

**SOFIA UNIVERSITY "ST. KLIMENT OHRIDSKI"**  
**FACULTY OF EDUCATIONAL STUDIES AND THE ARTS**  
**DEPARTMENT OF PRESCHOOL AND MEDIA PEDAGOGY**

**Gergana Marinova Minkovska**

**EDUCATIONAL ASPECTS OF THE GROUP MUSIC-MOTOR  
ACTIVITIES FOR 6-7 YEAR-OLD CHILDREN**

**ABSTRACT**

of a dissertation for the acquisition of  
educational and scientific degree "doctor"  
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Scientific supervisor: Prof. Lucia Malinova, DSc.

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In this dissertation the role of the group musical - motor activities for mastering norms of behavior and building a number of personal qualities in preschool age is considered. The importance of educational work for the prevention and overcoming of moral deficits is emphasized. Based on the author's many years of work with groups with musical - motor orientation, the dissertation reveals the possibility of applying in kindergarten a modified model for interaction by group musical - motor activities and its effect on the behavior of preschool children and their adoption of universal values.

Key words: education, group musical - motor activities, kindergarten, 6 - 7 years of age

The structure of the dissertation includes an introduction, three chapters, conclusions and recommendations. It is 194 pages in total, of which 17 pages are appendices. The bibliography contains 156 sources, of which 118 in Cyrillic, 17 in Latin and 21 Internet resources. The dissertation contains 39 figures and 6 tables.

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## **INTRODUCTION**

The changes in the socio - political and socio - economic development of the country have provoked scientists and experts from various specialties related to education, training and upbringing of generations in recent years to look for more ways to overcome and prevent antisocial behavior. The great change in the normative base for pre-school education as "state educational standards" and the corresponding developed cognitive books, textbooks and teaching materials are proof of this. According to Ordinance №5 of 03.06.20116, in force since 01.08.2016, issued by the Minister of Education and Science, pre-school education must ensure "the overall development of the child, as well as opportunities for protection of his/her physical and mental health".

Antisocial behavior unfortunately exists. The role of upbringing is especially relevant for overcoming this tendency. Effective educational work is impossible without the unity of mental, physical, moral, aesthetic and work-oriented education. Group musical-motor activities for 6-7 year old children can be not only a means of physical education but also a means of forming spiritual and moral values and adopting the universal ones.

## **CHAPTER ONE**

### **LITERATURE REVIEW**

#### **1. Educational traditions and musical-motor activities in our lands**

Science does not have much data about the life of our ancestors, but what we know from archaeological excavations and ethnographic materials gives us reason to believe that educational interaction plays a great role in the formation of certain behavior, knowledge, skills and habits.

Educational activities ensure the transmission of accumulated experience, consolidation of the bond between different generations, the stability of religion and faith and the formation of physical and moral qualities. Penetrating into this ancient spiritual world, rites, customs, rituals, Gods, legends, we find ourselves in the world of people for whom the moral education of the individual leads to the formation of characters. We also discover the ways for the formation of all that today we call work-oriented, moral, mental, aesthetic and physical education. Dances have come a long way; they originated in ancient times, when primitive people used gestures to communicate with each other. Dances have always met certain social needs, corresponding to the conditions of the specific period, typical for different countries, in relation to their specific way of life. Introduction to the heritage left by our ancestors played a huge role in shaping the intellectual and moral image of today's generation. That is why knowledge of this heritage facilitates the implementation of the current educational process.

#### **2. Dance, music and sports and their interpretation**

It is an indisputable fact that in today's dynamically developing world the symbiosis between music, dance and sports has a specific impact, creates a special atmosphere, corresponds to the way of thinking of today's generation. Furthermore

it is perceived enthusiastically and finds many followers. Their unity inevitably creates a collaboration in which the transfer of achievements from one area to another leads to the construction of highly valuable and highly influential creations.

### **3. Moral and aesthetic education through musical-motor activities**

Musical-motor activities, contributing to good health and physical performance and creating lasting habits and skills for independent participation in sports, are an appropriate means for the realization of educational goals, namely moral and aesthetic education.

#### **3.1. Upbringing as a value**

The problems of upbringing, education and training which are inextricably linked to the future development of society, have excited a number of researchers and are always relevant.

#### **3.2. Moral education**

In the dissertation the words moral and ethics are regarded as identical. Each society in each period of its development has its own norms and rules that determine human behavior, the behavior of people in their relationships and their attitude to society. Interaction, partnership, socialization, teamwork, friendship and cooperation, patriotism, discipline, diligence are integral parts of education through musical - motor activities as well as the education of moral feelings such as honesty, sincerity, justice, fearlessness, friendship, respect and honor. One of the important tasks of education is the education of will and character. Purposefulness, courage, determination, persistence, initiative, independence, restraint and self-control, self-confidence are among the volitional qualities built through musical-motor activities.

### **3.3. Aesthetic education**

For the overall development of the personality, the ability to perceive, use, discover, create and evaluate the significance of beauty in all spheres is also important. Today, as a modern form of education, musical-motor activities help practitioners to express through dance their understanding of harmony, grace and elegance, to develop their creative abilities, and the teams to develop a sense of beauty. Engaged in musical and motor activities, the participants, in addition to practicing something desirable, fun, healthy, positive and enjoyable, develop their creative thinking, a sense of beauty and harmony and get used to looking for them and find them not only in dance and dance costumes, but also in life.

## **4. Age characteristics of 6 - 7 year old children**

At the age of 6-7, children show an improvement in their way of thinking, which is noticed in the more purposeful actions. As Osterite P. (2007) points out, it is still mostly concrete, but in the process of learning and communication the child is now able to think and replace intuition with logic, but within the concrete. Unlike earlier years, now, once a task is set and understood by a child, a solution is also sought. This is the time when there is a need for realization felt, and the process of children's development as individuals in society begins.

## **5. Physical culture in the regulatory documents for the fourth preparatory age group**

In Bulgaria, the state educational standard for pre-school education is determined by ORDINANCE № 5 of 03.06.2016 for pre-school education, published in the Stat Gazette no. 46 of 17.06.2016, in force since 01.08.2016. It was issued by the Minister of Education and Science.

The educational content in Physical Culture is divided into four educational cores: Natural-applied motor activity, Sports-preparatory motor activity, Physical capacity, and Game motor activity.

## **6. Musical - motor activities as a means of physical education**

The tasks of physical education are realized through its means, namely:

**Basic means** - physical exercises;

**Additional means** - the natural forces of nature (sun, air, water), and hygiene factors.

### **6.1. Morning gymnastics (Morning exercise)**

Many scientists emphasize the great importance of exercise in the daily routine. To increase emotionality, it is recommended that it is accompanied by music.

### **6.2. Movements with musical accompaniment**

The movements that could be performed by children at this age are walking (as it can be rhythmic or marching), dancing, running, jumping to music. At the age of 6-7 children can run in an organized manner and the movements of their arms and legs are coordinated. When changing the music, they can react adequately and they can change their movements depending on the type of music, i.e. if it is fast or slow. They can also jump at a fast or slow tempo, to the beat of the set music.

### **6.3. Musical-movement games**

Through games children experience joy and satisfy their need for fun and positive emotions. Music in the mobile, musical games sets the tempo of the movements while at the same time dictating the beginning and the end of the game. The song in the mobile game with music is a prerequisite for greater emotionality.

#### **6.4. Dances**

Early introduction of children to the art of dance helps to build in them a sense of beauty in the movements - their own and others, helps to integrate them into the world of this art. Combined with good music, the accuracy and harmony of the movements contribute to aesthetic education.

***Warming up*** is also considered, which is an integral part of the pedagogical situation in physical culture or sports training at all ages. In kindergarten, regardless of the content, the main part is often performed with music.

### **7. Innovative motor activities with musical accompaniment - means of physical education of 6-7 year old children in kindergarten**

#### **7.1. Cheerleading dances**

Cheerleading is an activity with a long and rich history. Unfortunately, in Bulgaria it is still underdeveloped, despite the ever-growing interest in it. Our observations show that there are kindergartens in which this type of dance is practiced and the desire to perform them is great. We believe that its practice in kindergartens as an innovative form will contribute to strengthening the interest of children in exercise and dance and this interest will be lasting and preserved in the school and student years. It will create habits and the need for independent practice of exercises; all in all, it will have an educational impact.

#### **7.2. Aerobics**

We believe that the advocacy of mass aerobics in kindergarten would be an accessible and applicable form. No special premises base equipment is required

and it can be practiced both indoors and outdoors. The basic steps of aerobics would enrich the motor arsenal of children. Dynamic, rhythmic and motivating music would help children to love it and perform it with desire and enthusiasm.

## **8. Motor (physical) qualities and their development through motor activities with musical accompaniment**

In addition to the educational interaction, the regular performance of motor activities accompanied by music contributes to the creation of new motor skills and the development of motor (physical) qualities like strength, speed, endurance, flexibility, and agility.

## **CHAPTER TWO**

### **PURPOSE, TASKS, HYPOTHESIS, DESIGN AND METHODOLOGY OF RESEARCH**

#### **1. Preliminary preparation and factors leading to conducting a research**

Preliminary preparation for the present study includes the period between 2000/2001 until 2015/2016 and encompasses a purposeful activity in the field of musical - motor activities (cheerleading, aerobics, callanetics). The period includes the following cycles/stages:

**2000/2001 academic year:** Creating a representative cheerleading team of Sofia University "St. Kliment Ohridski". Such a team has been founded for the first time. Participants: students from different faculties, studying on different programmes and courses at the University. The cheerleading team of Sofia University "St. Kliment Ohridski" is the first Bulgarian student team to register for an international student cheerleading competition and the first to win a cup and medals in a student cheerleading competition held in Milan, Italy in 2011 (team founder: Ms Gergana Minkovska).

**From 2000/2001 to 2015/2016 academic year:** Creating, selecting, leading, organizing, managing, planning, controlling, evaluating, conducting the training and sports activities of the team. Training and education. (Performed by Ms Gergana Minkovska).

**From 2000/2001 to 2009/2010 academic year:** Conducting, monitoring and evaluating the educational and sports activities of students from different faculties, courses and programmes in the sports of aerobics and callanetics; proper

registration of the necessary data in the documentation; reporting the activities, fulfilling responsibilities and obligations related to the assigned tasks arising from the position (implemented by Ms Gergana Minkovska).

**From 2009/2010 to 2015/2016 academic year:** Planning, organizing, conducting the educational process, sports and competition activities, controlling, evaluating, preparing curricula, compiling schedules for specific sports activities, monitoring documentation and scientific activities related to specific types of musical - motor activities (cheerleading dances, aerobics, callanetics), giving information and report on the related activities. Conducting and organizing the sports practice of the cheerleading team. Preparation of proposals for equipment, design and monitoring of implementation, assistance in the purchase of equipment and supplies, responsibility for their maintenance. Preparation of regulations for competitions in which she is the main organizer, chief coordinator, and chief judge (carried out by Ms Gergana Minkovska).

Number of trained students from different faculties, courses and programmes of Sofia University "St. Kliment Ohridski" in the groups of aerobics and callanetics: over 3200 students (16 academic years; over 200 students a year).

Cheerleading team: over 60 students.

Number of teaching hours: over 7000.

### **1.1. The cheerleading dances at Sofia University "St. Kliment Ohridski"**

In the oldest and most prestigious university in Bulgaria, Sofia University "St. Kliment Ohridski", along with the preservation of educational traditions, the introduction and development of innovative disciplines takes priority and the cheerleading team is proof of this. 2011 marked the 10th anniversary of the establishment of a cheerleading team at Sofia University "St. Kliment Ohridski". Today it is a very prestigious team which has participated in many events. In all these a number of students from different faculties and programmes of the university participated in the team; they all carry the love for the cheerleading dances and the belief in beauty in all its forms, the aesthetic, the positive, and their own strength. Educated and talented, today, these young people are part of the intellectual elite of Bulgaria. The cheerleading team of Sofia University "St. Kliment Ohridski" was established in 2001. The founder and coach of this team from its inception until the end of the 2015/2016 academic year is Ms Gergana Minkovska. At the beginning, there were eight students on the team from the following faculties: Faculty of Primary and preschool education (3 students), Faculty of Philosophy (4 students), Faculty of Slavic Studies (1 student), who were participating in the study groups of aerobics and callanetics led by Ms G. Minkovska. These were difficult times because in Bulgaria there was no tradition established or any experience in students' cheerleading, but there was a lot of enthusiasm and faith. Both equipment and pompoms were initially made by hand as they were not available on the market. In 2010 the cheerleading team of Sofia University "St. Kliment Ohridski" participated for the first time in the International Student Cheerleading Competition in Milan, Italy and thus became the only Bulgarian team so far to register for such a competition. In 2011 the team and its coach travelled on their own expenses to Italy and there they became the first team from Bulgaria to win a cup and medals from the prestigious student international competition "EUROMILANO 2011", taking second place. The cheerleading team

has confirmed its reputation and has taken part in dozens of events held annually on a university, national and international level. In April (10-11) 2014 the team presented the cheerleading dances as a type of sports in the town of Shtip, Macedonia at the invitation of the management of Gotse Delchev University, and a few months later (12-13.12.2014) the team was once again a guest of the same university to take part in a basketball match. In 2012 and the next few years, the team prepared and video-recorded congratulatory videos on Christmas and New Year celebrations. In the first year, the video was broadcast on Nova TV, and in the years to follow the videos were broadcast on social media.

## **1.2. Aerobics classes as part of the learning process at Sofia University "St. Kliment Ohridski"**

When aerobics was first practiced in Bulgaria, it was without delay made a part of Sofia University sports curricula. A representative aerobics team was created by Ms Irina Nesheva. Those who attended aerobics classes in the period between 2000/2001 until 2015/2016 were students from all faculties, courses and programmes of Sofia University and their number was about 700 per year depending on the availability of free places in the study groups. Since 2012, the tradition of holding competitions for the Rector's Cup has been renewed, and the aerobics competitions are the ones with most participants (over 100 people). The main organizer, coordinator and judge in this period is Ms Gergana Minkovska.

## **2. Research aim, tasks and hypothesis**

**The aim** of this research is to trace the role and importance of group musical-motor activities and to study the need for practice, promotion and wider advocacy of this type of physical activity as an important means of education in kindergarten.

**The object** of research is the educational interaction and adoption of norms of behavior by 6-7 year old children through musical - motor activities practiced in pedagogical situations in physical culture in the kindergarten classroom.

**The specific object** of research is the process of instilling educational values in children, in compliance with the moral and aesthetic development of 6-7 year old children, by practising musical and motor activities with emphasis on "pravo horo" folk dance, to the accompaniment of "Boryano, Boryanke", "rucheniza dance" step on the spot, waltz steps, cheerleading movements and aerobics steps.

**Tasks:** To achieve this aim we have defined the following **tasks**:

1. Review of the existing literature on the connection between children's upbringing and building up personal qualities through group musical-motor activities.
2. Observation of lessons in physical education and sports as well as pedagogical situations in physical culture in kindergarten with children of different age groups, with focus on fourth preparatory group.
3. Development of a concept for a "Dance and play" model for interaction through group musical - motor activities and testing its effect on the behavior of preschool children and the adoption of universal values.
4. Comparative analysis of the results of the study.

5. Conducting surveys among pedagogues on the influence of group music - movement activities on personality development, as well as among university students of "Physical Education and Sports" (studying at the Faculty of Educational Studies and the Arts, Sofia University "St. Kliment Ohridski") at the beginning and at the end of their studies in the discipline "Rhythms and dances". Offering a comparative analysis of the results obtained on group music - movement activities, the integration of these activities in the curricula of educational institutions and their educational aspect.

The detailed research and analysis of the literary sources related to musical-motor activities as well as the long-term experience in the foundation and management of the cheerleading team of Sofia University "St. Kliment Ohridski" and the organization, management and implementation of the trainings and educational activities in aerobics and callanetics at the university, gives us reason to believe that research related to this scientific problem would help clarify a number of unexplored issues, i.e. the favorable influence of musical-motor activities on the overall formation of the personality. Being emotional, vital and positive, musical-motor activities contribute to the aesthetic and moral education of their practitioners.

## **Hypothesis**

We hypothesize that the group music and movement activities will stimulate the development and enhancement of a number of positive personal qualities in preschool children. We assume that an opinion research of various target groups on this issue will confirm our hypothesis. That would help those, working in this field, focus their attention more on these activities and view them as a way of

preventing and overcoming deficits in the upbringing of children, a way of maintaining a healthy disposition and improving children's personal characteristics and qualities.

The experience gained during our 16 years of work with study groups with musical - motor orientation (aerobics and callanetics groups) and with the Cheerleading Team of Sofia University "St. Kliment Ohridski" and the achieved results give grounds to believe that a modified model could be tested in a kindergarten for 6-7 year old children.

### **3. Methodology of research**

To achieve the aim and tasks we used the following **methods**:

**Theoretical research, analysis and summary of literary sources** related to educational traditions and practices.

**Psychological - pedagogical experiment.** For the purposes of the experiment, two groups were formed: experimental and control. The musical-motor activities and the interaction with the children in the experimental group in the pedagogical situations of physical culture were organized in such a way as to give them the opportunity to learn values and norms of behavior. In the control group, there was no implementation of an experimental training for children. In these classes, they followed the activities on their curricula.

### **Observation**

- Direct observation, in which the processes we are interested in were directly observed

- Open observation, during which our presence was made visible. It took place in the natural environment of the kindergarten and school.

- The number of observed pedagogical situations in physical culture is 114 (one hundred and fourteen);
- Observing the behavior of children in the fourth preparatory group who took part in musical - motor activities in the pedagogical situation in physical education (in the kindergarten) during the period preceding implementation of the model (2016/2017 academic year - 2017/20018 academic year). Number of children who participated: 60 children (36 boys, 26 girls), (Table 1).

Total number of children	Girls	Boys
60	24	36

*Table 1. Number of children observed in the fourth preparatory group during the period preceding implementation of the model*

- The number of lessons observed in physical education and sports is 225 (two hundred and twenty-five);

A comparison between the basic form of interaction and learning in kindergarten and school is made, i.e. the pedagogical situations in the kindergarten and lessons in school. Petrov, P. (2001) states that the lesson has been a basic form of learning since the time of Comenius and will most likely remain such in the future. According to Ordinance №5, the main form of pedagogical interaction in the kindergarten is the pedagogical situation, which takes place only during school hours. In both school and kindergarten, the process is aimed at achieving an

expected result in relation to the overall development of children. The terms "situation" and "pedagogical activity" in this paper are used interchangeably.

### **Survey research method**

Three of the conducted anonymous *surveys* (two among students whose major is "Physical Education and Sports" and one among pedagogical specialists) were written, partially standardized surveys, i.e. the open-ended and close-ended questions were formulated beforehand. The anonymity of the surveys is a prerequisite for higher reliability.

The survey among children was a non-standardized oral *interview*, defined as a free conversation.

A conversation was held with the pedagogues from the kindergarten as well as with the students whose major is "Physical Education and Sports". Opinions were exchanged and shared.

### **Mathematical – statistical methods**

Frequency analysis supplements the empirical data. The results of the study are presented in figures and tables.

## **4. Stages of research**

According to the tasks set by us, we carried out the research in four stages.

**The first stage** of our work included a study of literary sources and documents in order to analyze the educational traditions from the past and the present and the possibility of educational interaction through group music and movement activities.

We reviewed the history of cheerleading and aerobics in relation to our main goal, i.e. achieving an educational effect through innovative motor activities with

musical accompaniment, which can be practiced as a non-traditional means of physical education by 6-7 year old children in the kindergartens. We compiled questionnaires, developed a concept for the application of the above model for interaction through group musical - motor activities and its effect on the behavior of preschool children and the acquisition of universal values. The aim, tasks and working hypothesis of the research were defined.

During **the second stage** we conducted an experiment with 6-7 year old children and assessed their level of knowledge and mastery of musical - motor activities. We implemented the model for interaction through group musical - motor activities and observed its effect on the behavior of preschool children and their adoption of universal values. We called the model "Dance and Play" model.

We conducted a survey among first-year university students whose major is "Physical Education and Sports" at the beginning of their study on "Rhythmics and Dance", which is a compulsory course on their programme. We conducted interviews with specialists and explored their opinion of the group musical-motor activities and their effect on children's upbringing and interaction.

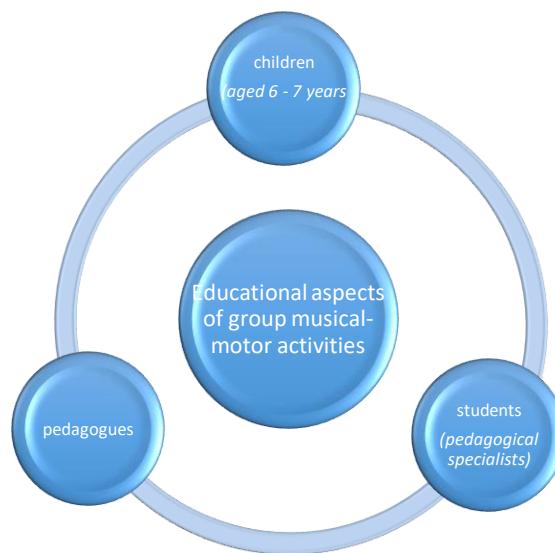
**The third stage** covered the last period of our research – it included a post-test with the children, a second survey with first-year students of "Physical Education and Sports", conducted at the end of their course study on "Rhythmics and Dance" in order to compare results at different stages and possible changes in the way of thinking, disposition and attitudes of the students – the future professionals in the field. We also conducted a survey among teachers.

During the **fourth stage** we processed collected data by comparing, analyzing and summarizing the results of the control and experimental group and the surveys, prepared tables and diagrams, drew conclusions and recommendations and designed the final layout of the dissertation.

## 5. Research design

We carried out the experimental research in a kindergarten № 8 "Prof. Dr. Elka Petrova ", Sofia, Borovo, where we conducted a survey among the teachers. The children who participated in the research were 63, of which 31 in the experimental group (15 girls; 16 boys) and 32 (17 girls; 15 boys) in the control group. In the final stage, there were 23 children in the experimental group (14 girls; 9 boys) and 25 in the control group (13 girls; 12 boys) or a total of 48 children. In the groups, tests for entry and exit levels were conducted with defined specific research indicators.

The teachers who participated in the survey were 19, aged 21 to 68 years. Furthermore, 31 regular university students (aged 18 to 59) in their first year of studies on the programme of "Physical Education and Sports" at the Faculty of Educational Studies and the Arts participated in the research. The students of "Preschool Pedagogy and Foreign Language Teaching" who took part in the implementation of the "Dance and play" model were 16 in total (Fig. 1).



*Fig. 1. Research scope*

## **CHAPTER THREE**

### **ANALYSIS OF RESULTS**

#### **1. Introductory activity and preparation for implementation of the "Dance and play" model for educational interaction**

Experimental work prior to implementation of the model was performed in a few stages, related to diverse activities. The work, preceding the implementation of the model, included certain phases related to activities in several directions:

- Meetings with the management of the kindergarten as well as with the pedagogue carrying out the preschool education in the specific experimental group regarding the approbation of the "Dance and play" model.
- Introducing 3rd year students of "Preschool pedagogy and foreign language teaching" (PUPCHE), studying at Sofia University "St. Kliment Ohridski", Faculty of Educational Studies and the Arts, to the aim, tasks and expected results from the implementation of the model for educational interaction.
- Study the readiness of these students to participate in the implementation of the model.

#### **2. Characteristics of the ascertaining stage of the psychological - pedagogical experimental model in kindergarten**

During this stage in December of the 2018/2019 school year, diagnosis of children from the experimental and control groups (entry level) was carried out in a pedagogical situation in physical culture in the kindergarten. It aimed at assessing the level of mastery of musical - motor activities and the possibility of using them as a tool for educational interaction. Research indicators have been identified.

### **3. Methodology of implementation of the experimental model for interaction through group musical - motor activities**

Classes with the experimental group were held once a week in the months from January to May, including classes during pedagogical situations of physical education in kindergarten. The number of children in the control group was 32 (17 girls, 15 boys), and the number of children in the experimental group was 31 (15 girls, 16 boys); the total number of children in both groups was 63 (Table 2).

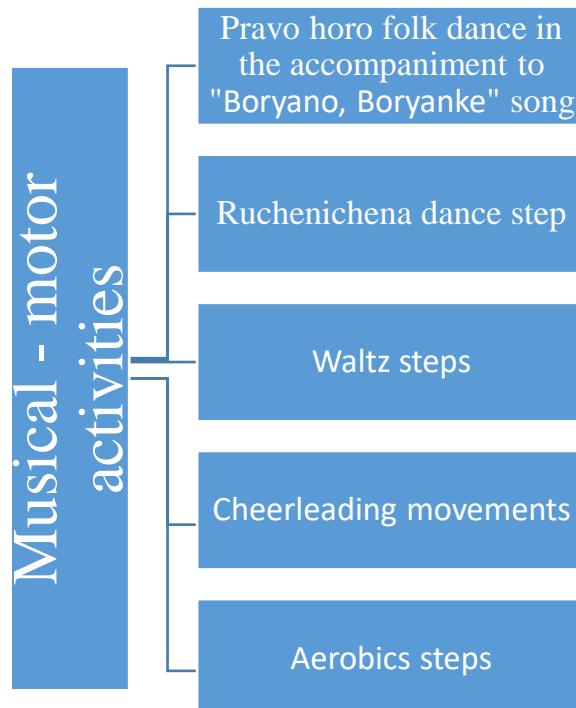
<b>Control group</b>		<b>Experimental group</b>	
<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>
17	15	15	16
<b>Total number of children: 32</b>		<b>Total number of children: 31</b>	

*Table 2. Distribution of children in the groups*

The duration of the pedagogical situation was 30 minutes. The structure of the pedagogical situation was subordinated to the usual physical culture ones and contained a preparatory, main and final part. Each part corresponded to the tasks to be solved. During the preparatory part children were organized, the topic was defined and instructions on the upcoming activities given. Preparation for physical activity, including walking, running, attention games and a set of general developmental exercises. During the main part, the specific tasks were carried out, through which the children acquired new knowledge, learned and subsequently enhanced new musical and motor activities. In the final part bringing the body to a calm state suitable for further activity was realized through a calming game, and an assessment of the work was made. The specific characteristic of these pedagogical situations was that they were accompanied by music in all parts. The necessary

equipment and tools were provided: music system, appropriate musical accompaniment, pompoms (for situations of study of cheerleading movements). The exercises and movements were demonstrated and explained in their specific terminology. The main method of organization was the frontal, through which all children simultaneously performed the assigned exercises. The educational interaction was monitored at all times.

The following musical - motor activities were proposed to be studied: "Pravo horo" folk dance in the musical accompaniment to "Boryano, Boryanke", Rucheniza dance step on the spot, Waltz steps, Basic aerobics steps and combinations, Cheerleading movements with simple coordination (Fig. 2). The new knowledge was acquired on the basis of already mastered exercises, steps, movements, and positions studied so far.



*Fig.2.Musical - motor activities studied in pedagogical situations in physical culture*

#### **4. Analysis of the results of the implementation of the model for interaction through group musical - motor activities**

During this period, *a model, developed by us for interaction through group music - movement activities* and its effect on the behavior of preschool children and their adoption of universal values, was implemented in the experimental group.

In May 2019, a game "Guess the dance and find your group" was played. Its aim was to assess children's level of acquisition of universal values which influence the behavior of preschool children by studying various musical - motor activities. The indicators for evaluating the effectiveness of the applied methodology, measured at the end of the experiment, are the following:

Indicator: Orientation and group formation

Indicator: Naming a specific dance

Indicator: Knowledge of a specific dance

Indicator: Knowledge of universal human values and personal qualities formed through the respective motor activity

Indicator: Technical skills for the interpretation of a specific dance

Indicator: Willingness and active participation in the performance of musical - motor activity

After analyzing and summarizing the data obtained through the implementation of the "Dance and play" model, it can be reported that 6-7 year old children acquire knowledge of universal values and norms of behavior through group music - movement activities, and seek to apply positive examples of behavior in their own relationships.

## **5. Analysis of the results of the survey conducted among kindergarten teachers**

The survey conducted among 19 teachers, confirmed our hypothesis of the positive educational and upbringing effect of different types of musical - motor activities (traditional and innovative) on children's development and interaction. It comprised 10 questions.

## **6. Comparative analysis of the results of the survey conducted among university students of "Physical Education and Sports"**

*The survey was conducted among first year regular students in "Physical Education and Sports" at the Faculty of Educational Studies and the Arts, SU "St. Kliment Ohridski". The survey was conducted at the beginning and at the end of the students' training in "Rhythmics and Dances" which is a compulsory course on their programme. Our interest in their opinion as future sports educators was provoked by the desire to understand their attitude to music - motor activities with an educational emphasis. After the opportunity to practice these activities and getting acquainted with their specific features, we believe that these young people - future sports educators, applying what they have learned will be able to influence the education of future generations through musical - motor activities.*

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

Based on the data from the experiment and their analysis we can draw the following **conclusions**:

1. The study, exercise and practice of the described musical-motor activities (without excluding the possibility of inclusion of other similar activities, designed to serve the same purpose) lead to the formation of a number of universal values.
2. Knowledge of positive personal qualities acquired in preschool age through dance and play and the opportunity to express oneself through musical - motor activity in a group would contribute to socialization and higher self - confidence in the subsequent age period.
3. The proven connection between the behavior of 6-7 year old children and their observation, study and performance of musical - motor activities in a group gives reason to believe that these activities help children to form and make sense of correct notions of human communication and behavior. Regardless of the transformations that may occur in the future in some children, related to the characteristics of later ages, what has been learned about moral behavior and norms, at a certain moment on the basis of acquired own experience related to such behavior and manners will help to build worthy personalities.
4. The emotional-artistic atmosphere created through group musical-motor activities, in addition to being a way and an opportunity to satisfy the children's needs for fun and joyful experiences, is also a factor for educational interaction.

5. The imitation by children of the behavior of the adults around them sets a good example as an important requirement for parents, educators and educators-to-be, which is why we admire the decision to include the course in "Rhythmics and Dance" as compulsory on the curriculum of students of "Physical Education and Sports" who are the future sports pedagogues.

6. Based on the survey it was proved that current educators are aware of the importance of musical - motor activities, both for good health and development of physical qualities, as well as for the prevention of aggressive behavior, education in moral behavior and enhancement of aesthetic ideas.

7. The two surveys conducted with students of "Physical Education and Sports" as well as the participation of students of "Preschool Pedagogy and Foreign Language Teaching" in the implementation of the "Dance and play" model for educational interaction, prove that after exploring the opportunity to practice music - motor activities, future educators are aware of the growing need to practice these activities with a particular emphasis on education.

## **RECOMMENDATIONS**

1. Development of programmes, teaching materials and methodical manuals related to musical - motor activities, which should emphasize not only the technique of performance when studying a specific activity, but also the moral - aesthetic educational effects.
2. Introduction and wider advocacy in the kindergarten and school of innovative musical - motor activities meeting the interests and needs of modern children, as well as publishing specialized literature by eminent specialists in the field, which would support the work of teachers, sports teachers, choreographers, coaches, and animators.
3. Taking into account the age characteristics of the children and their personal experience, when designing textbooks and / or books in the field of physical culture for a preparatory group. The published materials should help children get to know the sports world, socialize in society and develop creative thinking.
4. Organizing courses designed for additional qualification of pedagogues in order to support their activities in the introduction of innovative musical - motor activities. Offering qualification courses which would help educators who may encounter various difficulties due to ambiguities in the introduction of innovative musical - motor activities and organization of these classes.

## **SCIENTIFIC CONTRIBUTIONS OF THE DISSERTATION**

1. The present paper is among the very few scientific sources available in Bulgaria on cheerleading dances not only as a type of musical - motor activity, but also as a means of education.
2. The obtained results confirmed the need for wide representation of the group musical - motor activities, both for maintaining good health condition and development of physical qualities, as well as for education in moral behavior and creation of aesthetic ideas.
3. The obtained results can be used for development of programmes, teaching materials and methodical manuals related to different types of musical - motor activities.
4. The implemented "Dance and play" model can be used in the situations of physical culture in the fourth preparatory group at kindergartens and schools.

## **LIST OF AUTHOR' S PUBLICATIONS:**

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