

9. DIDACTIC GAME - AS PART OF ENCOURAGEMENT AND DEVELOPMENT OF STUDENTS' CREATIVITY AT THE LESSONS OF SOLFEGGIO

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Abstract: *Complementarity Solfeggio, Music theory, Dictation disciplines - organic integrated to the discipline with methods and techniques - also agist differentiated interdisciplinary structure with decisive role in creating a complex and effective system of elements of stimulation and development of student creativity. The didactic game at solfeggio lesson - comes as a support, which integrates taught content, to develop student creativity.*

Key words: *didactic game, solfeggio discipline, students creativity*

Since the beginning of the twentieth century, pedagogy agreed that one of the main aims of education is the development of creativity. Formula acted both in improving and the becoming of society, as well as the individual integration in society. Psychology experiments and analyzes have attempted to define creativity and her way of determining how training. Currently a special role lies to the emotional creativity training. This psychological feature is limitless: any person has the opportunity to improve the level of creativity.

Today every educational system aims to capitalize affection, culture, action, children's thought, to develop attitudes, mindsets, behaviors, thus children want to become accomplices in their training. The approach of teaching game, its updating from different perspectives is one of the current problems of pedagogy. The formation of harmonious personality, receptive to change, able to integrate dynamic in contemporary society is an imperative requirement of the time.

Psychologists recognize teachable nature of creativity and emotional intelligence. In this context, the formation of student personality is no longer focused on a dispersed approach that tired the student, but represents a strategic organization, in which the student is highlighted by his own action. Hence, we understand the importance and timeliness of creativity training and development opportunities of students throughout the school period in terms of emotional intelligence.

Educators and psychologists in recent decades trying hard realization of education system integrate the concept of creativity through various art fields, applying the concept of interdisciplinary integration. The theoretical research of this problem leads to the idea that musical integrity of teaching activities at a lesson - is alternative system in the formation / development of the students. Here integrity of the lesson became a goal that is developed through different means. With the development of science, technology appears the need to review the latest technique _ exciting for student's education. In this context the educational process at solfeggio lesson process requires new models in the education of the young generation, methods of activation of the learning process.

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In different educational systems the game has played a different role. This issue has been addressed by many scientists, teachers with experience in the educational field. Solfeggio lesson is one of the school subjects that can successfully use musical didactic activity of the game. The teacher approaches the musical didactic game at the lesson as activity in general, that integrates the lesson through its contents as a form of didactic training. The development of emotional intelligence through didactic games will be for the students as an instrument involved in the activity - as a tool for knowledge and development - will learn a range of musical and personal aspects: activism, creativity, sociability.

The development of creativity through musical games represents a concern for teachers and contributes to the formation of auditory perceptions. An important role plays the maintaining of interest for practicing music. The music didactic games are objectified by dynamic repetitions resulted from changes of roles, places, through various incentives through competitions participants and groups etc. The activity of musical game is defined by G.Muntean as: "An action without fixed form, which is organized as a living activity, having as objective a task teaching activities integrated into diverse musical didactic material" [4, p . 45]. From the above, we distinguish:

- Musical games _by which are sought extra musical themes and objectives (for ex. knowing the body, issuing the management of natural phenomena or situations from life etc.);
- Educational games that can be practiced in different school subjects through repetitive activities;
- musical didactic game, specific for musical education aims learning and discovery through repetition of concepts related to school curriculum or syllabus content stimulates the child's capabilities.

The psychologist L.Vygotsky argues: "Work through the game - has dual action in persons the development involved in such activities" [5, p. 336]. The scientist D.Elconin presents student activity as a motivational necessity of psychological moods. Game is treated as a ground that stimulates this educational activity [3 p.101]. The main task of this didactic activity is not the final result but the process by which the student with a group of colleagues, being guided by the teacher are integrated into activity, forming emotional intelligence.

The music art acts on the pupil's psyche movement raising the desire for rapid exchange of actions and events. In this way for students are formed musical skills and abilities maintaining the interest and attention, developing hearing, intellectual qualities, forming emotional intelligence integrates its students. The musical game contributes to the development of melodic and rhythmic sense of children. The musical game is organized in a free form doesn't have fixed form, having as objective a specific task."Organization of musical game requires compliance with certain requirements: choosing the game will follow the educational purpose: developing of a rhythmic melodic

sense, development of hearing, education of moral and volitional qualities, interest for music, etc." [6, p. 142]

Mankind has come a long way toward designing _ the childhood _ a very important part of human life. When we talk about game, we remember childhood a special period in human life. The game has a huge importance in child's life. The psychologist E. Arkin concluded: toy and the game are common features that characterize childhood to all nations and all times [1, p. 35]. For children the game is a fundamental means to know the world. Happy drawings, funny texts for songs - all this make the training process to be not boring, not to deprive the children from the happy life.

"Music educates and develops a number of higher mental processes" [7, p. 7]. The game compared to other forms of cognitive activity, has many priorities. The game has never tired the student; it includes him very naturally in the sphere of knowledge. In addition, the game is a perfect way to shape of every research process. Finally the game is an ideal way to mobilize child emotions, intellect attention, serves to unlock child's movements. During the game, child's attention is concentrated to the maximum. He does not escape - game captivates and "absorbs" him completely. During the game, a child lives most intense moments of creation. On the basis of a book for students with small age at any subject must be the game. Due to this, the student acquires the ability to perceive and relive in action new concepts, but not teach them as ready-made rules.

A lesson with games require from teacher organizational skills. This it will be more easily to achieve if the teacher includes more in game. Like a conductor leading the orchestra, he can appeal to music - teacher must take part in game situations with which he operates lesson. This allows him to control the game. Any task can be transformed into a game situation. A hint of game can be attributed to the most serious problem and heavier at first sight. For example before the interpreting the second voice in canon, the teacher says: "And now I will confuse you. I will see if you make a mistake or not. "After that children will mobilize, and sing without mistakes. Especially composed games will be used before the end of the lesson. This is dictated by the need for an emotional "crescendo" a final denouement.

When we talk about games, we take into account the child's need to affirm him. Among children it is widespread the competition to be a leader. This is a part of their daily games. One of the most important forms of affirmation of a child is the embodiment of in role. The child is a scientifically character. He appears enthusiastic in the role of "hero", "master" and "leader". The game is always a situation that requires search initiative creativity. Children are offered different roles: "leader", "concertmaster", "composer". Due to this fact children accustom confidence, artistic, freedom, imagination, fantasy, but the most important is that appears the interest in making music. Experience shows that in these situations children are very demanding each other, quite insistent in its demands and insists to commit as few mistakes. This method not only work varies but most importantly the very first steps of teaching; the student acquires a diverse musical experience.

Educational games have a huge formative value. The founder of theory of musical didactic game is considered the F.Frobel. To him belongs the idea of merging training game. The scientist has developed a special scheme of educational games called "games gifts". The musical didactic game is an effective way of development and education of multilateral growing personality. We propose some of these games used solfeggio lessons (beginner level):

The game "drawings rhythmic"

The goal of the game:

1. Learning the duration of quarter, eighths, break and the correlation between them in time 2/4.
2. Involve reading from the page

Game content: On the 8-12 cards are written rhythmic formulas that have been studied, divided in two tacts. For example: All cards with formulas for children are taken in one hand. Students read the first card, simultaneously arguing with the slapping of hands, then, immediately repeat this tact, the teacher during this time suddenly remove the card. During the two tacts repetition children see the following formula, which creates a certain difficulty, activates attention and trains reading from the page.

The game "with glasses"

The goal of the game:

1. Development of the ability to sing the respective step in conjunction with those studied.
2. Development of the metro-rhythmic abilities.
3. Development of creative abilities.
4. Development of musical memory.

Game content:

The glasses with water of different colors are associated with the musical ladder's steps. One of the students came in the front of the class and shows to the one glass then to another. The teacher follows the shape and rhythm melodies. Children sing with the syllable "la" after student's showing. You can invent a range of games with the glasses. For example: the game "Question-answer". Melody improvisation is made with words. The teacher asks the question: "Does the Hedgehog comes to play with us?" The student answers "I cannot because of the thorns ". The question may be the same, but melodic answers must be varied.

The game „Live Xylophone”

The goal of the game: singing steps

The content of the game: In the front of the class are called a number of children in accordance with the number of steps that have been studied up to the moment. Teacher "tune" each of them, reminding them how sounds the steps that must be sung. Later, when the teacher easily touches every child's head; pupils play the xylophone melodies and songs that were studied. During this, student makes a small knee flexion. A very useful exercise game is "Musical

Silence". During interpretation, the teacher approaches the finger to the lip - this means that here children must sing in thought. This exercise develops the student's inner ears.

The game "Music's Echo"

The game's goal:

1. Development of musical memory.
2. Learning and singing on the steps.

The content of the game:

The first variant: The teacher (later the student) sings aloud one or two facts. Then children sing the same, but more slowly.

The second variant: Children close their eyes. The teacher or one of the students sing the syllable "la" different sounds and the children sing the same sounds, simultaneously calling the steps and showing with the fingers respective signs.

The game "Mars-Canon"

The game's goal: development of metro-rhythmic capacity.

Game content: (May participate four children) Children are arranged in a line or in a circle, making four steps forward-four beats of hands; four steps back- four beats on knees.

The game "How many sentences are in the song"

The game's goal: to make known the student with the concept of musical form.

The content of the game: With the help of a counting rhyme, the teacher chooses a student that will stay in the center of the circle. Children moving in circles interpret a song. When the song ends, the student from the middle of the circle puts his hand on the shoulder of one of his colleagues and takes him into the circle. After finishing of the couplet, the child from the middle of the circle says how many phrases are in the song and are they similar or not. At the theme intervals, we propose the following games:

The game "Bouquet of intervals"

The game's goal: the memorizing of intervals sounds;

The content of the game: The teacher sings from a step an order of three ranges (for example 2, 3, 5 or 4, 2, 8). The group appreciates the intervals and for each of them propose the name of a flower (plants, other versions are possible), names which in pupils view, sound with the nature of each interval.

The game "Estafeta"

The goal of the game: control properties intervals.

The content of the game: Here participate five students. Each of them holds in hands a card with an interval. The teacher plays at the piano a phrase that contains a certain interval. The student, hearing his range, must return to his place and give the card colleagues, which replaces him.

The game "Concert at the Zoo"

The game's goal: Learning melodic line of the intervals.

The content of the game:

The teacher prepares a surprise: "Today we have guests." Gradually in his hands appears the "guests": animals, toys; for example: the bunny, the deer and the bear. It is concretized what voices has every artist: high, low and medium.

First begins the bunny:

Comes to the mill and merry. Plowman hedgehog.

V V III III ... V V V V III

The bear adds:

And take Cicoara's daughter. Plowman hedgehog.

V V I I V V V V I

After evolving each character, the group repeats the song with respective signs. It is seted the interval from which is composed the song of each character.

To conduct all types of educational games, I tried to use a variety of suitable materials. While children play, they manage to assimilate intellectual realities that without intuitive material remain outside. To direct development of musical creativity of children, starting with their first steps - it's a hard and responsible thing. We must bear in mind our main goal - to captivate the children through musical occupations.

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