



Musical Expression as a Didactic Strategy to Strengthen Orality in Preschool Boys and Girls

La Expresión Musical como Estrategia Didáctica para Fortalecer la Oralidad en Niños y Niñas de Preescolar

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Abstract

The present study sought to assess the effectiveness of a music-based teaching strategy for strengthening orality in preschool children at the Guamalito, Bajo Plumero site. A quasi-experimental design was used with a treatment group and a control group, and several activities were implemented to strengthen orality through music. A quasi-experimental design including a control group and a treatment group was used. The groups were selected from the preschool student population of the Guamalito, Bajo Plumero branch of the Arenoso Rural Educational Institution. The sample consisted of 20 preschool students. The main instruments used were an observation form and an evaluation grid for each activity. The results obtained showed a significant improvement in the orality of the students in the treatment group compared to the control group. Strengths and weaknesses in the implementation of the didactic strategy were identified, and adjustments and improvements were made for future implementations. It is concluded that the music-based didactic strategy is effective for strengthening orality in preschool children,

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and its implementation in other educational contexts is recommended. It is necessary to continue researching and improving didactic strategies for strengthening orality in early childhood.

Keywords: Empowerment, Preschool, Music, Communication Skills and Assessment.

Resumen

En el presente estudio se buscó valorar la efectividad de una estrategia didáctica basada en la música para el fortalecimiento de la oralidad en niños y niñas de preescolar en la sede Guamalito, Bajo Plumero. Se utilizó un diseño cuasiexperimental con un grupo de tratamiento y un grupo de control, y se implementaron diversas actividades para fortalecer la oralidad a través de la música. Se utilizó un diseño cuasiexperimental que incluía un grupo de control y un grupo de tratamiento. Los grupos fueron seleccionados de la población estudiantil de preescolar de la sede Guamalito, Bajo Plumero, de la Institución Educativa Rural Arenoso. La muestra estuvo compuesta por 20 estudiantes de preescolar. Los principales instrumentos utilizados fueron una ficha de observación y una rejilla de evaluación para cada actividad. Los resultados obtenidos evidenciaron una mejora significativa en la oralidad de los estudiantes del grupo de tratamiento en comparación con el grupo de control. Se identificaron fortalezas y debilidades en la implementación de la estrategia didáctica, y se realizaron ajustes y mejoras para futuras implementaciones. Se concluye que la estrategia didáctica basada en la música es efectiva para el fortalecimiento de la oralidad en niños y niñas de preescolar, y se recomienda su implementación en otros contextos educativos. Es necesario continuar investigando y mejorando las estrategias didácticas para el fortalecimiento de la oralidad en la primera infancia.

Palabras clave: Fortalecimiento, Preescolar, Música, Habilidades Comunicativas y Evaluación.

Introduction

The acquisition of language, an indispensable vehicle of thought, transcends mere semantics by being inextricably linked to cultures, beliefs, meanings and human beings (Vygotsky, 1978). This crucial human capacity begins to develop early in life, with the home being its first setting, and marks the beginning of social interaction (Bruner, 1983). Children, for their part, are prepared to build their knowledge of the real world, guided by the need to communicate thoughts, feelings, desires, questions and answers in a variety of contexts (Jaime & Rodríguez, 2014).

In Colombia, it has been observed that one of the main obstacles in school problem solving lies in the relationship between university level transitions and the use of oral language (MEN, 2016). This reality highlights the need to incorporate critical and introspective approaches in education. Along these lines, it is essential that preschool teachers design and implement new teaching methodologies that foster literacy spaces, promote family participation, stimulate imagination and help in the construction of discourse (Freire, 2005).

The preschool stage is critical for children, since in this period they begin to assume roles outside the family and enter a new stage of life (Piaget, 1964, p.34). Therefore, it is crucial to generate a school environment in which students can interact in a formal, critical and reflective manner, turning the school into a place that forms competent verbal participants in various communicative situations (Bourdieu, 1991).

In the Arenoso Rural Educational Institution, located in the Guamalito, Bajo Plumero, in the municipality of San Vicente del Caguán, Caquetá, it has been identified that preschool children present difficulties in the use of language. This limitation seems to be the result of the lack of strategies and methods that effectively address the development of communication.

In response to this challenge, the present research seeks to strengthen the development of orality in preschool children through musical expression. This general objective is broken down into specific goals such as identifying the children's level of communicative competence, designing and applying a didactic strategy based on

music, and evaluating the activities implemented to strengthen the students' orality.

We are confident that this study can contribute significantly to improving the communication and verbal expression of preschool students, thus fostering their formative and personal development. Finally, it is important to highlight that this work contains chapters that provide a broader context about its importance, relevance and pertinence in the Colombian educational sector.

We hope that these findings and efforts will serve to inspire and guide future initiatives in the ongoing quest to improve education and, in particular, language acquisition in preschool children.

Language is the essence of the communicative act, enabling the development of creative abilities, through which desires, needs, curiosities and thoughts can be communicated, allowing the expression, affirmation and formation of character.

According to Vygotsky (1962), "language is the medium through which thought is acquired and reality is constructed, being the communicative act the main tool of learning and cognitive development" (Cited by Berrocal & Aravena, 2021, p.7310). Along with the above quote, it is key to mention that communication is fundamental in the teaching-learning process, since it establishes a connection between the teacher and the student, and allows the construction of a social voice.

At the same time, Herrera & et al (2019), consider the school a positive environment, because it allows children to develop strategies to build their own voice and is safe to use formally in different social spaces. These positions allow us to think of the classroom, as an adequate space to foster orality.

However, it is also possible to consider certain aspects of the school environment that may present challenges to achieving this goal. For example, at times, the educational system tends to be inflexible in terms of its teaching methods, which could limit opportunities for students to explore and develop their voice in authentic and meaningful ways (Gómez & Gómez, 2021).

In short, using music as a tool to develop oral expression in preschool children is an interactive way to help each student learn to communicate his or her thoughts, overcome shyness, and actively

participate in his or her own learning process. This approach not only reinforces positive attitudes, but also provides children with a well-rounded education that encompasses intellectual and emotional aspects. "Music not only represents a stimulating and facilitating source for learning, but also enhances countless qualities and abilities in the little ones, enriching their educational experience" (Alegria & et al, 2021, p.45).

Therefore, the implementation and evaluation of the results obtained in this study can guide educators in the adoption of pedagogical approaches aimed at promoting the development of communication skills in children of the institution. "This would facilitate interaction among the participants in this process and improve their academic performance" (Romero & et al, 2021, p.34). Jointly, it would ensure the formation of participative, critical, goal-oriented and dynamic students, both in diverse learning contexts and in everyday life.

Ultimately, when preschool students are able to incorporate musical expression as an integral element of their daily lives, we would be responding to the needs of the surveyed population and the educational community of the institution that participated in its development.

Because of this, the objective is to address fundamental aspects of the skill to strengthen communication. Musical expression enables students to improve their communication in various school and family settings to some extent, thus contributing to their integral development and the fostering of effective interpersonal relationships.

This research seeks to answer the question: How to strengthen the low level of orality through musical expression as a didactic strategy in preschool children of Guamalito, Bajo Plumero of the Arenoso Rural Educational Institution of the Municipality of San Vicente del Caguán Caquetá?

To achieve this, the general objective is to strengthen the development of orality through musical expression in these students, while the specific objectives focus on identifying the level of the communicative dimension of the children in question, designing a didactic strategy based on music to reinforce this dimension and orality, and evaluating the activities implemented in the process of

strengthening orality in preschool students at the Guamalito, Bajo Plumero site.

Methodology

The research proposal is based on the action-research approach, which allows addressing practical problems in specific contexts in a participatory and collaborative manner. Various techniques and instruments will be used to collect relevant information, such as direct observation, semi-structured interviews, questionnaires, document analysis, audiovisual recording and field diaries. These methods will provide data on the impact of musical expression on the development of orality in preschool children. The information collected will be analyzed systematically and rigorously, combining qualitative and quantitative approaches, in order to obtain valid and reliable conclusions on the topic. This methodological approach guarantees the quality and robustness of the results obtained in the research.

Results

In order to analyze the educational processes carried out in the transition grade of the Arenoso Rural Educational Institution, Guamalito Bajo Plumero, an initial diagnosis was made through direct observation. It was identified that the methodology used by the teachers was traditional and not very attractive for the children. The environment is a determining element in any educational context, and even more so in the case of preschool children. The environment observed was not the most appropriate, since, due to its new school methodology, the children had to sit in front of the teacher, which increased fatigue and distraction with their classmates.

20% of the individuals use discourse, while 50% do not manage discourse and 30% manage discourse by retaking the text. These results suggest that the majority of individuals (80%) present difficulties in the development of orality, as they do not handle speech effectively or require retaking the text to do so.

From this analysis it was deduced that there were some difficulties in the development of orality due to the little participation and use of discourse in the situations presented. However, the reasons or the determining factor in this educational need were unknown.

For this reason, it is necessary to formulate a more precise instrument, where it is possible to evaluate the characteristics of linguistic competence, in order to identify in which aspect the students had more difficulties.

The instrument designed to identify the children's needs was the grid to identify the development of oral expression in children in the transition grade.

It was elaborated with the purpose of identifying in which aspect of linguistics the educational need was present, due to the fact that factors such as lack of attention, possible oral-phonetic problems, auditory perception and discrimination, and use of language are involved.

Attention is a determining factor for good performance in any discipline and/or art, the results show that in descriptor A, 20%, a little more than half of the students, indicate that this percentage does maintain eye contact, in descriptor B, the highest percentage is 30%, indicating that this figure sometimes attends when spoken to, in descriptor C, 50% is located, indicating that only this percentage of the population has the ability to anticipate.

At a sociocultural level, the verbal stimulation received by the child in his natural environment is fundamental, this will depend on the affective relationship and the quality of verbal interactions. It can be said that, in general, children do not present difficulties in this aspect, since they do not present any type of malformation in the phonatory organs.

At the same time, it can be evidenced that the number of children who must raise their voices to understand the messages are very few, all can locate sounds or noises of different kinds, some have difficulty repeating words and phrases, although the development of language continues until the age of ten or twelve, it seems that the most important aspects have been acquired or should be acquired in the child by 4 or 5 years of age; there are few studies, although there are indications that many aspects of grammar are not consolidated until puberty.

A little more than half (50%) of the infants' language is clear, but there remains a question about 40% of the children whose language is

sometimes clear, when they repeat a phrase or syllable again 10% of the children manage to communicate with clear language.

The use of oral language in education from early education is a priority in the formation of students because it allows the increase of speech being an important part of the cognitive process, in which expressing oneself orally becomes a necessity for children, thus allowing the construction of coherent ideas and the ability to listen.

This aspect shows difficulties that begin with the ability to maintain a dialogue for a certain time, 34% do, 46% sometimes and 20% do not; the same situation occurs and in the same percentages when telling facts, experiences and events; when answering questions 67% do it and 33% sometimes and when using language to ask for help, give an opinion or ask questions 10% do it.

The analysis of the results of the evaluation of the use of language allowed us to identify the difficulties that the children had in initiating and maintaining a conversation, in commenting on something they knew, they showed shyness and little participation, difficulties in managing turns of speech, and in anticipating the possible feelings and/or actions of the characters.

Design of a didactic strategy based on music to strengthen the communicative dimension and orality in preschoolers .

During the research process, an analysis of the answers provided by the experts was carried out in relation to the second objective of the research, which was developed in this chat.

In the analysis, the opinions and experiences shared by the experts were taken into account in order to obtain a more complete understanding of the strengthening of orality in preschool children through musical expression.

The experts highlighted the importance of using appropriate pedagogical approaches that encourage children's active participation and promote the development of their oral communication skills. Approaches such as project-based learning, play and sensory exploration were mentioned as effective in strengthening orality in the context of musical expression.

Regarding the resources and materials used, the importance of using percussion musical instruments was emphasized, as well as bodily sound resources such as clapping and voices, to enrich the musical experience and promote the oral expression of the children.

In planning the music sessions, the experts emphasized the importance of creating a playful and motivating environment, where children feel comfortable to actively participate and develop their oral communication skills. The importance of incorporating elements such as songs, role-playing and dramatization activities to encourage oral expression was mentioned.

Regarding the evaluation of children's progress, the importance of using clear and specific criteria to assess the development of orality through musical expression activities was highlighted. The experts mentioned the importance of assessing children's pronunciation, intonation, fluency and oral comprehension as key indicators of the development of orality.

In order to evaluate the children's level of orality, different evaluation instruments were mentioned, such as rubrics, checklists and recordings of the musical activities. These instruments allow an objective evaluation of the children's performance in terms of pronunciation, intonation and oral expression in general.

Regarding feedback, the importance of providing constructive and specific feedback that helps children improve their oral expression during music activities was highlighted. The experts highlighted the importance of highlighting positive aspects and providing suggestions for improvement so that children feel motivated to continue developing their oral communication skills.

Regarding the instrument The instrument designed to evaluate the level of orality in preschool children in the context of musical expression is an evaluation grid. This grid consists of different evaluation criteria, such as correct identification of vowels, clear and correct pronunciation of words, adequate comprehension of the message of the song, among others.

The evaluation grid is used during the musical expression activities to measure children's progress in the development of their orality. The evaluation criteria established in the grid allow for an objective and clear evaluation of the students' performance.

Each evaluation criterion is associated with a performance level, represented by a color and an emoticon. For example, the color green and the emoticon 😊 represent excellent performance, while the color red and the emoticon 😞 represent poor performance.

The evaluation grid is used continuously and systematically to assess children's performance throughout the teaching-learning process. It allows identifying strengths and areas for improvement in the development of orality and provides specific feedback for each criterion evaluated.

To evaluate the activities implemented to strengthen the oral skills of preschool children at Guamalito, Bajo Plumero.

The evaluations carried out in the third objective of the research focused on assessing the impact of the didactic strategy based on music in strengthening the orality of preschool children at the Guamalito, Bajo Plumero site. Through the implementation of the strategy and the collection of data, assessments were made that allowed obtaining relevant conclusions.

First, it was observed that rhythm and musical tone recognition activities were carried out with varying frequency, from several days a week to occasionally. This suggests that this practice has been successfully incorporated into the curriculum, although the frequency may need to be increased to maximize the benefits in strengthening orality.

For this reason, the musical instruments and sound resources used during the musical expression activities, it was found that percussion instruments were the most used, followed by bodily sound resources such as clapping and voices. This indicates that children have been provided with diverse options to explore and experiment with different sounds and rhythms.

In relation to emotional expression through music, it was identified that the musical activities allowed the children to a great extent to express their emotions. This highlights the importance of music as a powerful tool to channel and communicate emotions in a safe and creative way.

Regarding the children's ability to communicate their emotions through music, it was observed that most of them were moderately

expressive, followed by those who were very expressive. This indicates that the didactic strategy has contributed to fostering emotional expression in the children, although more work can be done to promote greater expressiveness.

Regarding the improvement in pronunciation, it was found that there was a notable improvement in the children's pronunciation after participating in the musical activities. This demonstrates the positive impact of the strategy in strengthening orality and highlights the effectiveness of music as a tool to improve pronunciation.

However, in terms of vocabulary expansion, it was found that the musical activities moderately expanded the children's vocabulary. Although an expansion was achieved, it is important to continue focusing on incorporating activities that promote greater vocabulary acquisition.

In the same vein, the promotion of cooperation and teamwork, it was observed that the musical activities promoted cooperation and teamwork among the children to a great extent. This highlights the value of music as a means of fostering social skills and promoting a collaborative environment.

Finally, changes in the way children interact with each other, significant changes were observed after participating in the musical activities. This indicates that the strategy has contributed to strengthening the children's social interaction skills, creating an environment in which communication and collaboration are fostered.

This research has addressed the problem of strengthening orality in preschool children through a didactic strategy based on music. Through the action-research approach and the active participation of the students, significant results have been obtained that show the positive impact of the strategy in the development of communication skills.

In relation to the findings, it has been observed that musical activities have contributed to improve children's pronunciation, verbal fluency, emotional expression and teamwork. These results are consistent with previous studies by authors such as Kemmis and McTaggart (1988) and Reason and Bradbury (2001), who highlight the importance of action research in improving teaching practice.

The didactic strategy implemented has allowed children to become actively involved in musical expression, developing communicative skills in a playful and creative way. The use of musical instruments, corporal sound resources and the incorporation of thematic songs have proven to be effective in expanding vocabulary and oral comprehension.

Likewise, a positive change has been observed in the way children interact and collaborate with each other, which highlights the importance of music as a tool to promote social skills and strengthen peer interaction. These results coincide with Carr and Kemmis's (1988) approaches on the improvement of teaching practice through participatory action research.

In response to the problems studied, the implementation of a didactic strategy based on music is proposed as an effective tool to strengthen orality in preschool children. The results obtained support this proposal and suggest that music can be used in a meaningful way in the educational environment to foster the development of communicative skills and promote a dynamic and participatory learning environment.

In conclusion, this study has shown that the implementation of a didactic strategy based on music can have a positive impact on the strengthening of orality in preschool children. The findings obtained support the importance of incorporating music into the educational curriculum and suggest that music can be an effective tool to promote the development of communicative skills. However, future research is needed to continue exploring and improving this strategy, adapting it to different contexts and evaluating its long-term impact.

Conclusions

In order to strengthen the oral skills of preschool children at the Guamalito, Bajo Plumero school, a didactic strategy based on music was implemented. Through this strategy, we sought to improve pronunciation, fluency and creativity in oral communication of students.

Throughout the development of the project, the objectives were achieved. First, an innovative didactic strategy was designed to encourage active participation and interest of the students. Secondly,

playful and dynamic activities were carried out to improve pronunciation, fluency and creativity in oral communication. And finally, the results obtained in each of the activities were evaluated, allowing to adjust and improve the didactic strategy for greater effectiveness.

Regarding the contributions to the group's lines of research, this project has demonstrated the effectiveness of music as a pedagogical tool for strengthening orality in preschool children. In this way, a new line of research on music as a didactic resource in the field of preschool education is opened.

For those who want to implement this didactic strategy in other contexts, it is recommended to keep in mind some key aspects. First, it is important to adapt the strategy to the specific needs and characteristics of each group of students. In addition, the support and collaboration of parents and teachers should be sought in order to achieve greater effectiveness in the implementation of the strategy. Finally, a rigorous evaluation of the results obtained should be carried out in order to make adjustments and improvements in the didactic strategy according to the specific needs and objectives.

In conclusion, the implementation of the didactic strategy based on music has proven to be an effective tool for strengthening orality in preschool children. Through this strategy, creativity, active participation and interest of students in oral communication have been fostered. In addition, a new line of research has been opened in the field of preschool education, on the use of music as a didactic resource for the strengthening of communication skills.

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