança.

PALAVRAS-CHAVE: *Música. Criança. Desenvolvimento. Aprendizagem.*

RESUMEN: *Este trabajo aborda la música como herramienta pedagógica utilizada en el aula para auxiliar en las actividades pedagógicas propuestas por el docente en educación infantil, es un instrumento facilitador que contribuye al desarrollo y aprendizaje es un lenguaje importante, porque el niño puede expresar sus sentimientos, desarrollar la sensibilidad y asegurar beneficios para la parte social, cognitiva, emocional, ayudar con la oralidad y crear un vocabulario. La música hace la clase más atractiva, interesante, despierta la creatividad y la imaginación, está presente en la vida del niño desde el vientre materno y continúa en su niñez y durante toda su vida en el ámbito escolar es utilizada por el docente, contribuye a la construcción del conocimiento del niño un instrumento para la práctica del educador, tornando el ambiente lúdico y agradable. Así, el objetivo general es conocer cómo contribuye la música en el proceso de enseñanza-aprendizaje del alumno de educación infantil. En cuanto a los objetivos específicos: presentar los conceptos de Lúdica en la Educación; describir las etapas del desarrollo infantil; señalar cómo el uso de la música en la educación infantil puede ayudar en el desarrollo del niño.*

PALABRAS CLAVE: *Música. Niño. Desarrollo. Aprendizaje.*

Introduction

Music is present in the child's life from the mother's womb and continues in childhood and throughout life, in the school environment it is used in the teacher's practice, contributing to the child's development in play, so he will learn, to express himself, learn the rules, have a social relationship. Using music in the classroom, it helps in the activities carried out, in addition to developing sensitivity, it guarantees benefits for the social, cognitive, emotional part, student interaction, helps in orality and to create a vocabulary, when the child is involved with music, awakens a musical taste, stimulating and improving their view of the world.

This Course Conclusion Work addresses the issue of the importance of music in early childhood education, the child has contact with music at various times in their life, within the school they will have continuity, they interact with music in different situations, at reception time, snack time, hygiene and games, through music, the child can develop new skills such as thinking, observing, sharing. Music also contributes to the development of speech, motor coordination and creativity.

In this sense, the teacher can use music as a pedagogical tool in different ways, making the class more fun and joyful, so that learning happens in a more pleasant way. Music

helps children to relate better to people, improve their behavior, their sensitivity, their ability to concentrate and learn about new things in their daily lives.

It is also noteworthy that some teachers do not have adequate education to work with music in the school environment and do not know how to plan, organize and work in the classroom. Music applied inappropriately will not contribute efficiently to learning, the educator needs to know the right time to apply music as an aid in learning to arouse students' curiosity. This study seeks to verify how the process of the importance of music in early childhood education takes place, a theme that has a lot of social and scientific relevance for academic and educational issues.

Finally, the relevance of this project for the scientific community as well as for society is perceived as the work of music in early childhood education, used as a pedagogical practice that provides several benefits, one of which is to help children with learning difficulties. that through music they can better assimilate the contents and with music, children grow, develop and learn new knowledge.

The research problem refers: How does music influence the student's learning process in early childhood education? The general objective is to know how music contributes to the teaching-learning process of the student in early childhood education. As for the specific objectives: to present the concepts of Ludicity in Education; describe the stages of child development; to point out how the use of music in early childhood education can help in the child's development.

As for the methodology of this work, a bibliographic, qualitative and descriptive review was carried out, based on books, articles, Google Scholar and Curricular Reference for Early Childhood Education. Presenting studies on the importance of music in early childhood education, based on the knowledge of authors who deal with this subject in order to understand it in the most diverse conceptions.

To guide the reader in the following steps, we seek to propose an articulation in three chapters, and in the first we will address learning through ludicity in early childhood education. In the second chapter, we will deal with Piaget and the stages of child development. And, finally, we will seek to list the practice of music used in early childhood education for development. Soon after, the final considerations and the references used in the research.

Learning through ludicity in early childhood education

Ludicity is used in the educational area as a pedagogical resource, the ludic in practice within the classroom can be with the use of games, games, songs, stories and other resources to diversify and make learning enjoyable, it is an instrument to make so that education is not tiring and is pleasurable for the child, the game is an important and enriching strategy to make the student learn.

The ludic pedagogical resource is used during classes to contribute to learning, being essential the ludic is essential for the child during their childhood, but unfortunately not all have contact with ludicity, due to lack of vacancies in schools that affect families with low-income household status.

In the space of early childhood education, it is a place of new learning that develops in children, it not only has the concept of caring as seen by society, ludicity offers in a way that facilitates new knowledge, having a different way of teaching students with it and have new possibilities in the space in which they live.

Ludicity brings a way for the student to develop, get to know, and participate in the new cultures around them in a pleasant way, arousing their interest in new experiences. The child will be able to stimulate all their abilities and potential, developing the cognitive aspect, the motor aspect, the emotional aspect, the aesthetic aspect and the moral aspect. In early childhood education, ludicity can be seen as a possibility to spend time not to become a fun, happy, attractive environment and learn new knowledge.

Ludicity is a human need at any age and cannot be seen just as fun. The development of the playful aspect facilitates learning, personal, social and cultural development, collaborates with good mental health, prepares for a fertile inner state, facilitates the processes of socialization, communication, expression and construction of knowledge (SANTOS, 1999, p. 1311) (Our translation).

According to Costa (2005, [n.p.]) “[...] the word ludic comes from the Latin *ludus* and means to play. In this play, games, toys and games are included and the word is also related to the conduct of the one who plays, who plays and who has fun”. By using the playful, the student is evolving in his process it is a tool that helps in the various skills of the student, making learning in the school environment more pleasant, using this instrument it promotes several benefits in its development with its practice arouses emotions, sensations, pleasure and facilitating learning during the classes.

Playful activities provide discoveries and fun, the teacher through the proposed stimuli establish rules and positions to develop games and games in a fun and creative way. The use of play in the most difficult activities can be used as a strategy facilitating student learning through a game bringing benefits to the student, during the class the environment becomes more attractive during the activities.

Teaching using recreational means creates rewarding and attractive environments serving as a stimulus for the integral development of everyone who participates in these recreational activities, the recreational game is attractive to children. Teachers do not need to use ludicity only within the classroom, but also at other times, they can be playful, bathing, songs, stories and mealtimes, making these moments fun and joyful.

[...] not only playing can offer ludicity, even the simplest and most routine actions of early childhood education can be playful, such as: bathing, singing, mealtime, among other moments relevant to this space that needs to be rich in joy and ludicity to enhance children's development (OLIOSI, 2016, p. 1311) (Our translation).

In the development of the child to adulthood, the playful makes him/her become a critical person, helps in the ease of expressing himself/herself, increases creativity in creating new games, manages to solve situations in the environment in which he/she lives, to think and discover new horizons in the world around you.

Playing as part of the child's daily life, the everyday life becomes more joyful and makes it possible for the student to learn in a playful way for classes the teacher must use various instruments, music, costumes, games and games, stories, among others. He/She is the one who gives meaning to the pedagogical work, he must be informed of the importance of playing in learning, making the ludic part of the teaching and learning process

Playing is one of the fundamental activities for the development of identity and autonomy. The fact that the child, from a very early age, can communicate through gestures, sounds and later play a certain role in the game makes him develop his imagination. In play, children can develop some important skills, such as attention, imitation, memory, imagination. Some socialization skills also mature, through interaction and the use and experimentation of rules and social roles (BRASIL, 1998, p. 22) (Our translation).

In the final period of early childhood education, it is clear that educators are carrying out activities for literacy and reducing the time to play, but it is essential that they work with motor coordination and ludicity, carrying out work focused on childhood, with this they will be benefiting and collaborating in the formation and learning process of the student.

The child who plays in the classroom over the days is learning and acquiring new knowledge, early childhood education is linked to playful teaching that becomes a support for the child's learning in a joyful way without any help from the teacher, playing becomes important for each stage of learning.

Interaction during play characterizes the daily life of childhood, bringing with it many learnings and potential for the integral development of children. By observing the interactions and play between children and between them and adults, it is possible to identify, for example, the expression of affections, the mediation of frustrations, conflict resolution and the regulation of emotions (BRASIL, 2017, p. 37) (Our translation).

The game, the playful activities and the pleasant toys that are used are important to develop several abilities in the child as respect of rules because they need to respect the rules of the game, cooperation, among others. They are part of the student's learning process in early childhood education, having great importance in their social, cultural and personal development of children, facilitating the process of communication, socialization, construction of knowledge, collaborating for their mental health, providing natural and spontaneous learning and stimulation of their creativity and criticism.

[...] when the child is playing or playing, it releases and channels its energies; it can become a difficult reality; opens up the fantasy; face the challenges; imitates and represents the interactions present in the society in which he lives; assigns different meanings to objects; defines and respects the rules that are stipulated; decides on what, with whom, where, with what, how to play and the time and who plays; builds the game at the moment of playing; he plays with no purpose or explicit objective, he learns to deal with his anguish; it creates and lets its creative capacity and freedom flow (VENTURA, 2010, p. 06) (Our translation).

As a learning instrument, the game can be used in the school environment, the teacher is responsible for organizing and planning the games, he will choose the essential ones for the child's development and use them correctly so that the students learn, acquire new knowledge and experiences. The game stimulates creativity, reasoning and opportunities, awakens in the student new curiosities and learning through interaction, reasoning and fun.

According to Modesto and Rubio (2014, p. 3) "The game is essential for creativity to be manifested and for the child to use their potential in an integral way, meeting their own self". The educator using the game in the classroom, the student has great opportunities to meet their needs, such as cooperation and dominance, which can be used as an instrument for learning, the game being inserted in the child's daily life helps in their mental, intellectual and

physical development. Providing socialization, pleasure, imagination and rules, with that learning becoming pleasurable, other important resources are toys and plays.

To play is necessary for students, they learn quickly with pleasant moments, so they discover new things in their environment we cannot forget that in some institutions ludicity is not worked; in private schools, for example, children are required to read and write so educators use ludicity only at the time of recreation, play should not be inserted only in playing moment, but in a way that brings curiosity to the child.

Spontaneous and pleasant play leads the child to express their instinctive impulses, and in this way serves as an encouraging and guiding element that, if properly used, helps in the timely development of intelligence, making emotions and wills to be refined, individuality and sociability. Thus, play is important to encourage not only imagination and affection in children during their development, but also to assist in the development of cognitive and social skills (MELO, 2013, p. 02) (Our translation).

During classes, teachers may be offering students new possibilities to share experiences, live new situations that facilitate their preparation to overcome new challenges, games allow children to feel free to express their feelings, putting themselves in the other's shoes and learn that the rules need to be respected, they are important for children. Representations of fun games, developing striking issues such as limits, competition and cooperation can even help children with learning difficulties.

Toys are facilitating resources that enrich the learning process, using them correctly, being creative and fun in activities, the student is interested and more involved. It provides benefits: stimulate imagination, reasoning, self-esteem, attention, memory, creativity, awaken new experiences of your daily life and learning to share toys.

In short, the toy

[...] creates in the child a new form of desires. It teaches you to desire, relating your desires to a fictitious "I", to your role in the game and its rules. In this way, a child's greatest achievements are achieved in play, acquisitions that in the future will become their basic level of real action and morality (VYGOTSKY, 2003, p. 131) (Our translation).

The teacher is the mediator, he/she is responsible for organizing, planning and developing activities, providing fun, attractive and different activities, using these instruments that result in the improvement of learning, seeking new methods; the playful can change the directions of education, arousing interest, curiosity, and experimentation are essential elements in games and play.

For Modesto and Rubio (2014, p. 3) “The discussion about the importance of games and games in education has been consolidating, because in these activities children have a great ability to reason and solve problem-situations”. Educators need to have knowledge about ludicity in order to achieve all their goals and need to understand how ludicity is important in their classroom practice in order not to be just an aspect that occurs naturally by the child, but to be a facilitating instrument. Those who will contribute during the classes need to use all their creativity, letting the students discover their talent, creating their knowledge, during the activities the games may be involving logical, mathematical concepts and orality.

Learning being developed in a different way, the class becomes joyful, awakening the knowledge of something new for the students, thus drawing attention and arousing the students' interest, ludicity in early childhood education should not be discarded because it makes the class interesting and the teacher will get student participation, so the playful must be present in all stages of the child's school life.

Jean Piaget and the stages of child development

The human being during life develops in several aspects, they are affective, emotional and social, he/she goes through these phases until he reaches adulthood, going through the development process, these aspects make him reach maturity and stability. For Piaget, the human being will go through four important moments in his life that involve these aspects, the four stages, each one of them has a different characteristic with a sequence, the child goes through them during his trajectory, with variations occurring.

Piaget's theory aims to study the mental processes of the human being, being built during life, they are processes of the individual. Regarding knowledge for Piaget, the initial form of the subject's action would be between subject and object, they are built by the child and it is up to understand how this is capable, the activities planned in the school environment, they need to be developed for each stage of development of the child, because everyone has the ability to build knowledge, learning starts from the simplest to the highest.

The human being, reaching knowledge, has the possibility of achieving transformations during his life, and who are part of it are the operational structures that Piaget refers to as a basis for knowledge. The four stages of development of these structures are: Sensory-Motor (0 to 2 years); Pre-Operative (2 to 7 years); Concrete operative (7 to 11-12 years); Formal operative (11-12 years).

Each stage is characterized by the appearance of original structures, the construction of which distinguishes it from previous stages. The essence of these successive constructions remains in the course of the later stages, as substructures, on which the new characteristics are built. (PIAGET, 2004, p. 15) (Our translation).

Sensory-motor stage – 0 to 2 years (physical development): It is at this stage that practical knowledge is developed, the child perceives the world through the senses, begins to understand some sensations and when an object disappears the child believes that this object is gone and no longer exists, so the baby cries when the mother is not near.

From birth, the baby begins to perform in its development process, the first actions that is the sensorimotor that are the movement and the perception they develop in the baby at that moment, are related to some action problem such as getting reaching a distant toy. Also at this stage, there are sub-stages that can be divided into three referring to the organization of perceptions, reflexes, totally sensory-motor intelligence.

It represents the conquest, through perception and movements, of the entire practical universe that surrounds the child. That is, the formation of sensory-motor schemes will allow the baby to organize the initial environmental stimuli, allowing him, at the end of the period, to be able to deal, albeit in a rudimentary way, with most situations that are presented to him (RAPPAPORT; FIORI; DAVIS, 1981, p. 66) (Our translation).

This phase is before language, communication is made from the movement of the body and action in some aspects in this period, the child has the ability to start manipulating objects that he can reach, to take them and put them to his mouth to suck them. it. The child is getting better at looking, picking up the object and to stimulate, children at this stage begin to use toys with sounds and easy handling, the baby will be able to acquire more movements such as looking or turning their head to objects that are moving or making noise.

In the period of two years, the child is in a moment of beginning to recognize and understand the environment in which he/she is inserted. It is the starting point of development, the child begins to assimilate new information and is able to perform actions, able to get to know his body, begins to run, eat alone, he already has a motor capacity.

Preoperative stage – 2 to 7 years (cognitive development): She/He will be an egocentric child, having difficulty putting herself in the place of the other, wanting everything for her. He/She also already has the ability to use images or words to portray some instrument seen or used during his daily life.

At this stage, the child already has a broader view of the world and is able to represent objects, language practically increases and offers words are like symbols to think about something besides the child receiving information that was not possible in the first sensorimotor stage. Younger children in this period can confuse psychological phenomena such as emotions and feelings.

During the child's learning process, speech improves more, learning to communicate better, she/he goes through a phase that perceives more about her/his living environment, always wanting to know the reason, the facts that occur during the day and want an explanation, and parents often do not have an answer regarding the issues. This is the "why" stage.

For Piaget, social interaction is important for the cognitive development of the child, realizing that there are other people and not all of them like to share their opinion with other people. They have a perception, but without relating the facts they can represent by gestures, in words, play dough, among others.

Egocentrism is a striking feature at this stage, the child is often unable to see other people's point of view and ends up saying unpleasant things without thinking about others, without realizing that the other person may be offended by the words said. It can also happen that child tells a story without realizing that they are using important details to make sense of what he said.

According to Piaget, "all chance, developed in early childhood, participates in the same characteristics of: undifferentiation between the psychic and the physical and intellectual egocentrism" (PIAGET, 1999, p. 32). Egocentrism is a moment that the child also goes through in childhood, which needs to have a dialogue, a good conversation, as they will have conflicts related to not knowing how to put themselves in the other's shoes, they just understand that things have to be their way, they see everything as what you choose around. They are those who are learning about who they are, the moments in which the phases must be able to educate and help children to know the world as information on how they work and not think they are just their way.

Concrete operational stage – 7 to 11 years (social development): She will begin to understand the world, start to need concrete references for learning, perceiving and learning in practice, taking and building, ability to perceive action and reaction and elaboration about the materials to associate how it is made and where it comes from.

At approximately 7 years of age, according to Piaget, children enter the stage of concrete operations, when they can use mental operations to solve concrete (real) problems. Children are then able to think logically because they can take multiple aspects of a situation into account (PAPALIA, 2006, p. 365) (Our translation).

The child at this stage already has an evolution of the other stages of development, thinking becomes less egocentric and more in reasoning, managing to build new knowledge in the environment in which they live, they are able to solve some problem, their ability is already more agile, they have an ability to organize and think with greater stability.

The child will have a real, correct and adequate knowledge of objects and situations of external reality (conceptual schemes), and will be able to work with them in a logical way. Thus, the playful tendency of thinking, typical of the previous age, when the real and the fantastic are mixed in the explanations provided by the child, will be replaced by a critical attitude (RAPPAPORT; FIORI; DAVIS, 1981, p. 72) (Our translation).

According to Rappaport, Fiori and Davis (1981), “the child begins to be aware that other people have feelings that are different from their own. This thought is due to the decrease in their egocentrism, the child depends on concrete ideas to reach their conclusions”. During the everyday life, the child slowly starts to put himself in the other's shoes, developing concentration, attention, and interest when doing some activity, improving in the process of reading, creating, writing, practicing and competing in games, he can being upset about something, but the mood swings to irritation and pass quickly.

Formal operational stage – 11 years onwards (affective development): Entry into adulthood, will have the mentality and ability to have logical deductive thoughts. At the beginning of adult life, he will have the ability to have logical and abstract thoughts, creating the possibility of reasoning from hypotheses and obtaining constructions with logical operations, that is, a formal system of thought.

The child at this stage is able to understand the told and lived experiences of other people, even if they are not yet lived, he can understand these situations in other words, with this the process begins and abstract situations he has these statements in other words. Its own autonomy is already beginning, it is a process of development and it is able to perform some tasks on its own, having its independence, but over time it develops more. During this stage, structures such as hypothetical thinking are developed - deductive reasoning that through it occurs facts by the individual that are observed, but through it, conclusions of opinion are deduced hypotheses without having the real.

The formal-operational stage is a period that adolescence begins, when the child starts to become more mature, to lead, to have social relationships, to compete, to use board games, the taste for games is decreasing, the adolescent at this stage begins to enter the world of the adult. They become more critical by giving his/her opinion on some subject, he/she already thinks about his plans for the future.

The practice of music used in early childhood education for development

Music is present, from the mother's womb and continues, after birth through lullabies, in games, until adulthood, going through several changes, executing their creativity, in a free and critical way. It refers to an educational resource, contributing to learning and helping children to concentrate, to observe, in motor coordination and movement when dancing. It also facilitates the child's learning in the classroom, reassures in moments of crying, music also helps in logical and mathematical reasoning, for communication, understanding of language, it is an element for child development, being very important in the first months of life.

Lullabies, nursery rhymes, rhymes and all kinds of musical games are of great importance, because it is through interactions that babies develop a repertoire that will allow them to communicate through sounds; the moments of musical exchange and communication favor affective and cognitive development, as well as the creation of strong bonds both with adults and with music (BRITO, 2003, p. 49) (Our translation).

In early childhood education, we believe that music stimulates student development, being a means for carrying out activities such as better understanding, it also develops musical sensitivity, music can help in the development of other children's skills such as reasoning, creativity, concentration and elements that are fundamental for effective learning. Knowledge is enhanced in a pleasant way when the child lives with music, as it is a support tool that stimulates conditions to create, observe and interact.

According to Tourinho (1996, p. 107): “Music does not replace the rest of education, it has the function of reaching the human being in its entirety.” Music in early childhood education will bring artistic and aesthetic sensitivity, development of the child's cognitive structures, the teacher must develop works that provide this for students with educational actions.

Listening to music, learning a song, playing in circles, performing rhythmic toys, playing hands, etc., are activities that awaken, stimulate and develop a

taste for musical activity, in addition to meeting the needs of expression that pass through the affective, aesthetic and cognitive spheres. Learning music means integrating experiences that involve experience, perception and reflection, leading them to increasingly elaborate levels (BRASIL, 1998, p. 47) (Our translation).

Brito (2003, p. 26) also states that “musical language can be a means of expanding perception and awareness, because it allows experiencing and raising awareness of different phenomena and concepts”. In this sense, language and music follow the same development process used for spoken language, we must introduce children to musical language and talk to them about the subject, based on what they know about musical culture.

Music is the language that translates into sound forms capable of expressing and communicating sensations, feelings and thoughts, through the organization and expressive relationship between sound and silence. Music is present in all cultures, in the most diverse situations: parties and celebrations, religious rituals, civic and political manifestations, etc. (BRAZIL, 1998, p. 44) (Our translation).

In the school environment, the teacher must work in several different ways and plan to develop music along with the proposed content in the classroom, managing to be inserted in speeches, sung games, singing, theater, among others. However, the teaching of music in schools is not intended to train musicians, but it can help in the development of children and contribute to improving the learning process of students in early childhood education.

Music can contribute to the overall formation of the student, developing the ability to express themselves through non-verbal language and feelings and emotions, sensitivity, intellect, body and personality [...] favor a number of areas of the child. These areas include sensitivity, motricity, reasoning, in addition to the transmission and rescue of a series of elements of culture (HUMMES, 2010, p. 22) (Our translation).

Music is present in the daily life of early childhood education, being part of the teaching of ethical and moral values and in the various functions that are related to music in the routine of activities at school. It is a fundamental tool for development, the benefits it offers and the pedagogical practices, developed to contribute to the linguistic, affective, cognitive and psychomotor development, stimulating in the student the musical taste, self-discipline, concentration, habits, attitudes and behaviors.

Music is part of the transformation of development as a fundamental element, as the child moves, contributes to motor coordination, other activities that are also related to singing, clapping and feet are important for children from an early age, in addition to coordination,

rhythm are important in the process of learning to read and write, because if used correctly in activities, the child learns beyond theory as well as in practice.

The practice with the music used in the school, seeks to develop activities that will contribute to the development of the child, participating in these activities with the music she/he will have knowledge of herself, through the body development and gesture. The body translates the different sounds that through the movements of rocking, walking, reflection, jumping, among others, performing the intentional body movement, the student translating the sound into another language such as dance.

Music has several functions, contributing as a facilitating means to form habits and behaviors, planning activities for the formation of the human being, by teaching values such as respect and hygiene. It is also important for the formation of the child and provides for the development and education process. When listening to music, children create movements, such as clapping their hands, feet and swaying their body, being a natural thing, they move their body, sing, create facial expressions, create their dance and show the feeling of joy.

Music education can be incorporated as an integral part of the formation of the individual since childhood, serving several purposes, such as the formation of habits, attitudes and behaviors: when washing hands before lunch, when thanking “daddy in heaven” for more a day of study, brushing teeth, memorizing content, numbers, letters, etc. (BUENO, 2012, p. 55) (Our translation).

Music is important for interaction in the school routine and in the activities carried out within the classroom with the students, it can be worked in different areas in early childhood education by the teacher, in the organized and planned contents, this interaction with music is part of the playful environment. that facilitates the learning process of children. Being very important, as it stimulates the balance and happiness of the child who belongs to a magical and innocent world, where music is present, therefore, it should not be excluded from the daily life of the school and family environment. When singing is important, because the child releases emotions and it is not necessary to be a singer to sing with him, just letting the voice come out naturally is the teacher's animation that arouses the students' interest and not if he has experience as a professional singer.

In early childhood education, it is a means of benefiting work using music, arousing students' interest in exploring, moving, inventing, from which the teacher delivers materials, instruments and objects to her. For the environment to be more interesting, it is important for the educator to decorate the room, this helps the child to be relaxed to sing. The teacher looking for children's songs that are repetitive and rhymed, this facilitates the meaning and

understanding of words, because when singing, the music will help the student to improve speech, learn new words, improve their vocabulary and be able to read faster.

The musical activities worked in the classroom, allow the student's participation, involving new experiences and participation of seeing, touching, listening, assists in the auditory development, memorization, concentration, corporal perception, abilities and involvement with the environment, with the rhythm of the music the child also wants to move and creates body expression.

[...] the rhythmic-musical experiences that allow an active participation (seeing, listening and playing) favor the development of children's senses. When working with sounds, she develops her auditory acuity, when accompanying gestures or dancing she is working on motor coordination and attention, when singing or imitating sounds, she is discovering her abilities and establishing relationships with the environment in which she lives (BUENO, 2011, p. 182) (Our translation).

In the teacher education course, there is no specialization for the teaching of music, the teacher needs to seek courses and training, to learn how to teach music in the classroom according to their reality and activities that will help in the learning and development of children.

Integrating music into early childhood education implies that the teacher must assume a posture of availability in relation to this language. Considering that most early childhood education teachers do not have specific training in music, it is suggested that each professional does a continuous personal work with himself (BRASIL, 1998, p. 67) (Our translation).

If the educator researches new alternatives, he/she can create a pleasant environment, understanding that music is important for the formation of the child, it being worked freely in the environment making the students express themselves more, for the development different materials and objects can be delivered, making an excellent job the teacher will be looking for the best for his students.

Final considerations

This work was carried out in the perspective of understanding how music is important for students of Early Childhood Education, presenting the benefits and contributions being used in activities carried out within the classroom as a pedagogical tool is worked by the interaction in the routine, games, dances, songs between others.

Working with this theme was a learning moment in this educational period, as it aroused a great interest to know more about music and how it is fundamental for the development and teaching learning of the child to work in Early Childhood Education teacher initial education there is no need of being a musician, but seeking, researching and studying, acquiring knowledge to take the classroom as a meaningful, pleasurable and playful activity.

The stages of a child's development have a sequence that all people go through and that cannot be interrupted, each is according to age, one is prepared for the other. In Early Childhood Education, the activities developed by educators including playful activities to make the environment more pleasant, the practice of meaningful activities contributes to children's cognitive development.

In the daily life of the child, the ludic is present since birth, it is fundamental for the development, happening this in the learning process, the child in the course of its growth will be important for its knowledge of the world in which it lives. In the school environment, it would be a motivation to arouse interest in learning, so the game and play are fundamental, generating moments of socialization among children and appropriating social rules, the teacher needs to accompany these moments, leaving the children free and making the class more enjoyable.

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How to reference this article

ANHAIA, M. H. F.; MARIANO, M. L. The importance of music in child education. **Temas em Educ. e Saúde**, Araraquara, v. 17, n. 00, e021022, jan./dez. 2021. e-ISSN 2526-3471. e-ISSN 2526-3471. DOI: <https://doi.org/10.26673/tes.v17i00.16743>

Submitted: 19/07/2021

Required revisions: 21/08/2021

Approved: 18/09/2021

Published: 04/10/2021