

18. THE ACTIVITY OF THE MUSIC TEACHER, FROM MUSIC EDUCATION IN SCHOOL TO ADAPTING A SPECIFIC CONTENT TO THE NEEDS OF STUDENTS, IN ORDER TO DEVELOP LEARNING AND KNOWLEDGE, THROUGH EXTRACURRICULAR ARTISTIC EDUCATIONAL ACTIVITIES

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Abstract: *Education, seen from a didactic perspective, takes many forms. Conventionally, the idea that education has three dimensions is accepted. The diversity of educational situations has required their systematization and the identification of the main hypostases or forms of education. Depending on the way education is organized, we distinguish: formal, non-formal and informal education. [Constantin Cucuș, (coord.), (2009), Psychopedagogy for final exams and didactic degrees, Polirom Publishing House, Iași, p.106.] As far as we are concerned, we will refer to two of them: formal education and non-formal education.*

Key words: *Educational process, music education, didactic perspective, formal education, non-formal education*

1. Introduction

Educational action can be conceived and executed in a variety of forms generated by the needs of man and society, by the processes of human life: informational processes, economic processes, moral, civil, aesthetic and artistic processes, economic, nutritional, sanitary, physical and sports processes, religious processes and others.⁸³ Education, seen from a didactic perspective, takes many forms. Conventionally, the idea that education has three dimensions is accepted. The diversity of educational situations has required their systematization and the identification of the main hypostases or forms of education. Depending on the way education is organized, we distinguish: formal, non-formal and informal education.⁸⁴ As far as we are concerned, we will refer to two of them: formal education and nonformal education.

2. Discussions

Formal education represents, according to Sorin Cristea is statements, the set of pedagogical actions and influences institutionally projected through systemically organized structures, on levels and levels of study (schools, universities, training centers, etc.), within a training process carried out with maximum rigor in time and space (plan, programs, textbooks, courses, learning materials, etc.).⁸⁵ Formal education is institutionally organized within the education system, under the guidance of specialized teachers, who ensure the conscious direction of the functional-structural relations between the educator and the educated, achieved in a

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⁸³ Marin Călin, (1996), *Theory of Education*, All Publishing House, Bucharest, p. 31

⁸⁴ Idem, p. 106

⁸⁵ Sorin Cristea, (2003), *Foundations of Educational Sciences. General Theory of Education*, Litera International Publishing House, Bucharest, p. 156

methodological context favorable to pedagogical success.⁸⁶

Formal education develops general objectives, which can be multiplied into specific contents, operable at the moral-intellectual-technological, aesthetic-technological-aesthetic-psychophysical level: fundamental knowledge is acquired, in their systematic interdependence, human skills and attitudes are practiced in an open methodical framework, social assessment tools are applied at different levels and degrees of school integration.⁸⁷ The main features of formal education are:

- structuring the educational process over 15-20 years of study;
- systematization of the contents so that students are progressively initiated in the field of knowledge, acquire skills, form capacities and attitudes that allow the gradual automation of education;
- directing the educational process by specialists with teaching competence;
- evaluation of the educational process, in order to facilitate the success of students and the transparency of teaching action (evaluation being understood in this case as a form of social control).⁸⁸

The main advantage of formal education consists in facilitating access to the values of culture, science, art, literature and technology, to the social-human experience, having a decisive role in the formation of the human personality.⁸⁹ Criticisms of formal education are increasingly numerous and focus on the tendency to transmit and assimilate knowledge to the detriment of the development and practice of intellectual capacities and practical skills. In this way, the habit of thinking before acting, of exposing and not imposing ideas are not stimulated, emotions and multiple intelligences of students are not educated.

Formal education is criticized for the fact that most of the information accumulated in memory is never used in intellectual activities. Young people assimilate a lot of information but do not transform it into knowledge, they do not build their own knowledge. Formal education informs, but does not form.⁹⁰ Currently, the priority role of formal education is increasingly discussed. The postmodernist guidelines highlight the expansion of non-formal education with the taking over of formal education tasks, diversifying activities and stimulating the motivation of the participants to the greatest extent. The ways in which they try to gradually remove the deficiencies reported at the level of formal education are:

- decongesting the subject and creating more and more opportunities to affirm the talents and interests of young people, by increasing and diversifying the offer of optional subjects and educational alternatives;
- real chances for each school to determine its own curriculum, the possibility of flexible use of the non-compulsory segment of the programs according to the local needs of education and training;

⁸⁶ Sorin Cristea, *op. cit.*, p. 156

⁸⁷ Ioan Cerghit, Lazăr Vlăsceanu, (1988), *Pedagogy Course*, University of Bucharest, p. 27

⁸⁸ Constantin Cuceș, (coord.), (2009), *Psychopedagogy for final exams and didactic degrees*, Polirom Publishing House, Iași, p. 106

⁸⁹ Adriana Nicu, (2013), *Educational Policies: Theoretical and Pragmatic Landmarks*, ASCR Publishing House, Cluj-Napoca, p. 70

⁹⁰ Idem, p. 71

- ensuring synergy between formal, non-formal and informal learning, in the sense of opening the school to non-formal and informal educational influences and finding the optimal ways of articulating them;
- harmonising policies and practices on initial and continuing education and rethinking all levels and structures of education from the perspective of lifelong learning;
- rapid integration of new communication technologies in the educational process.⁹¹

The main limitation of formal education results from the monodisciplinary experience of teachers specialized in teaching various subjects. He also identifies other factors that generate overload and stress: the concern for going through the large volume of knowledge imposed by the curriculum no longer leaves room and enough time for life deeds; the ambitions of some teachers to attract as much of the students' attention and individual study time as possible to their own discipline; predisposition to routine and monotony, etc.⁹²

Non-formal education refers to the totality of educational activities carried out outside the institutionalized program, activities that have an optional or optional nature, in the same sense using the expression extracurricular education.⁹³ Non-formal or extracurricular activities have acquired a well-defined status in our country in the formation of school and university youth. Through their characteristics, they fulfill educational-formative roles that the school could only partially fulfill. That is why they sometimes appear in school curricula as optional options or activities, as well as other times in activities that have become traditional, such as school celebrations, competitions, olympiads.

In the conception and conduct of these activities, the school is joined as organizers by very different institutions or associations: youth organizations, parents' associations, various cultural, sports, scientific associations, the press, local authorities, religious organizations, radio and television.⁹⁴ Non-formal activities are optional, satisfying the interests of the students better than the lessons, in addition they are usually or to a large extent designed by the students, giving them the opportunity to participate in the realization of their own education. The contents are the expression of the students' searches, options and invention. Teachers play their roles more discreetly, often taking on the role of animators or moderators.

The vast majority of extracurricular activities are not burdened with evaluations that are expressed in grades or grades. The margin of freedom available to both students and teachers explains the fact that in the sphere of non-formal education, teachers have rather learned to work in teams, to promote interdisciplinary approach, to introduce anticipatory exercises or to resort to brainstorming.⁹⁵ There is a relationship of complementarity between non-formal and formal education, both in terms of content and in terms of forms and methods of

⁹¹ Constantin Oprea, (1988), *Interactive Didactic Strategies*, Didactic and Pedagogical Publishing House, Bucharest, p. 56

⁹² George Văideanu, (1988), *Education at the Frontier Between Millennia*, Political Publishing House, Bucharest, p. 227

⁹³ Constantin Cucuș, *op. cit.*, p. 107

⁹⁴ George Văideanu, *op. cit.*, p. 231

⁹⁵ Idem, p. 232

implementation.

The activities of this form of education are, in our education system, more declarative than procedural.⁹⁶ The role of non-formal education is to provide the framework for the practice and cultivation of different skills and abilities, for professional development and initiation into another profession, to support the literacy of disadvantaged social groups, for the recreation and relaxation of participants, as well as for the organization of leisure time.⁹⁷ Non-formal education is carried out in an institutionalized setting, outside the school system, including extracurricular activities (circles by subjects, interdisciplinary or thematic, sports and artistic ensembles, school competitions, Olympiads, competitions, etc.) and extracurricular education and training activities.⁹⁸

The extracurricular activities are optional and take place in a relaxed, calm and pleasant atmosphere, willing to attract the public of different ages. It is an optional form of intellectual training that maintains the interest of participants through an attractive methodology, which gives it important advantages. Thus, non-formal education is centered on the learner, on the learning process, requesting participants in a differentiated way, depending on interests, special skills and aspirations. It offers a diversified range of opportunities, from supporting disadvantaged categories, to exercising the capacity of gifted individuals, from professional training, to opportunities for organized leisure time, through psycho-physical relaxation.⁹⁹

The characteristics of non-formal education are common to a certain extent with those presented in formal education: pedagogical design carried out at an institutionalized level, organization of actions at a structural level through the functional correlation between educator and educated.¹⁰⁰ Non-formal education has something specific to fulfill: it responds adequately to the concrete needs of action, it offers a first moment of abstraction by extracting knowledge from practice, it facilitates contact with knowledge starting from the needs felt by the educated, it is optional, the students are more deeply involved in the development of the educational act, it demystifies the teaching function, the contents are more varied and more flexible.¹⁰¹ The difference between formal and non-formal education is marked by the following notes specific to non-formal education:

- non-formalized pedagogical design, with programs open to interdisciplinarity and permanent education, at a general, human, professional, aesthetic, civic level, etc.;
- the optional, non-formalized organization with the profiling of the contents dependent on the options of the students and the school and local communities, the flexibility of the methodology, especially oriented towards experiment and innovation;

⁹⁶ Adriana Nicu, *op. cit.*, p. 71

⁹⁷ Idem, p. 72

⁹⁸ Ibidem

⁹⁹ Ibidem

¹⁰⁰ Sorin Cristea, *op. cit.*, p. 158

¹⁰¹ Constantin Cucoș, (2000), *Pedagogy*, Polirom Publishing House, Iași, p. 37

– optional assessment, with psychological accents, primarily stimulating, without grades or official grades.¹⁰²

The structure of the non-formal educational action has a plus of flexibility and openness in relation to the influences of the psychosocial field that concentrates and multiplies numerous central and secondary effects, dependent on the style of personality formation-development, designed and carried out in time and space.¹⁰³

Criticism of non-formal education focuses on the following issues:

– promoting a superficial activism dependent only on the fulfillment of concrete objectives, often broken from the specific objectives of formal education;

– the advancement of a project dependent only on the available technical means, which can unbalance the fundamental correlation between the subject and the object of education;

– circumvention of the real social validation of the results in relation to the diplomas and certificates obtained at the level of formal education.¹⁰⁴

3. Results

Despite these limitations, non-formal education is gaining more and more ground over formal education. School is not the only place where you can learn, and in the context of lifelong forms of instruction, interest moves beyond the walls of school. Education in schools depends more and more on the training of teachers and the change of educational culture. Only by changing the social and mental environment of the students can multiple intelligences be promoted in the school.¹⁰⁵

Music education in school is carried out on the basis of a school curriculum, with clearly specified contents, the study of which allows students to acquire the skills targeted at the level of the discipline, which mark the necessary knowledge acquisitions. The activity of a music teacher can be diversified, taking into account that the Education Law provides for an amount of 25% of the school program for activities chosen by the teacher, the remaining 75% covering the theme provided in the specialized curriculum (Music Education). But, even so, the time allotted is too little. A wider vocal repertoire can be made, sometimes with instrumental accompaniment made by the teacher or by some students who have learned to play the guitar, for example, privately.

Although in schools, in addition to the compulsory subjects of study (common core) there is also a curriculum at the school's decision (CDS), which represents an offer through which students can deepen the common core and can learn, experiment and other areas than those offered by it, the optional for music is rare, because the attention for this educational format is directed towards so-called "more important" subjects. such as: romanian language, mathematics, english language, computer science. And then you can resort to a variant of extracurricular activity, which takes place in an institution other than the school and which complements, at a non-formal level, the formal activities carried out within the regular teaching program.

One such example, which I have experienced, with good results, is the

¹⁰² Sorin Cristea, *op.cit.*, p. 158

¹⁰³ Idem, p. 158

¹⁰⁴ Adriana Nicu, *op. cit.*, p. 73

¹⁰⁵ Ibidem

school's partnership with the Children's Palace or Club in the localities where there are such educational units. The partnership can be achieved on the basis of an Educational Project (presented below) which is coordinated by two teachers, one from each school unit. In the project, all the details followed are established, with precise data. Also, in addition to the project, a calendar of activities (presented below) is attached, containing data on the activities carried out together. Formal music education in school involves learning specific elements of musical language, related to melody, rhythm, tempo, nuances. They apply within the learned vocal songs. Non-formal education is represented by the adaptation of these contents to the needs of students, in order to develop learning and knowledge, through extracurricular artistic educational activities, with instrumental accompaniment, in locations other than school.

Children's Palace.....
 Directory
 Prof.
 No...../.....

Secondary School.....
 Directory
 Prof.
 No...../.....

EDUCATIONAL PROJECT

Let's sing together

Coordinators:

Teacher..... Children's Palace.....	Teacher..... Secondary School.....
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Project description: Through the activities carried out within the partnership, the two schools aim to detect talented students and guide them for constructive purposes, for their personal professional development, including students with Special Educational Needs, for achieving intercultural education, for preventing and combating school dropout.

The project aims to:

- mutual knowledge and good relations of the partner institutions;
- popularization of positive experiences that are part of the sphere of image management;
- attracting students to artistic activities;
- stimulating the development of extracurricular activity in an organized setting;
- attracting collaborators, possibly sponsors;
- creating opportunities to capitalize on the positive experiences acquired by students;
- acceptance by students of the rules according to which social microgroups operate outside the school environment;

Purpose: Acquiring the knowledge and skills to recognize and use the art of music.

General objectives:

- the acquisition by students of new skills and behaviors;
- familiarizing students with the elements of musical language;
- development of artistic sense, imagination, skill and interest in discovering new knowledge;
- positive influence of students relationships of mutual knowledge and collaboration.

Operational objectives:

- knowledge and use of elements of musical language;

- knowledge and use of accessible musical instruments;
- the correct acquisition of the elements of vocal technique.

Working methods/techniques: exercises on musical instruments and toys, video presentations and musical auditions.

Target group: the students of the Guitar Circle at the Children's Palace.... and the choir of the School...

Beneficiaries:

- direct: pupils, parents, school staff;
- indirect: the social entourage of students, society.

Locations: Children's Palace..... and Secondary School.....

Project resources:

- human resources: the students of the Guitar Circle and the choir, the choir teacher, the teacher of the Guitar Circle at the Children's Palace;
- material resources: musical instruments, musical toys, sheet music;
- time resources: 9 months (October – June Current school year);
- information resources: internet, documentaries, specific materials.

Project stages:

- project preparation between partners;
- signing of the collaboration protocol between the parties;
- project implementation;
- carrying out the calendar of established activities;
- monitoring, evaluation.

Expected results:

- stimulating the participation of students in the artistic circles offered by the Children's Palace;
- changing parents attitude (involvement) towards extracurricular activity;
- improving the school-family-Children's Palace relationship.

Monitoring techniques: photo, video, movie images.

Aims: participation in celebrations, shows.

Media coverage: school showcase, school website, local press.

Dissemination of results: presentations within the Teachers Council, the Methodical Commission, the popularization of the partnership (in the communications session, publications).

Follow up: requests from students and teachers to get involved in similar projects.

CALENDAR OF ACTIVITIES

No.	Name of the activity	Period	Venue	Participants	Means of achievement
1.	Let's be creative!	October	Secondary School	Pupils from the Children's Palace, Pupils from Secondary School, Teachers	Musical workshop
2.	Let's sing through play and improvisation!	November	Children's Palace	Pupils from the Children's Palace, Pupils from Secondary School Teachers	Musical workshop
3.	Carols resound	December	Secondary School	Pupils from the Children's Palace, Pupils	Artistic program

				from Secondary School, Teachers, Parents	
4.	Body percussion accompaniment	March	Children's Palace	Pupils from the Children's Palace, Pupils from Secondary School, Teachers	Musical workshop
5.	Oh, come with more sunshine!	May	Secondary School	Pupils from the Children's Palace, Pupils from Secondary School, Teachers, Parents	Artistic program
6.	The big vacation is coming!	June	Children's Palace	Pupils from the Children's Palace, Pupils from Secondary School, Teachers, Parents	Artistic program

Coordinator,
Profesor.....

Coordinator,
Profesor.....

4. Conclusions

As a result of the activities carried out within the educational project "Let's sing together", the following SWOT analysis resulted.

Strengths	Weaknesses
creates communion; improve cooperation and communication; encourages creativity; promotes the artistic side; strengthen teacher-student, student-student relationships.	requires a lot of preparation for organization and coordination; Some students may show disinterest, sheltered by the group.
Opportunities	Dangers
students can affirm their skills and abilities; Increased self-esteem.	misunderstandings between students (and teacher).

The results of formal and non-formal educational activities are, in general, the progress and school performance being superior due to the correlation by the students of the notions acquired in school with the musical practice.

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