

# *Estrategia para la preparación técnico-metodológica de los docentes de círculos infantiles en educación musical*

## *Strategy for the technical-methodological preparation of kindergarten teachers in music education*

Ania Suárez- Garay

Clara Luz Cruz-Cruz

Yaimara Díaz- Izaguirre

Universidad Central Marta Abreu. Las Villas. Cuba

**Correo electrónico(s):**

asgaray@uclv.cu

claralc@uclv.cu

ydizaguirre@uclv.cu

---

Recibido: 23 de septiembre de 2016

Aceptado: 23 de diciembre de 2016

---

**Resumen:** La práctica pedagógica, los instrumentos aplicados y la experiencia alcanzada por las autoras de este artículo como maestras de educación musical indican que existen insuficiencias en la dirección de la educación musical en el círculo infantil. El presente trabajo tiene como objetivo proponer una estrategia, diseñada en cuatro momentos, para la preparación del personal docente de círculos infantiles en aspectos técnicos-metodológicos que contribuya a elevar la calidad de la dirección del proceso educativo en educación musical.

**Palabras clave:** Educación musical; Educación artística; Proceso docente educativo; Preparación técnico-metodológica

---

**Abstract:** The pedagogical practice, the use of teaching means and the experience reached by the authors of this article as music teachers indicate that there are insufficiencies in the direction of musical education in kindergarten. This paper has as objective to propose a strategy, designed in four moments, for the preparation of the teaching staff of kindergarten in technical-methodological aspects that contributes to enhance the quality of the management of the educational process in music education.

**Keywords:** Musical education; Artistic education; Educational teaching process; Technical-methodological preparation

---

## **Introduction**

Music as a manifestation of art and expression of beauty is one of the ways that man uses to express himself artistically. For this reason, several countries of the world are working on music education in their study plans. It is very impressive what Venezuela has achieved with its youth and children's orchestras. In Argentina, choirs of children and youth are being created, and Mexico has incorporated it in all its teachings

Cuba has incorporated musical education as part of its educational program from the first years of study with the aim of developing the aesthetic, harmonious and multifaceted sense of the child. In pre-school education music education covers the development of voice, hearing, rhythm and body expression, always from the simplest to the most complex. In primary education workshops are

held with art instructors for the assembly of songs by soloists and choirs to different voices and small choreographies and some aspects of the life of local musicians are studied. In the secondary and pre-university education the study and deepening of the contents of the previous teachings is continued. On the other hand, there is the specialized teaching of music in art schools at the elementary and higher levels where musical education programs also include musical literacy (solfeccio), and the study and mastery of a musical instrument.

María Antonieta Henríquez, referenced by Díaz (2015), states that there is confusion between musical education and music education, and that it is necessary to know the characteristics and particularities of each of them and establish their differences. Consider that music education is:

The learning of music through living experiences and in which everyone (...) participates equally, does not reserve limits for the teaching of an instrument or specialty, but from nursery circles and from breastfeeding, provides the opportunity to all, in a massive and spontaneous way, to participate in the musical act, whether by singing, playing an instrument (...) of easy handling or through rhythm and body expression. Educational process of music aimed at the development in the individual of the abilities, knowledge, skills and habits that will allow him to have a musical judgment of reality, based on the experience and analysis of the sound phenomenon, which guarantees to have assessments of the musical fact as a whole. It is aimed at forming an aesthetic attitude regarding sounds, to understand the musical fact: qualities of sound, sense of time, speed, sound combination, by educating the ear, the voice, the rhythm, the movement, the instrumental practice (p.2).

The pedagogical practice and the experience reached by the author as a music educator shows that there are insufficiencies in the direction of musical education in the children's circle. In the present work, a strategy is proposed that contributes to raising the technical methodological preparation of teachers to lead this educational process with quality.

## **Development**

Changes in education require immediate updating of the professionals responsible for carrying out these transformations, who are consciously prepared to raise their preparation to improve the educational reality of their centers.

This preparation guarantees that educators in day care centers can stimulate the development of the abilities of minors and the acquisition of skills in less time and with higher quality. For this reason they must cover themselves with the motivation required to assume it, convinced of the need to expand their knowledge and its usefulness. It requires skills to apply theoretical knowledge in educational practice, to gather information that increases knowledge and to search for new procedures. It must be directed in close relation with the knowledge that is intended to be updated, and research to be able to solve the needs; Starting from a well-defined objective and foresee all the forms and ways that the teacher will use for its execution, as well as the forms of control.

The applied instruments -interviews with educators, survey of the board of directors, observations of the programmed and independent activities, knowledge test - allowed to verify the insufficiencies that the educators of the nursery schools present to successfully undertake music education. Among them: little mastery of the concept of music education, they do not know how to read musical writing, they do not master the essential elements of music, they do not know how to determine with precision the methods, evaluation procedures, means, and skills to be taken into account for planning activities; At the time of executing the programmed activities, they do not take into account the necessary methodological treatment according to the aspect of the musical education being worked on; they do not show total commitment to their preparation, claiming that this content is specific to music specialists.

Taking into account these deficiencies, it was decided to propose a strategy that contributes to alleviating them. The term strategy appears with a frequency that cannot be underestimated in the studies associated with the field of education, and it is a tangible recurrence in the didactic works that currently come to light. Many researchers agree that it is a process of actions aimed at obtaining an end, an objective.

Valle Lima (2012) defines it as a set of sequential and interrelated actions that starting from an initial state (given by the diagnosis) allows directing the transition to an ideal state as a result of planning (p.35).

Attempting to identify the characteristic features of the proposed strategy, the author considered as a strategy integrated sequences, more or less extensive and complex, of actions and procedures selected and organized that, attending to all the components of the process, seek to achieve the educational purposes proposed . In this sense, the elaboration strategy is considered as a set of successive, coherent and closely related actions that motivate the teachers so that they are ready to assume the technical - methodological preparation directed to the treatment of music education in the educational process.

The strategy is structured in four dialectically interrelated stages according to the function that each of them performs and the logic that must have any preparation process where the methodological work is the context and at the same time the way to its realization. The process of developing the strategy evolves through four steps that make up the following methodological algorithm: diagnosis of educational needs, development of the strategy, execution of the strategy and its evaluation.

In this way the strategy is structured in:

1. goals
2. Actions
3. Contents
4. Media
5. Ways
6. Evaluation
7. Participants / Responsible

This strategy was elaborated based on the bibliographic studies carried out in the methodological orientations and programs of Preschool Education, the applied instruments, and the criteria given by the specialists about the importance of technical-methodological knowledge of the aspects of music education.

The procedures to be used in the strategy correspond to the technical-methodological preparation of the teaching staff, the integration of all the elements of the music, and the direction of the topics of preparation to the teaching staff in the technical-methodological aspects of music education in the educational process.

It is considered by the author as general features of a strategy:

- The conception with a systemic approach in which co-ordination relations predominate, although relations of subordination and dependence are still present.
- A dialectical character that is given by the search for the qualitative change that will occur in the object, by the constant adjustments and readjustments that may occur in its actions, and by the articulation between the objectives (goals pursued) and the methodology (instrumented pathways) to achieve them), among others.

Among the elements that should be present in a strategy are:

- Existence of dissatisfaction regarding the phenomena, objects or educational processes in a specific context or scope.
- Diagnosis of the situation.
- Statement of objectives and goals to be reached in certain periods of time.
- Definition of activities and actions that respond to the objectives set and responsible entities.
- Planning of resources and methods to make execution viable.

### **Stages of the strategy**

**First stage:** Determination of preparation needs.

**Objective:** to propose a strategy for the preparation of teaching staff in children's circles that contributes to raising the quality in the direction of music education.

**Actions:**

- Analysis of the educational programs of the 2nd, 3rd and 4th cycles of pre-school education that govern the methodological work of preschool teachers.

- Application of surveys to educators and assistants, and interviews with managers.
- Analysis and processing of the information collected.

This allowed for a global and detailed assessment of the teacher preparation needs that constituted the initial real state of the research object. Through the processing of the information the potentialities and weaknesses were obtained.

The instruments applied resulted in the persistence of technical-methodological shortcomings in terms of:

- They do not dominate dial rhythms; they understand badly the pulse, and the qualities of sound.
- In the auditory education or development of the ear the songs pass of oral tradition without considering the tuning, or the musical writing.
- In vocal education with notions of collective and indirect singing, the melody is not maintained.
- The insufficient technical-methodological preparation is that they do not have mastery of the methodological treatment of the three major aspects.

### **Second stage: planning**

**Objective:** planning the actions to be carried out to address the preparation of professors regarding the treatment to musical education in the educative process.

### **Actions:**

- Planning the preparation actions.
- Determining the organization ways to prepare tutors, among them: the methodological preparation and the self preparation using a pamphlet written by Yaimara Díaz Izaguirre, Clara Luz Cruz Cruz and Ania Suárez Garay, with theoretical- methodological contents related to listening, musical notes, vocal education, singing and rhythm education.
- Structuring the essential contents of the preparation for the development of music education.
- Preparation of the brochure.

- It is determined that the contents presented in the brochure, developed and deepened in the methodological preparation are systematized in the groups of cycle, in the analyzes that are derived from the control visits. In a practical way, they will be applied in the pedagogical direction of the educational process, inserting them gradually. It will be done in the demonstration activity in each of the cycles at the end of the month.
- Selection of appropriate methods and procedures to achieve greater efficiency in the development of the organizational forms of the methodological preparation system.

Objectives Actions Contents Media	Teaching Ways Evaluation Participate	Appreciate music with a totalizing vision Development of methodological activities.		Study of the sound properties brochure	Expressive means of music.	Procedure to listen to music. Banner
Tape recorder	Cassette	Brochure Activity	methodological	Collective cycle Observe, ask, perform music activities with these contents. Teachers of the children's circle of the sample and research.	Develop the possibilities of the voice. Development of methodological activities.	Study of
Preparator booklet and exercises for singing.	Montage of songs.	Methodological procedures Balloons Methodological activity	Cycle group Observe, ask,	Design guidance to the family. Teachers of the sample of the	Deepen into the rhythmic elements.	Express body movements and dances. Development of methodol

				children's circle and research.		ological activities .
Study of brochure	Natural movements of locomotion.	Play rhythmic patterns (5th and 6th) with different parts of the body. Keys, güiro and bongoes.	Instrumental music	Peasant stamp audition Open music activity.	Collective cycle	Demonst ration of how to work the elements of rhythm.
Use of musical instrument s.	Play choreograph ies Teachers of the	Sample of the children's circle and researcher	Develop the	musical reading	Domain of the brochure. Developme nt of methodolog ical activities.	Study of

Table 1. Form of actions

Source: The author

### Third stage: implementation of actions

**Objective:** to implement in practice the actions of the prepared preparation strategy, inserting them into the methodological work system of the center (cycle group).

### Actions:

- Realization of the first topic of the methodological preparation where they appreciate the music with a totalizing vision of the sound fact, and the teachers are made aware to guarantee that they are ready to fulfill the preparation actions.
- Presentation of the contents of the brochure for self-preparation.
- Instrumentation of the topics of methodological preparation.

The themes allow, based on the technical preparation obtained previously with the brochure that everyone learns from everyone, multiplies the best experiences, allows to determine regularities



and individual needs that will serve as the basis for the constant redesign of collective and individual actions.

During the development of the topics, the technical-methodological preparation will be guaranteed, as well as seeing the skills of the teachers when singing, listening and coming to solfege different melodies aimed at the development of the treatment of music education in the educational process.

- Systematization of the contents of the topics in the educational process.

In this stage the ideas of transformation and changes that are necessary to bridge the gap between the current diagnosis of the needs of teachers and the level of preparation desired, ensuring the change, the qualitative leap, which will lead to higher levels, are concretized in practice. in the technical methodological preparation of teachers.

It constitutes the moment in which the subjects will be instrumented, the practical systematization of the contents in the daily educational process. The demonstration activity will close the system of activities on the theme developed.

#### **Fourth stage: evaluation**

**Objective:** to evaluate the fulfillment of the partial objectives and the goals achieved through the actions aimed at raising the preparation of teachers in the three directions.

- Mastery of the concept of music education and its fundamental aspects.
- Treatment of music education in the direction of the educational process in terms of methods, procedures, means, and forms of evaluation.
- Awareness and motivation for music education.

This stage is of great importance, it is closely linked to the process of control, it does not constitute a final moment but on the contrary it has a systemic, continuous and feedback nature. It has the purpose of assessing the changes that are taking place in the methodological preparation of teachers, which allows designing new actions or redesigning existing ones, contributing to increase the effectiveness of the preparation strategy.

The content of the preparation will be subject to constant evaluation, which will systematically update the diagnosis and incorporate new goals according to the needs.

## **Conclusions**

The strategy of preparing educators in children's circles on music education is characterized by developing actions aimed at achieving the commitment of teachers to face their preparation in technical-methodological aspects of music education.

After applying the proposal, there were evident tendencies to motivation, and evident disposition in the transformations carried out in knowledge and in procedural resources for planning, execution and evaluation.

## **Bibliographic references**

- Berges, J M. (2003). *Modelo de superación profesional para el perfeccionamiento de habilidades comunicativas en docentes de Secundaria Básica*. (Tesis de maestría). Universidad “Félix Varela”, Villa Clara, Cuba.
- Díaz López, R. (2015). *Lecturas de Educación Musical y su Didáctica*. La Habana: Pueblo y Educación.
- León, A. (1981). *Del canto y el tiempo*. La Habana: Pueblo y Educación.
- Ortega Sánchez, P. y Morales X. (2000). *Educación Musical y Expresión Corporal*. La Habana: Pueblo y Educación.
- Ortega Sánchez, P. (2000). *Educación Musical*. La Habana: Pueblo y Educación.
- Valle, L. (2012). *La investigación pedagógica. Otra mirada*. La Habana: Pueblo y Educación.