

Children and music: Benefits of music in child development

¹ Joyanta Sarkar, ² Utpal Biswas

¹ Department of Instrumental Music, Rabindra Bharati University.

² Assistant Professor, Department of Music, Tripura University.

Abstract

Singing and music play an important role in our culture. We'll find music present in many aspects of our lives: theater, television, movies, worship, holidays, celebrations, and government and military ceremonies. But none is as important as how we use music with our children. From birth, parents instinctively use music to calm and soothe children, to express their love and joy, and to engage and interact. Parents can build on these natural instincts by learning how music can impact child development, improve social skills, and benefit kids of all ages. In this work we are presenting the benefits of music in child development.

Keywords: Music, Social Learning, Teenagers, Toddlers.

Introduction



There is most likely music assumes essential part in the instruction of kids from conception to five years old. Right now all Kindergarten Music Activities – tuning in, singing, moving to beat, and investigating with instruments – ought to be focus in the kid and his/her reality. This shows that kids inside of this age stage have specific formative adapting needs and that every one of those giving their consideration and instruction would be shrewd to approach their work formatively. As indicated by Gammon (2003) ^[1], music training was something that passed itself off as the learning of truths about music as opposed to something coming about because of musical engagement. This message should have been conveyed with outright clarity unrestricted by questions or reservations. In helping the child to learn viably and appreciate an adjusted musical improvement, there is a need to study his attributes at diverse ages, premiums, essential needs, sentiments, feelings, propensities, understandings and qualities. The test of the music instructor in utilizing music to confer on a child's development is for him to see his part not as acquainting the tyke with the wealth of the different practices of music through musical experience but instead as "educational overseers" of a socially characterized group of esteemed learning. Lave and Wenger (1991) ^[2] contend that in such circumstances an understudy is not seen as co-member practically speaking but rather as a man to be

changed. As indicated by Reimer (2003) ^[5], music is all around looked for and appreciated by all people, regardless of race for the worth it adds to life. Such values as indicated by the creator are as per the follow:

- ❖ Music is effective at the level of the social gathering on the grounds that it encourages correspondence which goes stunning, prompts shared passionate responses and backings the advancement of gathering character.
- ❖ Music is capable at the individual level on the grounds that it can instigate various reactions – physiological, development, state of mind, enthusiastic, psychological and behavioural.
- ❖ Music has intense restorative impact's which can be accomplished through listening or dynamic music making.
- ❖ Music can advance unwinding, mitigate nervousness and agony, and advance fitting conduct in powerless gatherings and upgrade the personal satisfaction of the individuals who are past therapeutic help.
- ❖ Music can have critical influence in upgrading human advancement in the early years.
- ❖ Dynamic contribution in music making in kids may expand self-regard and advance the improvement of a scope of social and transferable aptitudes.
- ❖ The simple accessibility of music in regular life is urging people to utilize music to improve their feeling of prosperity.
- ❖ Music can impact our conduct in ways which are past our cognizant mindfulness. Learning of these impacts can be utilized to control our work and buying conduct.
- ❖ Music ought to be taught in schools to improve the tyke's capacity to feel and to peruse to boosts.
- ❖ Music is culture oriented and as part of Indian lives, there are many cultural needs of music education.
- ❖ Music makes an imperative commitment to social life outside the school. It adds to the life of the home; comparatively, it gives a shared conviction to love in the congregational sense both in Church and School.
- ❖ Music is a shelter in a bad position and a disintegrate of good character. The thought has been advanced that music

creates adaptability in speculation on the grounds that it draws on such a large number of diverse traits. Music contributes hugely towards customary training and the mix of different types of Indian kids into society. Since whatever they learn at this early phase of life is all around enlisted in their intuitive personality, music is deliberately used in most learning encounters composed for understudies to help them find and add to their identity.

- ❖ Children need cultural education not only in their homes but also in schools (Okoye, 2004) [3].

In the quest for Music in the essential training of the child, the Indian government acknowledged to build up student's social expressions inserted in execution encounters, for example, music, move and dramatization rehearses in her instructive organizations. Music was perceived as one of the core subjects at the primary level in the school educational program. As per Howard Gardner (best known for his hypothesis of numerous intelligences), "music preparing is a successful way, not just to improve the theoretical all-encompassing inventive intuition process, additionally to help with the merging and converging of the mind's capacities" (Gardner, 1884, as cited in James R. Ponter, 1999). Research information demonstrates that the individuals who study music, especially starting at an early age show neurological contrasts when contrasted with the individuals who have not had much preparing. Research unequivocally recommends that early musical encounters engrave themselves on the mind as do every single learning background that have the potential for changing cerebrum association. For instance, studies done by Rauscher, Shaw, Levine, Wright Dennis & Newcomb (1997) [4] showed that music and music direction assume a positive part in upgrading spatial thinking – the mind's capacity to see the visual world precisely, to frame mental pictures of physical items, and to perceive varieties of articles. In particular terms, results demonstrated that listening to Mozart's Sonata for Two Pianos in D Major K. 448 improved spatial-worldly execution in what has gotten to be known as "The Mozart Effect". The significance of this discovering lies in the way that there is developing proof for the positive impact of music on children's development and conduct in schools (Scripp, 2003).

The Benefits of Music

Music ignites all areas of child development: intellectual, social and emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps they learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills. In addition to the other benefits of music, it also provides us with joy. Just think about listening to a good song on the car radio with the window down on a beautiful day. That's joy.



Children's Music and Social Learning

For toddlers and preschoolers, music making can be a dynamic social learning experience. Making music together, children learn to work as a team while they each contribute to the song in their own way. At the same time, music helps children learn that together they can make something larger than the sum of its parts. More benefits of music for children include learning cooperation, sharing, compromise, creativity, and concentration - skills that become invaluable as they enter school, face new challenges, and begin to form new friendships and develop social skills.



Developmental Benefits of Music

Children of all ages express themselves through music. Playing music for infants proves that, even at an early age, children sway, bounce, or move their hands in response to music they hear. Many preschoolers make up songs and, with no self-consciousness, sing to themselves as they play. Kids in elementary school learn to sing together as a group and possibly learn to play a musical instrument. Older children dance to the music of their favorite rock bands and use music to form friendships and share feelings.

➤ Infants and Music

Infants recognize the melody of a song long before they understand the words. They often try to mimic sounds and start moving to the music as soon as they are physically able. Quiet, background music can be soothing for infants, especially at sleep time. Loud background music may overstimulate an infant by raising the noise level of the room. Sing simple, short songs to infants in a high, soft voice. Try making up one or two lines about bathing, dressing, or eating to sing to them while you do these activities. Find musical learning activities for infants.

➤ Toddlers and Music

Toddlers love to dance and move to music. The key to toddler music is the repetition of songs which encourages the use of words and memorization. Silly songs make them laugh. Try singing a familiar song and inserting a silly word in the place of the correct word, like "Mary had a little spider" instead of lamb. Let them reproduce rhythms by clapping or tapping objects.

➤ Preschoolers and Music

Preschoolers enjoy singing just to be singing. They aren't self-conscious about their ability and most are eager to let their voices roar. They like kids' songs that repeat words and melodies, rhythms with a definite beat, and words that ask them to do things. Preschool children enjoy nursery rhymes and songs about familiar things like toys, animals, play activities,

and people. They also like finger plays and nonsense rhymes with or without musical accompaniment.

➤ **School-Age Children and Music**

Most school-age children are intrigued by songs that involve counting, spelling, or remembering a sequence of events. Songs and musical activities with other school subjects also are effective during this child developmental stage. School-age children begin expressing their likes and dislikes of different types of music. They may express an interest in taking musical lessons.

➤ **Teenagers and Music**

Teenagers may use musical experiences to form friendships, and to set themselves apart from parents and younger kids. They often want to hang out and listen to music after school with a group of friends. Remember those days of basement and garage bands? They often have a strong interest in taking music lessons or playing in a band, the lure of becoming a rock idol. School-agers and teenagers might need a reminder to keep the volume down, particularly with headsets. If we can hear music through an MP3 player headset when it's not in our own ears, it's probably too loud.

Conclusion

The importance of music on children development is numerous. This paper presented the introduction of music and child development. Music therapy contributions to psychological, psychosocial and academic improvement. It provides practical guidelines to use music to accommodate children with disabilities.

References

1. Gammon V. The subject general knowledge of Secondary Music PGCE applicants, *British Journal of Music Education*. 2003; 20(1):83-99.
2. Lave J, Wenger E. *Situated learning Legitimate Peripheral participation*. Cambridge: Cambridge University Press, 1991.
3. Okoye, Norbert. *The Challenge of Nigeria School Certificate*. Ibadan: NPS Education Publishers, 2004.
4. Rauscher FH, Shaw GL, Levine LJ, Wright EL, Dennis WR, Newcomb RL B. Music training causes long term enhancement of preschool children's Spatialtemporal reasoning, *Neurological Research From the Power of Music* 1997; 19:2-8.
<http://www.thepowerofmusic.co.uk>).
5. Reimer B. *A Philosophy of Music Education*. Englewood Cliffs: Prentice Hall, 2003.