

# **Music Culture of the First Grade Students of Elementary Schools in Gevgelija and Prilep**

**Suzana Stojanovska**

**Tatjana Ivanovska**

Acquiring the music culture has an important role in the systematic building of the personality itself and becomes a subject of various psychological, pedagogy and sociology researches. We've decided to perform our research among the children – 1<sup>st</sup> grade students of the elementary schools in Gevgelija and Prilep with a purpose to examine the music culture elements of the representatives of these early school age in which the influences of the family, educational institution and the media are close connected. As a base in our research we used the research of music culture determinants of 1<sup>st</sup> grade students performed by Prof. Viktorija Kolarovska-Gmirja in Skopje. In that research there are the following segments of the music culture:

- Abilities of music perception, reproduction and production
- Music experience (audible and informational)
- Music preference (taste and attitude).

The instruments are as well performed – tests with appropriate music samples (Kolarovska-Gmirja 2005: 147-8).

The beginnings of the music culture systematic acquire are developed through the music material and music activity forms in the organized music teaching at the children's population. We talk about adult stage of pre-school and school age. In this period the children's music culture development (according to the environmental influences) could be divided in two stages of music culture acquiring. From one side there is the influence of the domestic music taste (among all – from the parents), that means that the child acquires the first contact with the music from the music culture conducted in the family. From the other side, they meet the forms of the educational system through the school subject music education. In that sense, the music culture research of the 1<sup>st</sup> grade students in the elementary schools in Gevgelija and Prilep had to strengthen our knowledge for the music

experience of this population group by examining their music taste, recognizing the music genres as well as functional evaluating of the music.

### Population

This research sample has been conducted by total 286 1<sup>st</sup> grade students in four primary schools: two in Gevgelija and two in Prilep. In the following chart the schools with the number of classes and students are represented.

Table 1

School	Classes and students
OU „Krstе Misirkov“ – Gevgelija	I1 – 25 students
	I2 – 25 students
	I3 – 27 students
OU „Vlado Kantardziev“ – Gevgelija	Ia – 28 students
	Ib – 28 students
	Iv – 28 students
OU „Goce Delchev“ – Prilep	Ia – 23 students
	Ib – 19 students
	Iv – 26 students
	Ig – 22 students
OU „Kocho Racin“ – Prilep	Ig – 17 students
	Id – 18 students

### Measuring instruments

To measure the students' music experience we used three tests:

- **Music's aesthetic evaluation** – music taste;
- **Recognizing the music genres** – informational experience;
- **Functional evaluation of the music** – audible experience;

These tests acquired the following audio music samples:

Table 2

Genres	Titles
Children's song	„ <i>Shumsko oro</i> “ (audio cassette Golden nightingale '99 MP 25180)
Artistic	E.Grieg. „ <i>Anitra's Dance</i> ” - Peer Gynt Suite No.1, op.46 (CD SYCD 6003)
Church	<i>Stihira na Gospodi vozzvah</i> (Macedonian traditional church singing), voice V from Macedonian Octoecho 1 (CD2 Macedonian traditional church singing 2000 DRCD 1005/6)
Traditional folk	<i>Teshkoto/Buvchansko</i> – Collection „Firfov“ K-35/1 (CD Firfov Collection Selection Buzarovski – Firfov, 2001)
Jazz	D.Gjakonovski-Shpato „ <i>Na igranka</i> “ for Big-Band (CD Macedonian Music 7 – Instrumental & Jazz Music)
Rap	Chingy „ <i>Holiday in</i> ” (Private Collection)
Pop	„ <i>Studena</i> “ – by Toshe Proeski, mus. Phoebus, lyrics Marina Tucakovich translation Miodrag Vrchakovski, arr. Manolis Vlachos (CD Ako me poglednesh vo ochi iss. MRTV MP 42077)
Rock	Led Zeppelin „ <i>Immigrant song</i> ” (CD Led Zeppelin Greatest Hits 1969-1971 vol.1 KJF–31-867)
Techno	Eric Prydz „ <i>Call on me</i> ” (Private Collection)
Contemporary artistic	L.Berio – <i>Symphony</i> , 3 movment (CD Berio Sinfonia. Endruke 8573 89226 2)
Ethno-Pop	„ <i>Neverna</i> ” – by Blagoja Grujovski, music and arr. Mile Barbarovski (CD Folk Fest Niza 2002 –Prilep, edited by Senator records - Bitola 92 B 0207211256-18)

There were several alternative answers in pictures to each of the named questions and the students were limited to only one answer.

### Procedure

The data was collected by a method of individual questioning of the students during the regular teaching process in June 2005 – the last week of the school year 2004/2005. The measuring instruments were given to the students before they have been filled, with an oral explanation of the working instructions.

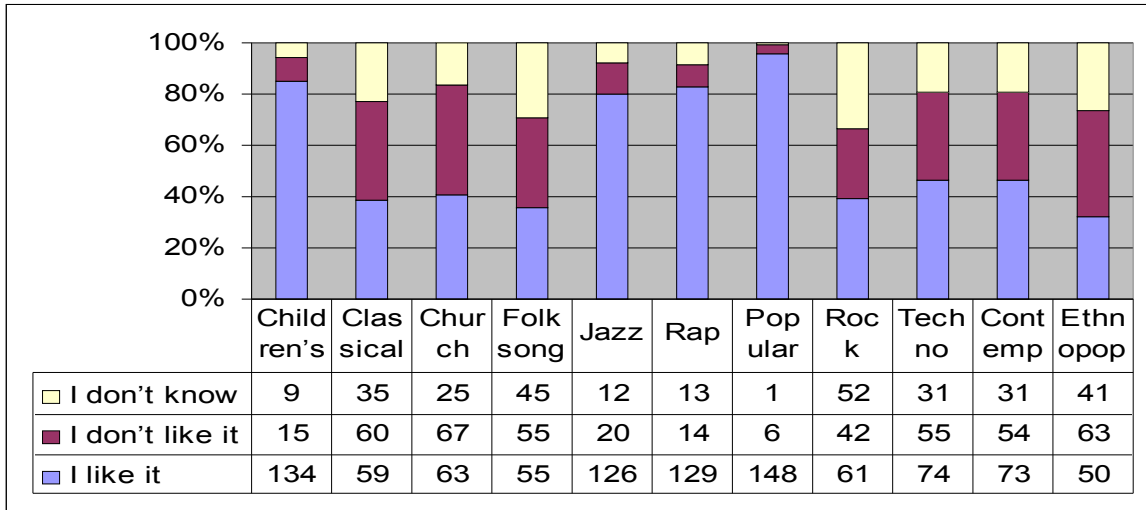
### Results

The results of the students' music experience from Gevgelija and Prilep are going to be presented in the following part. Their processing has been made in three stages. In the first stage the results of the three tests form all the students have been evaluated, in the second stage a synthesis has been made and in the third stage a mathematical-statistical data processing.

### A. Aesthetic evaluation of the music

In this test, eleven samples with three alternative answers as “I like it”, “I don’t like it” and “I don’t know” have been heard, to determine students’ music taste. These test’s results have been presented in the following chart:

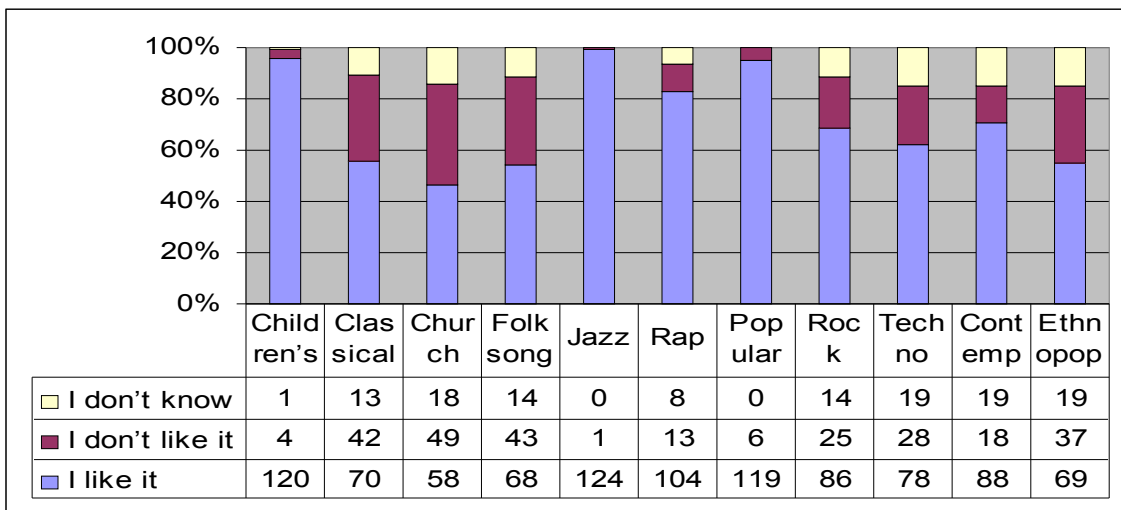
Chart 1



The high scores of the four high ranked genres that are standing out of the rest of the genres as: **pop, children’s song, rap and jazz music** are to be noticed in the presented graphic representation with the chart. All the others vary at the limit 40%. The church music has a highest score of negative answers followed by the ethno-pop and artistic music.

The following chart presents the students’ results from Prilep.

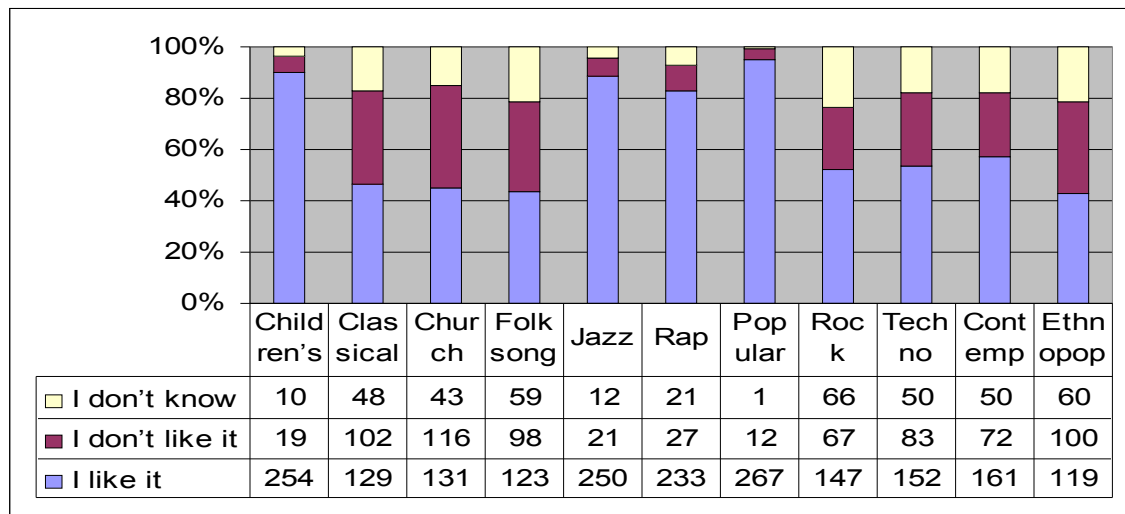
Chart 2



The same are the results from the students' tests from Prilep presenting distinct differentiation of the same genres but with different arrangement: **jazz, children's song, pop and rap music**. We can see higher tendency of positive answer's scoring that is characterized by wide opened music taste of the students within their aesthetic evaluation of the different music appearance. The results of the previous chart are repeated by the aspect of negative answers, that means the children like the church, traditional folk and artistic music at least.

The total result of the students' music taste from the both towns has been presented in chart 3.

Chart 3



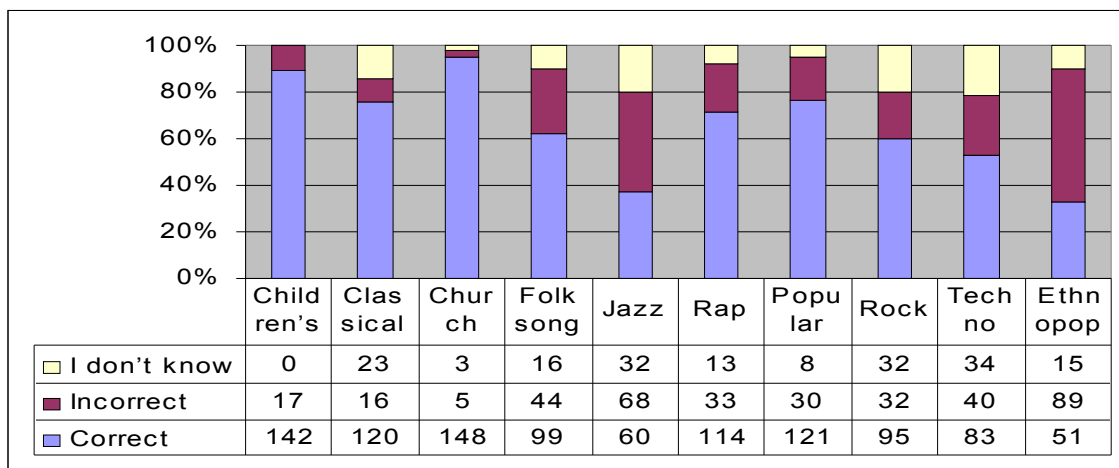
In chart 3 the previously defined music genres that students from the both towns like the most could be confirmed by the following order: **pop, children's song, jazz and rap music**. The students' positive attitude to these genres that possess happy and dancing character could be clearly noticed. During their hearing, specific physical reaction according to the rhythm of the music is to be noticed (body movement, imitating the specific dances for separate music genres), as well as melodically singing etc.

The statistical procedures used in this test, based mainly on correlative analysis, demonstrate presence of significant connection between the two towns  $r = 0,922$ ; and the same is statistically significant  $p < 0,01$ , and that presents coincidence of the 1<sup>st</sup> grade students' music taste in Gevgelija and in Prilep.

## B. Recognizing the genres

In this test 10 music samples have been heard and for each of them there were 11 alternative answers selected in three categories: correct answer, incorrect answer, “I don’t know”. The students’ results from Gevgelija are presented in the following chart:

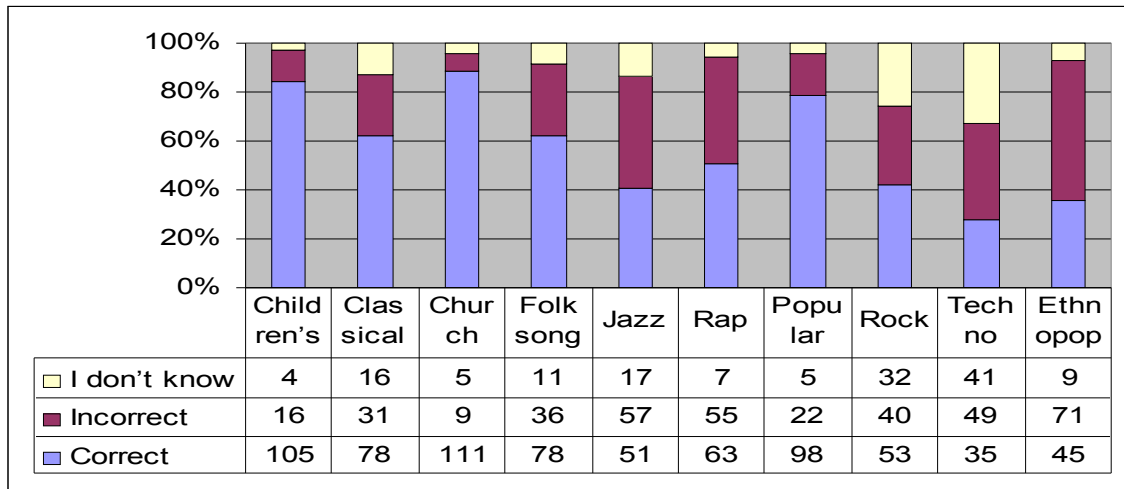
Chart 4



From the chart 4 intended to the genre’s recognizing the most of the correct answers are given for the **church music and children’s song** by the children. Larger number of correct answers can also be noticed as well by the artistic music besides the pop music, which represents the fact that the most of the children can correctly select this type of music. The biggest dilemma was defining the ethno-pop music for which the larger number of the pupil answered that it is traditional folk. Mixing these genres we suppose that comes out from their similar background, for which the children of this age stage have only one category – folk music.

In the following chart students’ results from Prilep are presented:

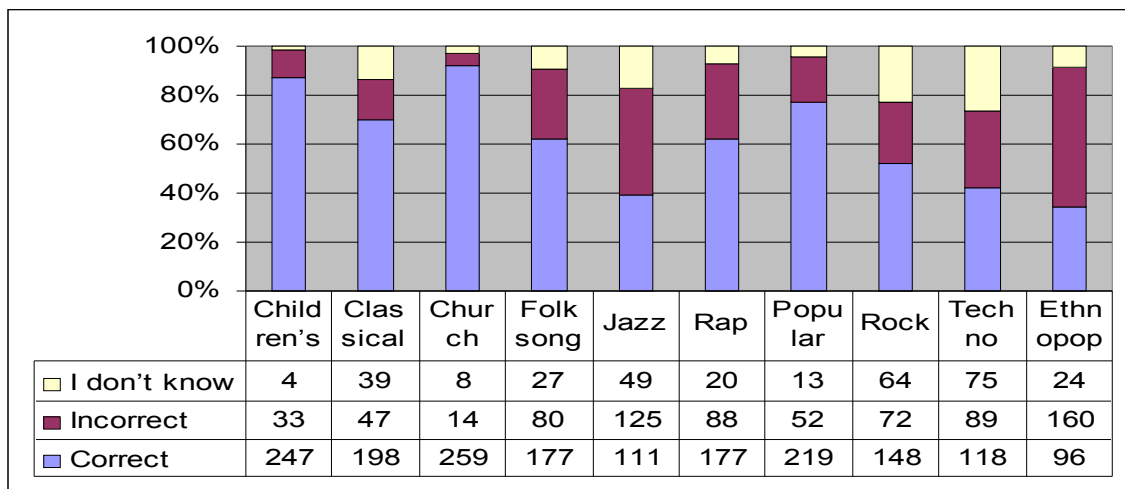
Chart 5



From the given data it can be noticed that the high-ranked genres from chart 6 are correlating, that are the church music and the children’s song as easiest to define. Opposite to this the techno and rock music are the most difficult types of music to recognize and to divide as separate genres. It is interesting to notice the negative recognition of the jazz music for which the children in chart 2 came out for the music they like the most. This instable connection could be partial justified by the concrete given sample for this kind of music that has a happy and dance character – likable by the students, but, to the question: “What kind of music is this?” – the most of them gave incorrect answer. For the Ethno-pop music in Gevgelija as well as in Prilep the highest percentage of negative answers has been given.

The results of the both towns are summed up in chart 6:

Chart 6



We can assume in general that the students by recognizing the genres are firstly lead by the simplest and closest types of music for them, that's why the largest number of correct answers are given for the **church music and children's song**. The church music as specific genre is separated from all the others, that means, this type of music isn't mixed with the other genres by the students, as one of that kind its certified as the most homogeneous. The biggest variation is to be noticed between jazz, rap, rock and the techno music. This data for this educational stage points out to still unclear defining of these categories that means their superficial perception or classifying in one type of music called pop music.

As in the previous text here as well the result's connection between the two towns has been statistically verified by correlation  $r = 0,872$  and statistical importance at level 0,01.

### C. Functional evaluation of the music

In this test the same 10 compositions have been heard with 8 alternative answers to the question "What would you like to do on this music?". We have selected the answers in four different categories: types of music activities ("to sing", "to dance", "to listen"); "to think" (to imagine) as the closest variant to "to listen" (considering the fact that for the children of this age this expression would be closer); types of following activities ("to read", "to talk to someone", "to draw"); and "I don't know". The proceeded data for the students from Gevgelija are given in the following table:

Table 3

Genre	Music activity			To think	Following activity			I don't know	Total
	To sing	To listen	To dance		To draw	To read	To chat		
Children's	106	28	12	4	3	3	1	1	158
Clasical	6	26	84	16	0	6	7	8	153
Church	15	20	3	10	11	23	13	59	154
Traditional folk	5	31	7	21	13	21	15	38	151
Jazz	19	32	62	9	9	5	6	12	154
Rap	35	49	8	14	8	4	17	21	156
Pop	87	27	22	2	9	2	3	5	157
Rock	26	44	13	14	10	9	11	30	157
Techno	8	33	8	24	20	15	8	36	152
Ethno-pop	20	25	21	10	16	9	20	33	154
Total	327	315	240	124	99	97	101	243	1546

From this table is to be noticed generally that the students like to sing the most, than to listen music etc. According to the genres is to be noticed that the category of music activities has the largest number of high scores, which shows that the students feel the music as main perception object. The high scores are present in the last category – “I don’t know” as well. This presents that for the most of the music genres the students don’t have specific formed functional activity (church, traditional folk, techno, and ethno-pop).

In table 4 the students’ results from Prilep are presented.

Table 4

Genre	Music activity			To think	Following activity			I don't know	Total
	To sing	To listen	To dance		To draw	To read	To chat		
Children's	51	4	11	18	36	2	1	2	125
Clasical	4	10	10	35	52	8	1	5	125
Church	17	13	8	30	0	17	13	27	125
Traditional folk	16	13	12	34	12	11	10	17	125
Jazz	25	10	7	27	44	6	2	4	125
Rap	37	6	4	41	21	5	7	4	125
Pop	70	3	2	19	24	5	0	2	125
Rock	20	5	13	45	15	10	8	9	125
Techno	11	14	14	39	18	7	8	14	125
Ethno-pop	29	11	11	31	20	6	5	12	125
Total	280	92	92	319	242	77	55	96	1250

Opposite from the students in Gevgelija which like to sing the most, the students from Prilep like “to think” the most (church, traditional folk, rap, rock, techno, ethno-pop), that means creating level of inner performance. From the total results the category for music activities dominates in front of the following activity.

The next table presents the total results for each activity in both towns:

Table 5

Genre	Music activity			To think	Following activity			I don't know	Total
	To sing	To listen	To dance		To draw	To read	To chat		
Children's	157	32	33	22	39	5	2	3	283
Clasical	10	36	94	51	52	14	8	13	278
Church	32	33	11	40	11	40	26	86	279
Traditional folk	21	44	19	55	25	32	25	55	276
Jazz	44	42	69	36	53	11	8	16	279
Rap	72	55	12	55	29	9	24	25	281
Pop	157	30	24	21	33	7	3	7	282
Rock	46	49	26	59	25	19	19	39	282
Techno	19	44	22	63	38	22	16	50	277
Ethno-pop	49	36	32	41	36	15	25	45	279
Total	607	407	332	443	341	174	156	339	2796

We can conclude that the highest score represents the music activity “to sing” which includes the biggest number of genres in that this activity dominates, and is followed by “to think”. By the ranking of the categories the music activity is in front of the following one.

In table 6 the statistical data of the linear correlation for each students’ activity in both towns has been presented.

Table 6

Genre	To sing	To listen	To dance	To think	To draw	To read	To chat	I don’t know
Correlation	0,899**	-0,322	-0,107	0,756*	-0,639*	0,841**	0,633*	0,960**

\*\* - The correlation is statistically significant at the 0,01 level

\* - The correlation is statistically significant at the 0,05 level

According to the obtained findings in this chart comes out that by defining the functional evaluation of the music, by the students from the both towns, results are acquired that generally correlate. For the activities as “to sing”, “to read” and “I don’t know” a correlation statistically valuable at level 0.01 has been found, while the activities “to think”, “to talk to someone” are correlated with statistical valuable at level of 0.05. The highest correlation has been noticed at “I don’t know” and the characteristic high statistically valuable negative correlation (-0.639) for the activity “to draw” which shows that the connection is inverse proportional has to be noticed.

## Conclusion

The following conclusion could be performed according to the presented results and the analysis that has been made:

- There is a significant connection between the students’ answers from both towns in defining the music taste, recognizing the music genre and the functional evaluation of the music.

- The children like the popular music the most and they show at least affinity for the church music.

- During the listening of the music samples, activating or calming of specific physical reactions has been noticed by the children.

- By recognizing the genres, the church music and the children's song have been simplest to define.

- Clustering the similar genres, more exactly mixing the ones with the others has been noticed. In that sense, we can make a music genre's generalization from the 1<sup>st</sup> grade students' view, more precisely, types of music that they recognize: church, children's song, art, folk (traditional or ethno-pop) and popular music (jazz, rap and techno).

- By defining the functional note of the music, the children from Gevgelija affect tendency for singing and those from Prilep for thinking.

- The representatives of this population group are experiencing the music as a basic perception object through the music activities as singing, dancing and listening.

Considering the mentioned conclusions a general evaluation for this research's value in the educational system in R Macedonia could be given with a purpose to promote the educational practice which is important for this age level of the children's population, the interaction teacher – student in the subject music culture and the development of the music culture among the students.

### **Bibliography:**

Kolarovska-Gmirja, V. 2005. The Music Experience and Taste of Elementary School First Grade Children in Skopje (pilot research). In: Buzarovski, D. (ed.) *Cultural Policy and Music Education. Second Skopje Conference*. Skopje: University "Sts. Kiril i Metodij" School of Music Institute for Research and Archiving of Music (IRAM). Pp. 147-54