

THE ORGANIZATION AND CONTENT OF MUSIC THERAPY CLASSES FOR THE PREVENTION AND TREATMENT OF PSYCHOSOMATIC DISEASES IN CHILDREN FROM SIX TO TEN YEARS OF AGE

Anastasiya Vilchkovska ¹

¹ Ph.D. in Pedagogical Sciences. Yan Kohanovskii University in Kielcah, Piotrków Trybunalski Department, Poland

Abstract

The article deals with the organization and content of the music therapy sessions for children 6–10 years of the with psychosomatic diseases. The analysis literature scientists from different countries show that the most rational for music therapy sessions with children of this age a combination of music with exercise, games and dancing. They actively influence the deprivation of children from diseases related to the negative impact of the environment on their psyche, neurosis, aggression and positively contribute to the psycho–physical development, education aesthetic feeling formation behaviour.

Research scientists and practical experience indicate the need for widespread use of music therapy classes in preschool institutions, schools and medical centres in connection with the spread the 15 years of psychosomatic illnesses and youth.

Key words: music therapy, classes, children, illness, treatment, privation, exercise, games and dance

Анастасія Вільчківська. Організація та зміст занять із музикотерапії, спрямованих на профілактику та лікування психосоматичних захворювань у дітей 6–10 років. У статті розглянуто організацію та зміст занять із музикотерапії для дітей 6–10 років, які мають психосоматичні захворювання. Результати аналізу літератури вчених різних країн свідчать про те, що найбільш раціональним для занять із музикотерапії з дітьми цього віку є поєднання музики з фізичними вправами, іграми й танцями. Вони активно впливають на позбавлення дітей від захворювань, пов'язаних із негативним впливом навколишнього середовища на їхню психіку, неврозів, агресії, а також позитивно сприяють психофізичному розвитку, вихованню естетичних почуттів, формуванню норм поведінки.

Дослідження науковців і практичний досвід свідчать про необхідність широкого застосування занять із музикотерапії в дошкільних закладах, школах, санаторіях та лікувальних центрах у зв'язку з поширенням за останні 15 років психосоматичних захворювань у дітей та учнівської молоді.

Ключові слова: музикотерапія, заняття, діти, хвороби, лікування, профілактика, фізичні вправи, ігри, танці.

Анастасія Вільчківская. Организация и содержание занятий по музыкотерапии, направленных на профилактику и лечение. В статье рассматривается проблематика организации и содержания занятий по музыкотерапии для детей 6–10 лет, имеющих психосоматические заболевания. Результаты анализа литературы учёных разных стран свидетельствует о том, что наиболее рациональным для занятий по музыкотерапии с детьми этого возраста является сочетание музыки с физическими упражнениями, играми и танцами. Они активно влияют на предохранение детей от болезней, связанных с негативным влиянием окружающей среды на психику, помогают в устранении неврозов, агрессии, а также положительно способствуют их психофизическому развитию, воспитанию эстетических чувств, формированию правильных норм поведения.

Исследование ученых и практический опыт свидетельствуют о необходимости широкого применения занятий по музыкотерапии в дошкольных учреждениях, школах, санаториях и лечебных центрах в связи с распространением за последние 15 лет психосоматических заболеваний среди детей и молодежи.

Ключевые слова: музыкотерапия, занятия, дети, физические упражнения, игры, танцы.

Introduction. Health of the nation nowadays considered to be an important indicator of the civilization of the state that largely affects the socio-economic state of society. Health of children and young people is especially important for society, because according to scientists' assessment (Amosov, I. Muravav etc.) approximately 75 % of diseases that have adults are connected with «health foundation» that was built up in childhood and adolescence.

According to medical research of many years only 11 % of students graduate from high school being. Among the most common diseases that have most of students of primary school in European countries are neuroses associated with long stressful situations in family and school, aggression among students, wrong relationships in the class community and others.

Children that experienced the above problems have limitation or lack of adequate reaction to external stimuli and the received information, the possibility of implementing natural mental and physical needs, difficulties in expressing their inner feelings. Each of these limitations makes considerably difficult or even

destroys the child's contact with parents, teachers, children of the same age, nature. This causes different functional disorder, aggression, low self-esteem, deficiencies in logical thinking etc. [6].

These children need special attention and appropriate treatment application which involves solution of this problem on two stages:

1. Diagnosis of factors that cause violation of children's behavior and change (if it is possible) of situation – psychological climate in the family and school.
2. Prevention and treatment that are aimed to ensure conditions for child's self-realization, by increasing physical activity, reducing mental and physical stress, creating a positive emotional mood, liberation and organizing blocked energy, overcoming fear etc.

The main and most effective factors to overcome these neurotic states that have children aged 6–10 is music combined with an active motor activity (physical exercises and dancing exercises, outdoor games, dancing).

Disharmony of spiritual life of the child, which is connected with conflicts in the family, personal communication with children of the same age in the field of educational activity at school has negative impact on his or her mental and physical development, and can be the key reason of psychosomatic diseases. Thanks to music therapy there is the ability to eliminate or significantly reduce the negative impact of stress, feelings, aggression and significantly improve the mental health of the child. Music is also one of the effective means that helps to solve problems of relaxation after school activities that experience students of primary school.

The goal of the research is the analysis of organization and content of music therapy lessons, that are aimed to prevent and treat psychosomatic diseases of children aged 6–10.

Discussion and the results of the study. The effect of the influence of music results from its possibilities to cause child's emotions, ideas, thoughts, actions conforming to which there are certain physiological changes in the body. The influence of acoustic waves on subliminal level causes synchronization of physiological processes, integration of all systems of the body, mobilization of personal host defenses. This consolidation causes supercompensation condition which manifests itself in improving state of health, strengthening of psychophysical protection, which is aimed at harmonization of the development of the child [4].

Music combined with motor activity allows to control the mental state of the child and his or her behavior. Almost all children of this age, regardless of their mental development, certain motor reactions appear when they are listening to music. Active movements together with music are a source and energy and emotions regulator of children at the same time, also they free psychophysical stress [5].

Based on many years of research M. Yanishevskym found that emotional reactions to musical stimuli is characterized by increasing motor skills activity of children that affects the cardiovascular system, breathing, muscle tension or relaxation, strengthening of metabolism parameters, etc. [3].

The movement that is stimulated by music becomes more controlled, also intensifies attention, hearing and thinking, changes emotional state of the child. The main musical element that encourages children to move is rhythm. According to the opinion E. Zhaka-Dalcroze – «It's impossible to reproduce musical rhythm without feeling of body rhythm» [2, p. 68]. Thanks to the usage of the human body as a kind of musical instrument a sense of music and motor coordination develops. Rhythm is the base of therapeutic properties of music. In nature, everything is subjected to certain rhythms, including the human body. Scientific studies have shown that when the body functions are violated, they begin to work in a different rhythm. If to set with which music works while they are playing works certain body organ in unison, which has violation of its natural rhythm, it can resume its correct functioning [4].

The impact of music on the human psyche can be described as «psychotropic»: it soothes, relaxes, stimulates, activates, mobilizes. It has significant opportunities to influence the functioning of the whole human body. That is why these properties of music indicate the need for its use in the prevention and treatment of various children's, youths' and adults' diseases [6].

The wide popularity of lessons in music therapy received musical concept of musical-motor upbringing of Western musicians and teachers: Emile Jacques-Dalcroze, Orff Carl, Rudolf Laban, Alfred and Mary Knessiv. The advantage of these systems is their focus on the full development of personality in mental, physical and aesthetic fields. Through the intensification of aesthetic response of children to music while doing motor activity, the rise of creative potential of individuality appears; forming of sense of beautiful and aesthetic; promotion of active lifestyle. Let us consider thesis specificity of musical-motor education of children brought up by the teachers mentioned above.

Émile Jaques-Dalcroze (1865–1950) in the long-term work with children came to the conclusion that there must be an organic relationship between body and music. At the same time he stressed the educational

value of rhythm and its disciplinary effects on the psyche and the body of a child. Elements of rhythmic gymnastics, designed by Émile Jaques-Dalcroze are also used in special pedagogy and rehabilitation at the diagnosis and correction of defects in the physical development and behavior; emotional disorders and neuroses of children and young people.

Carl Orff (1895–1982) believed that preschool and junior school ages are the best to attract a child to music and to form its motor skills. At this time the foundations of comprehensive human development are being laid, especially its psychomotor field. The movement in his system does not have clearly specified forms, but occurs spontaneously during gaming activity and is the improvisation of a child depending on the subject of games and situations that are created in the process of music and movement classes. Motional improvisation has a place in the process of executing dance elements in accordance with the proposed music when performing songs or staging.

C. Orff defines several basic principles that must come true during the music and movement classes: the comprehensive development of the child; the alternation of psychophysical stress and relaxation (rest); creativity and progressively increasing requirements to the execution of the movements. Multifaceted method of C. Orff, as well as the guidelines for its application are used in many countries of the world on the lessons of music and physical culture, in music therapy with children who have problems in behavior and mental illnesses, in children's sanatoria, where the physiotherapeutic procedures are carried out, etc.

Rudolf Laban (1879–1958) is the author of physical expression, which is also called «Modern educational dance». He formulated the following slogan: «every man has within himself something of a dancer, and he has to develop and improve these makings to strengthen his mental health, well-being, and to organize his active leisure. Children (especially preschool and primary school age) often implementing their mental state and mood with movements. So you want to create for them the proper conditions for the expression of their emotional state in motor activities» [1].

The main tools of this physical expression are physical exercise to music, games with elements of dance, which are available for children. Their execution, according to R. Laban, stimulates the child's creativity, positively influencing the development of aesthetic sense, creates movement culture (especially their coordination), harmonizing its actions with the movements of the partners, etc. R. Laban's Method of expressive gymnastics is aimed at the integration of movements, music and rhythm. Means of physical expression (basic movements, gymnastic and dance exercises, folk dances, games, etc.) are accessible and interesting for children, so they can be widely applied in the classrooms of music therapy for this age contingent.

Rhythmic gymnastics of Alfred and Maria Kness was widely implemented in the pre-school institutions and schools during 60–70-s of XX century in various countries of Western Europe, America and Asia. They named their technique of rhythmic gymnastics – Bewegung Rhythmik, it can be translated from German as «movement and rhythm» or «move to the rhythm». It is based on three main elements: movement – rhythm – music. The main place among them is relegated to the rhythm, which is, in their opinion, the basis for the proper use of all phases of movement in time and a specific pace. The authors also emphasize that the aforementioned things are a definite background that promotes interest to the proposed movements for children.

You can assume that the rhythmical gymnastics to the music by A. and M. Kness has a certain resemblance to aerobics. Because it enhances aerobic processes in the body, increases the amount of oxygen consumption. This happens due to the stimulation of the cardiovascular and respiratory activities using circular movements: walking, running, jumping (in place and with moving forward), dancing, etc.

Performance of rhythmic exercises in the same pace and time contributes to the education of discipline, teamwork, better orientation in space and time, initiative, and ability to solve their problems which are associated with stress, manage emotions, improvement of the psycho-physical condition of children. Therefore, the method of A. and M.Kness is used in music therapy with children who have a variety of mental disabilities.

The positive experience of carrying out the music therapy in various countries in the course of which the guidelines by Émile Jaques-Dalcroze, C. Orff, R. Laban, A. and M. Kness were implemented, those of the combination of music and motor skills in the prevention and treatment of psychosomatic diseases of children, show a significant positive impact on the improvement of their health. Despite the fact that the methodical systems of these teachers have some differences, they do not contradict, but rather supplement each other. Important component that combines them is a focus on the harmonious psycho-physical development of the child.

The concept of «psychic resonance», which was developed by a group of Swedish psychologists and passed the practical testing in the treatment of mental illnesses in people of all ages, is, in our opinion, interesting for the music therapy. The basic idea of it is fact that music is a reproduction of the original forms of human mental life through acoustically-harmonious construction. The effect of music is due to its ability

to evoke a certain emotions, thoughts, ideas and actions, in accordance with which the body goes through certain physiological changes [8].

Musical shapes affect the body on physiological and mental levels. Influence on the first level is carried out through the outer side of a piece of music. The six components of the music belong to it: the height of the sound, its flexibility, duration, timbre, tonality and rhythm. The effect on other mental level is due to the internal side of a musical work, which includes its comprehension (melody, harmony, rhythmic momentum), which causes certain ideas and emotions in the audience. The music also affects the central nervous system that leads to changes in neuro-physiological reactions, as evidenced by changes of excitation flow in cortico-thalamic and cortico-lymbic circles of the brain [4].

High interest in music therapy in recent years was also associated with developing of a new acoustic technology. In 1989 year in Germany went on sale first CD of medical resonance music composed P. Hyubner. The author explains the phenomenon of resonance by the unity of harmony laws of musical works and functioning of the human body. Resonant music relieves stress, helps to restore biorhythm disturbances, psychophysical performance, etc. [7]. Nowadays, in many countries resonant music therapy is widely used in curing of mental illnesses, nervousness and stress-related emotional disorders including depression.

Lessons on music therapy for 6–10 years old children last within 45 minutes. Structure of the lessons includes following components.

1. Preparatory part (warm-up) aimed at children's psychophysical preparation for further active work. At the beginning of the class children perform walking at a different tempo, jogging, and the next step – combined developing gymnastic exercises from different initial positions (standing, sitting, lying). The number of exercises in complex depends on the age of children and their physical conditioning. For children of 6–7 years old 8–10 exercises are selected and for 8–10 years old children respectively 10–12 exercises., the number of repetitions lies within 10–14 times, taking into consideration the current state of their health.

2. The task of the main part is development of vulnerability and variety of feelings, improvement of children's motor function. For this purpose, exercises of rhythmic gymnastics, dance exercises and dances, outdoor games to music, a variety of moving around the room (walking, jogging) exercises of balance and so on are proposed.

3. The final part is dedicated to relaxation. Children perform breathing exercises (deep breath and full exhale), muscle relaxation (lying on the floor), slow walking. Summing up the lesson includes talking to children about the contents of the class, what they liked and what they would like to perform next time.

The choice of means for music therapy lessons depends on the age characteristics of 6–10 years old children, their health state, disease diagnostics, as well as skills and capabilities for further use of appropriate musical material. The main objective of these lessons is to harmonize psychosomatic processes that occur in the child's body. Therefore, to improve physical and mental health, for children it is useful to participate in a variety of outdoor games, dance and do physical exercises to music.

The musical material is selected taking into account the vulnerability of children to the music that suits their tastes. Music used in music therapy can be diverse: classical, folk, modern, dance, from films. Widespread use may also have echoes of birds, animals, wind noise and forest, sea waves etc. The impact of music takes place simultaneously on the psyche and somatic systems of the child. Calm and quiet music causes pleasure, reduces muscle tension, heart rhythm and respiratory rate. On the contrary, loud and expressive sounds actively influence on stimulation of psychophysical functions of a body. Muscle tension, blood pressure, heart rate and level of adrenaline in blood increased.

Researchers (M. Keryl, M. Yanishevskyy) found that the state of the human body is affected by the frequency of growth and decline of sound waves. The most effective influence on the human brain is frequency in every 20–30 seconds. Research has proved that the flexibility in the sound waves of classical music increases and comes down about every 30 seconds. Classical music is characterized by high variability of acoustic energy flow that improves the functional state of the cerebral cortex of the brain, memory, associative activities. While listening to classical music the human central nervous system resonates by sound waves of music and it improves the functioning of the whole body [7].

We offer a tentative musical repertoire for music therapy classes:

- Children's Album – P. Tchaikovsky;
- Overture: Storm, Francesco do Rimini – P. Tchaikovsky;
- Seasons – P. Tchaikovsky;
- Dolls Dance – D. Schostakovich;
- Festive Overture – D. Schostakovich;
- Cinderella – S. Prokofiev;
- Peter and the Wolf – S. Prokofiev;
- Children's Album – H. Svirydov;

Nocturne from String Quartet – P. Borodyn;
Children's Album – A. Hachaturyan;
Children's Corner – K. Debyussi;
Carnival of Animals – C. Saint-Saens;
Swan – C. Saint-Saens;
Musical Moments – F. Shubert;
Ave Maria – F. Shubert;
Children's scenes – R. Shuman;
Song without Words – F. Mendelson;
Little Night Serenade – V. A. Motsart;
Hungarian rhapsodies Finals – F. Liszt;
Nocturne in f-dur, Etude in E-dur (extreme parts) – F. Chopin;
Finals of symphonies № 5, 6, 9 – L. van Beethoven;
Bagatelles – L. van Beethoven;
Well-Tempered Clavier – J. S. Bach.

In the program of physical education for primary school pupils are given the means of physical training for children of each class. They correspond to the anatomical and physiological characteristics of children of each age group. Therefore, the teacher who gives training lesson in music therapy may use this program material.

However, it is important to take into consideration the specific of music and movement therapeutic classes. When choosing outdoor games, games of scene nature are preferred because for games with elements of competition (in the form of relay) it is difficult to find functional music. Also, not all basic movements (throwing objects at a distance and in the target, running for speed, jumps in height and length of the takeoff run) suitable for these classes. No restrictions have dance exercises and dancing. On the contrary, it is desirable for children to use them on each lesson for distributing their dance experience. Dance and music for them can be taken from methodological and practical collected volumes «Dance for Children».

While practicing the general development exercises, attention should be paid to children's rational breathing as some of them hold their breath. For example, in the process of lifting the hands up they must take a deep breath and while putting them down or tilting the body forward they should exhale. General developmental exercises with wide amplitude movements should be performed to a triple music meter (such as Waltz) at the rate of 50–100 beats of a metronome per 1 minute. Exercising in such a way children learn to feel the rhythm, cadence, beat, pitch and shape of a musical work.

Different kinds of walking should be performed to a march tune, one should do it at a rate of only 4/4 with the same rhythmic structure for all the voices, it makes walking very vivid. Running is performed to music at a rate of 2/4 and 4/4. Various jumps and bounces on one place and in motion on one or on both legs should be accompanied by music at a rate of 2/4 and 4/4. Low jumping and bouncing is performed to polka music type, and high and broad jumping to gavotte music.

Creating analogies between given above exercises and exact examples how to do those that are familiar to the child have a positive impact on the effectiveness of music therapy sessions. For example, move your hands energetically, like «birds flutter», jump slightly on both legs like «bunnies». We must often use improvised movements. In this case children are more active in the class – their mood gets better and their interest to the given assignments increases. During music therapy sessions it is desirable to use exercises that do not require any special training for children to perform.

It is important to find the appropriate musical accompaniment for each movement in the game. For example, jumping on place or moving forward requires light, cheerful music; slow hand motion requires a quiet one. Before you start playing it is necessary for children to listen to this music in general, for them to understand its contents, to draw their attention to the nature of the piece of music and more vivid means of musical expression, which should be reflected in their movements. For example, «Dear children, listen to the toed Bear's walking (music is slow and in a low register). The bear is waddling and roaring in a low voice».

A significant part of music therapy in the classroom is dancing. It has a positive effect on children's coordination and development of their mental and physical skills. Dancing belongs to the expressive form of movement, which is always interesting for 6–10-year-old children and gives them positive, joyful emotions. Dancing and dance exercises (elements of dance) are selected for these classes, depending on the coordination abilities of children of this age and their interest in a particular dance exercise or dancing in general.

Dancing helps unblock children's body and the psyche, which is typical for reserved people with chronic stress who move in a constrained and not coordinated manner, constantly controlling their movements. They should give the child an opportunity to relax, forget the problems which they are constantly thinking about and to get energy dance movements create.

For free dance improvisation, it is recommended to choose different forms of music. Simple music that motivates children to dance can be used in this case. Very often for the successful implementation of therapeutic objectives it is desirable to choose music where melody clearly defines rhythmic pattern, this makes it possible to increase the expressiveness and dynamic dance moves. They lead to the elimination of existing mental stress and can ease the tensions of the body. Group dances also enable children to learn the basics of choreography and develop their creative abilities.

Recently, during these sessions folk music became used, which inspires children to perform motor improvisation to create different familiar images (birds, animals, etc.). This allows children to get positive emotions and reduce fatigue.

In order to prevent health problems, it is important to pay attention to the children's posture during music therapy lessons. It should be mentioned that even in the younger classes a lot of children have significant posture problems. It is known that if the human spine is in proper position, the internal organs are not compressed and function well. Therefore, during each session teachers must control s children posture (static and dynamic) and if necessary provide them with an appropriate advice.

So, it must be assumed that music combined with the movements aims to supplement or reinforce pharmacological, rehabilitation or postoperative treatment. Music therapy has significant efficacy in improving coordination, orientation in space, it helps to adjust and reduce mental stress and aggressiveness of children. These classes are used not only as therapeutic means, but they also play an important preventive role. In this case, music therapy is used for psychophysical stress reduction, relaxation and general activation of all children's body functions, the creation of a healthy lifestyle.

Conclusions. The results of the analysis of native and foreign literature on music therapy indicate that the integration of music and movements positively affect the treatment of children from diseases connected with a negative impact on their psyche, neurosis, aggression and promotes mental and physical development, education aesthetic senses and formation of positive behavior. It is therefore necessary to apply music therapy more broadly in pre-schools and secondary schools as an effective form of prevention and treatment of diseases connected with psychosomatics.

Music therapy classes, involving the use of exercise, dancing, outdoor games, basic movements are widely used in pre-schools, schools, health centers, medical centers around the world. Such content of music therapy classes makes it possible to increase the impact on the psychophysical development of children, the formation of a correct posture, the reduction of uncertainty in their abilities and aggression. Scientists' research and the practical experience of music therapeutics show their high efficacy in the prevention and treatment of mental illnesses that has increased among children and youth within the past 15 years.

Джерела та література

1. Bielski J., Wychowanie fizyczne w klasach 1–3 / J. Bielski. – Warszawa, 1998.
2. Dalkrose E. Pisma wybrane / E. Dalkrose. – Warszawa, 1992.
3. Janiszewski M. Muzykoterapia aktywna / M. Janiszewski. – Warszawa ; Łódź : PWN. 1993.
4. Janiszewski M. Podstawy muzykoterapii / M. Janiszewski. – Łódź, 1997. – 282 s.
5. Szwabe Ch. Leczenie muzyką chorych z nerwicami i zaburzeniami czynnościowymi / Ch. Szwabe ; PZWL. – Warszawa, 1972.
6. Stadnicka J. Terapia dzieci muzyką, ruchem i mową / J. Stadnicka. – Wyd. Szkolne i Pedagogiczne. – Warszawa, 1998.
7. Герасимович Г. Медицинские новости / Г. Герасимович, Е. Эйныш. – 1999. – № 7. – С. 17–20.
8. Петрушин В. Теоретические основы музыкальной терапии / Петрушин В. // Невропатология и психиатрия им. С. С. Корсакова. – 1991. – Т. 91. – № 3. – С. 96–99.

References

1. Bielski, J. (1998). Wychowanie fizyczne w klasach 1–3. Warszawa.
2. Dalkrose, E. (1992). Pisma wybrane. Warszawa.
3. Janiszewski, M. (1993). Muzykoterapia aktywna. Warszawa Łódź: PWN.
4. Janiszewski, M. (1997). Podstawy muzykoterapii. Łódź.
5. Szwabe, C. (1972). Leczenie muzyką chorych z nerwicami i zaburzeniami czynnościowymi. Warszawa: PZWL.
6. Stadnicka, J. (1998). Terapia dzieci muzyką, ruchem i mową. Warszawa: Wyd. Szkolne i Pedagogiczne.
7. Jenysh, E., & Gherasymovych, C. (1999). Medycynskie novosty (Vol. 7).
8. Petrushyn, V. (1991). Teoretycheskiye osnovy muzykal'noy terapiyy. Nevropatohyya y psykhyatryya ym. S. S. Korsakova, 91(3), 96–99.

Стаття надійшла до редакції 18.01.2017 р.