International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 04, 2020
ISSN: 1475-7192

The musical intelligence as a basic competition in parvular teacher

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ABSTRACT---*In the Jama Educational Unit, there are preschool classrooms, where it has been noticed that the musical strategies are not applied correctly in the teaching process, the research has been aimed at knowing the level of competence in the learning of musical intelligence in kindergarten teachers, to complete it an instrument was applied through the use of the survey of teachers that are directly linked to this level of education today, noting that all respondents meet the basic aspects evaluated in relation to the use of musical techniques, to enhance multiple intelligence at the nursery level; It was obtained as a result that the pedagogues of the investigated unit, however, it was observed that they do not satisfactorily apply musical intelligence, as a tool or work strategy in the classroom to improve the integration process of the students.*

Keywords---*innovation, motivation, musical intelligence, skills, teaching-learning.*

I INTRODUCTION

Multiple intelligence is a topic addressed in the current moments, mainly at an early age, where the child is able to learn quickly because the brain begins its development and is learning in an advanced way. Musical intelligence is associated with multiple intelligence processes, which begin and develop at an early age. In pre-school education, the educational process continues, as some authors put forward as soon as It begins the child is born and also in Initial Education. from the mediation of cognitive processes for integral human development (Escobar, 2006;), one of the necessary ones in the educational process, because it is where children begin their teaching process, develop their psychomotor skills and abilities, locomotive, enhancing the intellectual part and in turn learns to integrate with the outside world, for this reason, the teachers of this specialized (Cabrera &Dupeyrón, 2019;).

The new technologies, currently help the development of education in kindergartens by making their educations advance in the educational process, so the teacher needs to innovate, with the interest of making new learning strategies. Nursery teachers must apply motivational methodologies primarily in musical intelligence with students (Picie*et al.*, 2012; Astuti*et al.*, 2018; Hepsiba*et al.*, 2017), this makes the teaching-learning process develop musical intelligence.Other authors suggest that music education favors meaningful learning (Velez,

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DOI: 10.37200/IJPR/V24I4/PR201014
Received: 12 Oct 2019 | Revised: 23 Sep 2019 | Accepted: 15 Jan 2020

2017), where he mentions that the human brain has the ability to learn quickly, through music, in the first years of life.

Intelligence is the ability of logic, to help solve problems and learn to master the thinking and creativity of each being. Music is one of the first qualities that the child since he is in the womb of his mother can perceive, hence the doctors propose to pregnant women to put music in a way that creates a suitable environment not only for the mother if not for the future baby and family.Various research carried out by neuroscientists, shows a consensus on the importance of early childhood as a sensitive period in which there are a significant development and brain process, all because of the way the brain has acquired since its formation, in the Mother's pregnancy phase (Moreno *et al.*, 2018).

The education offered by health professionals is a work of special attention that prepares society to have healthy children using musical therapies that are oriented during the gestational period, so the first educational agents in this period are responsible for providing education to families and mothers based on the stimulation with music to children, which encourages the development of communication from an early age, which in turn will allow the development of musical intelligence from an early age, as elementary support of The educational modalities.

This whole matter constitutes a cognitive tool that assists the appropriation of this habit from an early age without distinction of culture, nor times being able to transform into an individual experience that will allow the schoolchild from this cognitive process to maintain cordial relations not only with his family; but also in the social sphere from there the need to keep musical intelligence as a competition to achieve better communication between the family and the child from the conception itself, being timely from all moments of life from the intrauterine stage where it is due to maintaining a solid emotional education, in order to strengthen parents and baby relationships, during pregnancy (Roncallo*et al.*, 2015; Rusman& Lukman, 2017; Suastra&Ristiati, 2017).

The methodology used to carry out the research is of a qualitative type, where the processes that have occurred in preschool students are valued as seen from the opinion of the teachers in the “Jama” educational unit; In addition, the inductive, deductive, synthesis analysis method was used to reach conclusions that correspond to the fulfillment of the objective that is related in determining the basic competencies that the teacher has in preschool education, in the application of musical intelligence in the process of teaching-learning.

II MATERIALS AND METHODS

The research is of a qualitative, observational type, for which the teachers of the “Jama” Educational Unit who work at the preschool level were surveyed, an extensive literature review was also carried out to interpret the behavior of musical intelligence from Early ages where prenatal moments and the state of gestation of mothers are included, in addition to the relationship directly with family, teachers, and society.

The multiple intelligences

DOI: 10.37200/IJPR/V24I4/PR201014
Received: 12 Oct 2019 | Revised: 23 Sep 2019 | Accepted: 15 Jan 2020

The theories of the multiple intelligences, of Howard Gardner 1983 (Suarez, 2010; Maba& Mantra, 2017; Maba*et al.*, 2017), states that there are more than eight intelligence studied to date, which is necessary to know and apply in the nurses, between they are meet; logical-mathematical intelligence, linguistic intelligence, spatial intelligence, musical intelligence, body intelligence-Kinesthetic, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence. Multiple intelligences foster innovation in a flexible and versatile way in competencies for meaningful learning.

This type of theory awakens the human being who has different abilities, cognitive potentials, at the school level students develop based on motivation through different learning techniques, which are applied using various teaching resources. The intelligence hasmany advantages for the human being, in the educational field there is the motivation that helps to learn to learn, encouraging innovation, you can customize your learning, developing skills and abilities.

The techniques, which allow developing a better ability to capture and understand the knowledge obtained, according to (Llanga& Villegas, 2019; Sudimahayasa*et al*., 2018; Tuarez*et al*., 2019), it should be taken into account that both learning and multiple intelligences are contents whose concepts are opposite, but their relationship, it is present during the learning process.The use of intelligence can be considered according to Suárez (2010), in different ways mainly from the previous knowledge they present, stimulating to carry out meaningful learning; For this, there are learning keys to communicate with children, from the process of their birth to their development or brain function, when they receive early stimulation, which enriches the development of knowledge in preschool, favoring educational contexts (Gutierrez & Ruiz, 2018; Hepsiba*et al*., 2016; Maba, 2017), analyzing the students of the preschool level sometimes attend for the economy or extreme poverty in the educational environment.

Currently, it can be stated that girls and boys should give due importance to everything around them, since they are defenseless human beings, but with criteria to be formed in trust, harmony, respect, and communication; Provide security when I needed to be heard, have a conversation with interest and solve dilemmas that are presented by today's society or that arise from home.

The musical intelligence the musical

intelligence is one of the eight multiple intelligences that the human being develops since birth, since through involuntary reflexes it emits sound, exploring its own capacity in babble, it develops in the part of the hemisphere right brain Sometimes some are born with intelligence, while others need motivation, stimulation and practice, for example; rhythm, musical melody, different tones of voice, among others.These are related to naturalistic and bodily intelligence according to (Velez, 2017). Similarly, Vélez(2017), states that with these skills children manage to develop them through reasoning, lateral thinking, social skills in team and memory. So it should be taken into account that the skills necessary for meaningful learning are strengthened.

Currently (Mero & M., 2020; Margunayasa, 2018; Ruan, 2018), they mention that technology has advanced that now since the fetus is created, the formation or development of the brain can be revealed when, the human brain will have learning difficulties determining that the musical intelligence, plays an important role in the first

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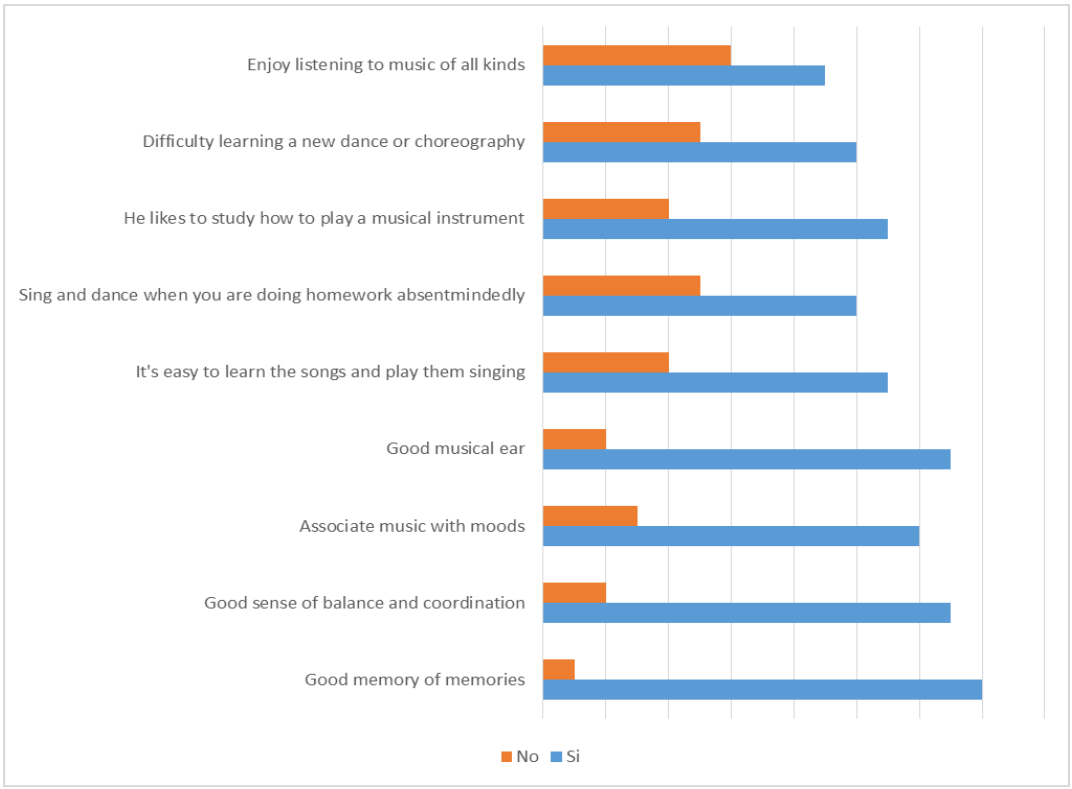
year of life to stimulate difficulties in the development of skills and knowledge acquired in growth.Musical intelligence is related to the skills and affinities that have with respect to the music scene by Lozano &Umaña(2008), there are forms of rhythmic expression that develop in the right hemisphere of the brain where perception and production are performed musical.

Musical intelligence in classroom

Other researchers such as Guzmán & Castro (2005), mention that the learning of musical intelligence is characterized by practice, training, and dedication; However, it expresses that the results generated by music education are unique for the student, from birth to adulthood that is defined and related based on the knowledge of their educational process.The development of musical education, not only must be static but so that the whole body participates in it is what according to Sánchez *et al.*(2016), states that inside and outside the classroom the kinesthetic intelligence body, music and sensory, they form a connection for student learning and development, improving self-esteem and school integration.

The ability developed by the student with musical intelligence allows focusing on the motor rhythm, development of the melody, the sensory-motor part, which in turn become means of expression, since through the rhythm it emphasizes the natural impulses such as; move, talk Feel, touch, observe, among others (Díaz *et al.*, 2014).A qualitative and quantitative study was carried out in the Educational Unit of Jama, to the nursery teachers to know if they are prepared to be able to apply in the students learning methods using the musical sense that enhance multiple intelligence in the students.

It was applied to all teachers of the study level, the results obtained are shown in Figure 1.



DOI: 10.37200/IJPR/V24I4/PR201014
Received: 12 Oct 2019 | Revised: 23 Sep 2019 | Accepted: 15 Jan 2020

Figure 1: Results obtained in the instrument applied

As can be seen, several aspects were consulted, such as: If they enjoyed music, if they had difficulties in learning dances or choreographies, the pleasure of playing a musical instrument, if they enjoy music between Other questions, as shown in the figure, the answers in all cases have been positive, noting that teachers have knowledge of the most frequent activities that associate multiple intelligence in the preschool age, being able to incorporate their knowledge into the teaching system.

In the diagnosis made, it was possible to show that there are significant factors that assess teachers in the classroom, for example in most cases it was evident that the use of musical intelligence by teachers results were positive, highlighting the enjoyment of music, playing a musical instrument, learning in the reproduction of songs, the good musical ear, associating these factors with the moods of students, thereby achieving a good sense of balance and coordination of the teaching process in addition to the Improvement of memories promoting the proper functioning of memory.In some cases there was predominance in some negative factors, not all respondents enjoy listening to music, have difficulties in learning new dances and new choreographies, do not get distracted or learn the songs using the musical ear.

For (Mero *et al.*, 2020), learning and motivation have three necessary elements in the institution, which are linked to the teacher, content, and students, the teacher must apply motivational strategies to develop the subject to be taught In that way, children learn significantly the processes in education.For example in Costa Rica, it has been shown that the influence of musical education in the development of students has not been experienced at an early age; but they have investigated these aspects from multiple intelligences (Arguedas, music education, child and adolescent development and rights approach, 2015). It has also been investigated in musical strategies and corporal expression in the school classroom, obtaining as a result that the teaching population can become a multiplier agent of this knowledge to other education professionals (Arguedas, 2018).

Music as a facilitating strategy in the teaching-learning process has also been relevant in Guatemala, where it has been investigated that not all teachers make little use of music education as an instrument in the teaching-learning process (Vides, 2013). In this study it was evidenced that at the primary level they use it sometimes only in 6 functions and at the basic and diversified levels the results showed that they use it sometimes exclusively in 3 functions, it is corroborated that musical intelligence is not always applied by teachers in classrooms.In Ecuador, experiences have been observed for training in the new generations where it is recognized, as comprehensive training in current times allows us to understand, know the world and act as consequences of desirable behaviors for social progress (Estévez& Rojas, 2017).It is relevant that in the country they are already valuing these criteria in the teaching-learning process at the preschool level.

Music education can, in many cases, from the initial level guide students to perform physical exercises that favor the reduction of overweight, this activity is a responsibility of parents and teachers, this theme has been investigated by authors such as Marcillo& Vera(2019), they conducted an investigation with 35 overweight students of the Jipijapa educational unit where the result was obtained that food is basic in the problem of obesity and can be regulated through physical exercises using music education in the educational process.Pedagogical

DOI: 10.37200/IJPR/V24I4/PR201014
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advice is the incident element in early childhood music education, some researchers have worked on the implementation of the diagnostic system at the initial educational level, in general, they have assessed the feasibility of the conception of the orientation of the educational profile (Delgado*et al.*, 2017). In a previous stage, they held workshops, where they selected different levels and institutions for the instructions offered. These consultancies are aimed at educators and parents can prepare to develop multiple intelligence in students taking advantage of the opportunities they offer at an early age in the preparation of the student.

III CONCLUSION

The nursery teachers of the JAMA educational unit have basic competence in musical intelligence, allowing children to develop skills and abilities in the teaching and learning process inside and outside the classroom.Musical intelligence as a pedagogical instrument, in boys and girls in early childhood, helps to develop gross motor experiences that enhance the level in the teaching-learning process.Applying multiple intelligence by the pedagogue allows students to enhance an integral part of the educational process, improving gross motor skills with the sensory process, which allows developing skills in other parts of the body. It was confirmed that the pedagogues of the unit under investigation do not satisfactorily apply musical intelligence as a tool or work strategy inside or outside the classroom to improve the integration process of the students.

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Received: 12 Oct 2019 | Revised: 23 Sep 2019 | Accepted: 15 Jan 2020