

## The Effectiveness of a Program of Musical Activities Using the Story with Music and Song to Reduce the Negative Environmental Behavior among Kindergartners

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**Abstract:** Kindergarten is a crucial forming period of human life, where the first pillars of personality are formed, which are developed and reflected in the future of an individual's life. At this stage, a kindergartner has energy and desire for knowledge and discovery, acquisition of values and attitudes that are formed through their interaction with various activities presented to him, including musical activities. It is the fastest development period, especially in the mental and cognitive aspects, making its effect lasting over the years. So we must know well the potential and capabilities of kindergartner to be employed and developed in line with the environment where they live, as the environment is the context in which human lives and from which human derives their most important life components. As far as the child knows how to deal with their environment, they can conserve and care for it. So the child must have environmental education through which they understand the foundations of the right interaction with the surrounding environment, the patterns of positive behavior towards it, and the importance of its conservation. Here, kindergartners need a program to adjust negative behavior patterns toward the environment where they live, to raise them, to invest their potential, to become citizens enough aware of behavioral patterns necessary for this stage, to build ongoing social relationships with others. Perhaps one of the most important activities having important attraction with kindergartner, is musical activities, as they have a positive effect on the child. This has been demonstrated in the Arabic and foreign studies conducted in this area. The musical activities are the most enjoyable ones practiced and being interested in by a kindergartner. They are an effective means to develop the different aspects of child's personality. They also help to develop the mental aspects through the ability to observe, pay attention, memorize, organize, and also to acquire different skills needed in this important stage in a child's life. Musical activities also aim to develop the child's perception, particularly the auditory perception. They also develop the perception of the human voice's different elements. In addition, they also develop the ability to listen with a particular goal and respond rhythmically. They also develop the ability to sing, and use percussion instruments. The musical activity inside the kindergarten also have two roles: The first is essential, and the second is assistant or supportive. The first is done in the classroom, aiming to educate, develop and deepen the child's understanding of music, and develop their responses to it. The second is supportive to other activities that take place in the open air or in the classroom. Active, attractive music organizes playing and free manual work in the classroom, such as play with blocks, drawing, building houses or artistic works. This aims at creating joy and vitality as a feeling for the child. Music can also be exploited to confirm a specific event or to raise a child's imagination during telling stories for children or while playing with dolls. The researcher believes that the practice of musical activities in the kindergarten curriculum of activities must be given attention because of its positive effect on the child's development. In this study, the importance of musical activities lie in how to use them to change children's behaviors and attitudes in a positive way. For that this study has used the following tools: (1) A Proposed Program of Musical Activities to reduce the kindergartner's negative environmental behavior prepared by the researcher. It includes a set of songs and stories with music for kindergartners, designed for this purpose. (2) Observation Card of Kindergartners' Negative Environmental Behavior Patterns to Surrounding Environment prepared by Enas El-Bassal. An Electronic Pictorial Scale of Kindergartner's Negative Environmental Behavior Aspects prepared by the researcher. (3) Goodenough–Harris Draw-a-Person test as an IQ. The study has recommended paying attention to provide appropriate environment to carry out musical activities of various kinds in an effective way for child, and design different music programs to achieve the goals of kindergarten.

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### **Introduction**

Music is one of the oldest arts known to man. The nature has had its effective role in making human

aware of sources of melody and rhythm in animal sounds, singing of birds and noise of nature. Music is a universal language addressing all peoples with one

tongue. Music education also aims to contribute to growth and development of individual to be able to contribute and participate in culture and civilization they experience. It is a key and major factor in integrating and balancing the child in all aspects of personality development, particularly emotional development. Music is able to enrich the child's school life, adding joy, fun, and pleasure to their school day. It also helps the social development, as it offers many opportunities to involve in social practice by participating and contributing to collective performance without losing individuality. So they get used to taking up responsibility and learning important and diverse qualities of behavior associated with their environment <sup>[1]</sup>.

Music education has important objectives in kindergarten represented in the following:

1) It is concerned with integrating the child, physically and psychologically, and preparing them morally.

2) It spreads cooperation spirit among children, and sense of teamwork value by participating in kindergarten activities.

3) Music is a way to make child loves kindergarten, and contributes to the improvement of other subjects.

4) It develops the appreciation of high music through listening to pieces of world music.

5) It introduces the elements of musical language, reading, and writing, for child in a simple form.

6) It relieves child's tension and anxiety.

7) Music has an important entertaining role, offering children a fun and useful way to spend leisure time, which helps them to avoid deviation.

8) It discovers children with musical readiness and talent at an early age, taking care of them and guiding them to their benefit.

9) It makes children acquire knowledge, develop skills, and highlight the expressive powers, learning to play different instruments.

10) It educates hearing to perceive musical elements, gradually developing music appreciation based on understanding and awareness, as well as familiarizing them with listening ethics.

11) Music helps educate a child as a listener and creative musician.

12) It develops child's motor and muscle coordination by practicing motor rhythm, and forms the child's artistic tendencies, as these tendencies generally plays an important role in human behavior.

13) Music makes a serious contribution to medical and psychological therapies.

14) It develops social, national, and religious consciousness through singing and playing <sup>[31]</sup>.

Musical activities are a set of works using basic musical elements (melody, rhythm, harmony) according to specific scientific artistic formats and genres <sup>[47]</sup>. For the musical activities positively and effectively contribute to kindergartner, the skills required for kindergarten female teacher must be provided in terms of the range of knowledge, skills and attitudes they have, and whereby growth will be healthy and integrated; physically, mentally, socially and emotionally. The female teacher practices this behavior at a certain performance level efficiently and effectively <sup>[2]</sup>.

Focus on innovation in musical activities in a stage is not only due to technical and aesthetic characteristics of musical product, but it also encourages expressing themselves, and increases the value of music in a child's point of view. It also leads to improve learning music, through different types of musical innovation for kindergartners, such as spontaneous singing, exploring environment sounds, improvisation, and music composition. The teacher can use some forms and innovation to follow, such as rhythmic innovation, and accompanying rhythmic innovation, tuned verbal innovation, playing innovation, and motor innovation <sup>[3]</sup>.

The musical activities are important as they are situations where the child practices music, and help them to experience a variety of educational experiences designed to achieve the child's whole growth in all aspects, physical, mental, social and emotional <sup>[4]</sup>. With their attractiveness, they also affect the child's emotion and feelings. They are an educational tool that contributes to overall growth of the child's personality in all aspects. By collective playing and singing, cooperation and communication among children can be developed; and by individual playing, child's self-confidence and independence can be developed. Through individual singing, new topics and lyrics can be introduced for child; and through musical concepts, mental capacity at different levels, from memory to higher levels of innovation as creative thinking, can be developed <sup>[20]</sup>.

The growth characteristics in kindergarten must be identified before starting the design of the proposed program in that study, the fact that kindergarten for 4-6 year child is an important and crucial stage in forming and shaping the basics of their growth aspects, physical, motor, mental, cognitive, aesthetic, linguistic, psychological, social, moral, emotional, spiritual and religious. It is truly an exciting school, a fertile educational ground, an effective child laboratory because of having purposeful physical cognitive activities, linguistic opportunities in language arts, quiet psychological atmosphere, effective social and human situations <sup>[5]</sup>.

Development of Personality at this stage is fast, so there is a lot the child should learn. Hearing is rapidly developed in terms of auditory discrimination strength. At this age, language development passes two stages. The first stage is short sentences in the third year, sentences formed of 3-4 words. The second stage is full sentences in the fourth year, formed of 4-6 words, which are meaningful sentences with full parts, and more accurate in expression. Language development is also affected by experiences, amount and type of social stimuli, as the child's many and various experiences help in language development. Learning process is very important in the child's language development. Scientists believe that child learns to respond to the voices of others who talk to them while raising. Language learning process is based on the basic concepts of the theory of learning. In addition, dealing, close relationships and proper social contact between the child and their educators contribute greatly to the early linguistic progress. Adults with their dialect and pronunciation affect the child's linguistic development. Adult's attention, children's knowledge, and having cultural atmosphere in family, help the normal linguistic development. Therefore, parents and educators should take into account to care for the normal linguistic development, pay attention to providing good verbal models, easy vocabulary, integrity and graduation of sentence length, and good pronunciation, taking into account the problem and difference of slang and standard language when a child learns speech <sup>16</sup>.

#### **Social development characteristics**

A 3-year child is egocentric, and tends to solitariness and isolation. However, at the age of the fourth, the child appears in a group of children without being involved. At this age, Groups of children are small in number, being in danger of breaking for trivial reasons, gradually they tend to their presence in the group in spite of their various quarrels and arguments. Hence, their ability work in a team, cooperation and good treatment, grow.

#### **Cognitive mental development characteristics**

At this stage, child is characterized by visual thinking and dealing with concrete things because of inability to think abstractly. Mental processes are centered around the child, especially their feelings and imaginations, so they love fairy tales and make-believe play.

#### **Physical development characteristics**

At this stage, the main dependence on large muscles of the body distinguishes the physical development, which can appear in activities such as running, jumping and skating. These movements tend to lack of compatibility or equilibrium, thereafter, the child control them gradually with the impact of maturity and exercise variables.

#### **Emotional development characteristics**

Emotional experience is characterized by strength, changing from one state to another. Then, this rapid change begins to be stable gradually, these emotions starts to be focused on a particular topic. The child tends to stubbornness and resistance in some cases. It is noted that most children are characterized by shame, having limited abilities for self-expression <sup>17</sup>.

#### **Motor development characteristics**

Obviously, this stage is characterized by motor development and hyperactivity; a child cannot remain static with no movement. Their movements tend to lack of compatibility or equilibrium. Then, it is gradually controlled, with increased maturity and exercise <sup>18</sup>.

The study problem began through direct observation in the current reality of using the different musical activities for kindergartner to acquire positive values and attitudes. Kindergarten female teachers infrequently use some of musical activities, overlooking the importance of music programs for child, how to take advantage of various types of such activities in methods interesting for child and exploit child's capabilities to participate in musical activities affecting their attitudes, and adjusting their behaviors. In addition, by direct observation of the current reality of the kindergarten child's environmental behavior, they are found unaware of some sound environmental behaviors. They also have no positive role towards the surrounding environment. That has been confirmed through access to the relevant literature of the study subject matter, the researcher's visitation of many kindergartens during the field work, and some interviews with some different kindergarten female teachers in Port Said Governorate. The researcher has observed that there are many children with behavioral negative patterns and attitudes towards the environment around them, which need different educational programs and activities to adjust those negative behaviors and attitudes. Musical activities are the favorites with kindergartners as they have a profound effect on the individual's character, whereby the child's attitudes and behaviors can be changed by singing, playing and motion, and combining them. That has led the need to design a music program to reduce the negative environmental behavior of kindergartners, and measure its effectiveness. Therefore, the present study seeks to determine the effect of a musical program to reduce the negative environmental behavior of kindergartners.

Based on the foregoing, **the problem of the present study** can be summed up in the following question:

◆ **What is the effectiveness of a musical program to reduce the negative environmental behavior of kindergartners?**

The sub-questions below have emerged from this question:

1. What is the proposed concept of a musical program to reduce the negative environmental behavior of kindergartners?
2. What are the negative aspects of the environmental behavior of kindergartners?
3. How effective is the proposed program of musical activities in reducing the negative environmental behavior of kindergartners?
4. What are the most important positive behavior patterns to be acquired by a kindergartner?
5. What is the difference among the study sample children in the degree of benefit from the proposed program of musical activities?

**The study objectives:**

1. The present study has aimed to identify the effectiveness of the program of musical activities using the story with music and song to reduce the negative environmental behavior of kindergartners.
2. To prepare a pictorial scale for the aspects of the negative environmental behavior of a kindergartner.
3. To prepare a program including story with music and song for kindergartner to reduce their negative environmental behavior.

**The study significance:**

The importance of the present study is ascribed to the following:

1. Drawing the educators' attention to the possibility of the use of musical programs to make children learn the positive behaviors to reduce the negative environmental behavior in an interesting and lovely way to them.
2. Providing a program of musical activities to help kindergarten female teachers to reduce the negative environmental behavior of the child, and make them aware of the importance of various musical activities at that stage.
3. That study using a program of musical activities may help to address the deficiencies existing in the children's behavior towards their surroundings.
4. The possibility to identify some patterns of negative behavior by the kindergartners to the environment.
5. Preparing a program of musical activities suitable for the nature of the kindergarten, benefiting from it in adjusting the child's patterns of negative behavior towards the surrounding environment.

**The study methodology:**

- This study has used the quasi-experimental approach of both experimental and control groups, to reduce the negative environmental behavior of

kindergartners through experimenting a program of musical activities consisting of a set of songs and stories with music specifically designed and implemented for this purpose on a sample of kindergartners.

- The sample was divided into two groups, a control group, and an experimental group.
- The song and story with music included in the proposed program of musical activities are the independent variable of the study, and the average score on the Electronic Pictorial Scale of the Negative Environmental Behavior is the dependent variable. The extraneous variables the study tried to prove, so as not to affect the result of the experiment, are represented in intelligence, age and duration of kindergarten enrollment.

**The hypotheses:**

1. There would be no statistically significant differences among the average scores of both children groups (experimental/control) on the Electronic Pictorial Scale of the Negative Environmental Behavior (before) applying the proposed program of musical activities.
2. There would be statistically significant differences among the average scores of both children groups (experimental/control) on the Electronic Pictorial Scale of the Negative Environmental Behavior (before/after) applying the proposed program of musical activities for the experimental group.
3. There would be no statistically significant differences among the average scores of both children groups (experimental/control) on the Observation Card of the Negative Environmental Behavior Patterns (before) applying the proposed program of musical activities.
4. There would be statistically significant differences among the average scores of both children groups (experimental/control) on the Observation Card of the Negative Environmental Behavior Patterns (before/after) applying the proposed program of musical activities for the experimental group.

**The theoretical framework:**

Music education in kindergarten aims at paying attention to the integration of the child's development, physically, mentally, socially and emotionally. It serves the rest of the subjects to be happily accepted by the child, attracting the child to kindergarten to love it, creating a spirit of cooperation and participation, and feeling the importance of the individual role in the group and the importance of the group's role to the individual. It develops social, religious, and national awareness of the child, and gives children the opportunity to express themselves freely and discharge their vital energies. It fills the child's leisure with a nice and helpful hobby. It also

develops the child's perception, and trains their hearing to perceive the musical elements, develop the sound musical appreciation, raise sound behavioral habits of listening, raise the child's level of artistic musical awareness, and discover their musical talents to be cared for<sup>[9]</sup>.

The ultimate goal of musical activities is to achieve the integrated development of the human being, physically, mentally, socially and professionally. In addition, it achieves maximum compatibility with social conditions surrounding the man. This goal is consistent with the goals of kindergarten, as children are prepared through various activities provided by kindergartens to them to be integrated into community around them, interacting with it. The studies indicated to the importance of child's song and story with music in developing some positive behavioral patterns for normal child and for mentally disabled one. It has a positive impact on developing the various aspects of child's personality (normal, mentally disabled), having the ability to consolidate and develop some positive behaviors during their performance of different situations<sup>[10]</sup>.

The child's learning environment in kindergarten represents almost everything for the child, where their energies appear, and consciousness of their surroundings wakes up. They gain the values and principles of society in which they live. They also acquire skills necessary to lead their lives. The relationship between music and education is close. Music education aims at developing the individual, so that they can participate in the activities of the community with which they live. The music also occupies a large portion of the children's interests and inclinations. The story plays an important role in building up the child's personality, making them gain positive qualities and examples. Thus, the combination of the story with music in an interesting, likable context to children, expressed in movement and singing, is a successful step to achieving the goal of the educational process. It also helps the child to acquire information, examples, attitudes, we want as well as their sense of fun and happiness<sup>[11]</sup>. That is to coexist with who are older and more mature than they are, get used to the trust in others, and hear advice. They are also accustomed to fluency in speaking, and flexibility in the movements. Thus, they form for themselves a character by contacting with others, and pay attention to others' rights. That may be manifested during the play, which is like a theater, a social life in many of its affairs, where the child finds many opportunities to fix the negative behaviors they have<sup>[12]</sup>.

**Movement story with music** is an innovative way to learning, because it combines tendency to motion, singing and successive events. Children express the

characters they act in their own way<sup>[13]</sup>. It is one of the favorites with child, including suspense and excitement to imagination, making the child to follow to see the end of the events. The child also likes story, especially if the heroes are children like him, or people associated with their world, and animals and birds<sup>[22]</sup>. It also plays an important role in the lives of children as a distinct element the child's personality building depends upon. In fact, the story is only the first nucleus of artwork, whether in the theater, film or a television or radio series. Being aware of the extreme importance it plays in human life, Dalcroze emphasized the importance of teaching music elements for children, to be formed in educationally meaningful stories with music, suitable for children's age group<sup>[14]</sup>. Its importance for the child lies in the fact that it is consecutive events containing educational or scientific content and uses all music elements and activities. The story is carried out through movement, thus, we find it conferring vitality and excitement to attract the child's attention. The story with music has moral and educational goals, including gaining good moral values and normal behavioral patterns that lead to integration, proper social interaction, and raising the child's imagination and ambition<sup>[15]</sup>. It relies on developing their imagination and power of expression, using their innate tendency to movement and play to create an integrated educational situation leading to full absorption of music elements. It also helps to develop the child's motor coordination at this stage<sup>[14]</sup>. It is an educationally meaningful, told by the female teacher to children, explaining its objectives. The children then express it by movement. In fact, it includes consecutive musical games, developed in a coherent way. The aim of music is always the highlight and confirmation of the story content, and its educational goal. In addition, the movement, acting and singing the situations of the story by the children make them happy and perk them up, and make them participants with a positive role while performing the story rather than the passive role when the story told by the female teacher, where their role is only to listen. The games covered by the story are methodical in part, and determined by the female teacher, when the story requires it, and some are exercises in the form of free games. They give the child the freedom of innovation, and sometimes the child invents from their imagination movements contributing to deepening the concept and content of the story when the child involved in performing the story with music. Then, we find them express its content on their own, and cannot be forgotten, remaining in their memory entrenching its educational and musical goals<sup>[16]</sup>.

The story with music also offers behavioral models consistent with social norms. It offers

information and knowledge facts in an attractive context, and the purpose is directions, instructions, innovations and diverse musical skills, which in turn help to develop and absorb the musical concepts<sup>[17]</sup>. The music accompanying the situations and events in the story with music can develop the child's various skills; it helps to develop the diverse information, absorption capacity, understanding, imagination, innovation, and expressive movements, as it provides all of this in an attractive context for the child<sup>[18]</sup>.

The objectives of the movement story with music lie in that fact that it achieves opportunities for the child to express themselves and their desires by playing the characters of the story, and develops the innovative capacity of the child by allowing them to leave the reality limits. It is also providing behavioral models for the child to sympathize with them and accept them. It also satisfies the child's psychological needs, such as exploration, command and adventure, provides the child through indirect situations with undesirable attitudes and values, and provides the child in an attractive context with information and knowledge facts. It provides situations where the child invests their memory, imagination, and thinking<sup>[19]</sup>.

There are kinds of stories with music for kindergartners. **The historical stories:** they tell heroism situations and events of historical attitudes. **The realistic stories:** they tell the real life situations. **The educational stories:** They are associated with scientific concepts, and used as an educational teaching means. **The religious stories:** They associate their objectives with religious situations and figures. In addition, **the tall stories:** It is a story based on fantasy<sup>[23]</sup>.

The movement story with music has educational objectives as follows:

- It gives the child opportunities to express their wishes through playing the story characters.
- It provides the child with situations where they invest their mental abilities of memory, thinking, and imagination.
- It develops in the child their creative abilities through the freedom from reality restrictions it gives.
- It satisfies in the child many psychological needs such as the desire for adventure, leadership, and exploration.
- It also provides behavioral models for the child to sympathize with them and accept them.
- It provides the child with information and knowledge facts in an attractive context.
- It provides the child with values and attitudes through an indirect, educational situation<sup>[27]</sup>.

So that the story with music can achieve its goals, the female teacher must consider the following points:

- The female teacher tells the children the story as they sit, so that she attracts their attention, and then ask them questions to be answered by the children. So that the female teacher makes the child live in the story atmosphere, she should act its movements when explaining it to them, and the story narration should not take more than five minutes.

- The children begin to express the content of the story step by step by guidance and participation of the female teacher in the performance of the appropriate movements for each attitude of the story, to be accompanied by the appropriate melodies and rhythms in every situation.

- All children should be involved in the various situations of the story to feel the value of teamwork and cooperation to make the story successful.

- The story must be coherent. The story with music needn't be intervened by any other variation, where the story itself is a set of variations.

- The educational goal of the story must be clear, and commensurate with the children's age group.

- Through teaching the movement story with music, the female teacher tries to satisfy the children's natural tendency to motion, with no consistency or focus on a particular movement. Thus, the story is a blend of movement, sitting, walking, clapping and singing. It is a variety combining movement and comfort.

- The female teacher develops children's imagination and pays attention to the faculty of innovation, sometimes through their involvement in concluding the appropriate music for some situations, and innovating appropriate movements with music in the context of the story<sup>[24]</sup>.

**Singing** is one of the most favorite musical activities with kindergartners, it is one of the most important musical activities the child must be exposed to. The child can learn by changing their behavior. It pushes the shy child to participate in a group action during their singing. It may change the naughty child's behavior through slow, quiet singing<sup>[28]</sup>. Singing is one of the best ways to train a musical ear as it works to expand the child's attention and strengthen their memory. It is a beautiful, artistic performance of musical compositions in which words play a key role not performed but by the person himself who is able to pronounce words, and by proper scientific use of their integrated God-given organs<sup>[29]</sup>. The song is one of the most important aspects of music because it is not only an important tool in integrating the child's personality, but experiences that are also acquired during its practice. However, we cannot overlook the importance of other types of various musical activities. They are important and should be benefited

from at that important stage in human life, which is the kindergarten. This was confirmed by educational, musical research and studies dealt with musical activities of various kinds <sup>[30]</sup>.

A kindergartner can learn to sing by instruction. The song is preferred to be linked to a story or a musical game. Singing must be correct. Articulation must be clear. The correct breathing in children must be taken into account <sup>[51]</sup>. Therefore, the song must be a good choice. The children must not sing songs that do not make sense, and they do not feel. It must have positive goals in various education aspects, and if the song violates these principles, it may have a very serious impact on children <sup>[52]</sup>.

The **song** as an educational way has important roles in the field of child-rearing, including:

**The didactic, moral role:** the song helps to instill sound moral values and principles helping to their upbringing and guidance. **The religious role:** the song is involved in educating and expanding the child's religious perceptions by small meaningful religious songs. **The entertaining role:** the song is considered the most important means which gives the child fun and pleasure, vitality and activity. **The educational role:** it is the most important role, as the song facilitates the child's academic programs with their words, such as teaching reading and writing, arithmetic, geography, and music theories. **The cultural role:** the song is an interesting way to participate in educating the child and providing them with the knowledge in a manner they like and absorb easily. Finally, **the social role:** the words of the song are the field to simply and understandably inform the child of the events of their society where they live, and are the nucleus of more comprehensive knowledge later <sup>[21]</sup>.

Singing is human voice performing a music composition combining music and literary text performance <sup>[43]</sup>, and the individual's ability to sing tones of voice degrees in a different way <sup>[44]</sup>. The song is the primary means of learning music in kindergarten. Every child has a voice used in speech and in singing as well, therefore, learning music does not require a financial cost to gain this medium <sup>[45]</sup>. It is their happy fun world, to which they respond instinctively, and interact with organically and spiritually, and cheer and dance to it, and deeply affected by its tones <sup>[46]</sup>.

Hence, we observe the important role played by singing for developing the various aspects of the child's personality, whether physical, mental, emotional or social aspects. **Physically**, singing works on the ability to issue words carefully, use the human voice correctly, and develop the voice type of the human voice, the ability to issue the tones included in the melody of the song, the ability to sing solo or

collectively, and the ability to color voice to give the words and melody an emotional expression. **Mentally**, singing achieves helping the child to name the stimuli around them, to identify the stimuli properties, to increase the children's vocabulary, to gain concepts, to develop memory, and to be able to issue the words contained in the child's song in its metric parts. **Emotionally and socially**, the role of singing focuses on forming positive tendencies towards the child, their environment, the music, and the forming normal values and habits, whether religious, healthy or social, getting the child accustomed to social participation, cooperation, sense of the role, and achieving global understanding through singing songs of different peoples, and being able to interact with human voice, and having the ability to self-expression <sup>[27]</sup>.

Melody in a child's song is no less important than words, as the sweet melody attracts the child to the words, and draws their attention. Therefore, when composing the song, the following general characteristics should be taken into account:

- The song is composed within a voice type appropriate to the child's voice.
- Its melody is to be expressing the spirit of the words and interesting, making it easier for children to sing and repeat easily <sup>[48]</sup>.
- The melody must be smooth and free of leaps, which is usually sung by the child spontaneously.
- The melodic strings must be short so that the child does not have to breathe in its middle.
- The melodic strings must be repeated to be easier to be memorized.
- The melody must be devoid of chromatic semitones, which are difficult for pre-school children to master.
- The melody must be of one melodic mode, and not to transfer to another modes or scales <sup>[49]</sup>.

**So attention must be paid to the following when choosing the children's songs:**

**First: the child's voice**

The human voice can be classified into three types, mother's voice, singing voice, and expressive sound, and the child has the three types, but cannot use them at one time. The previous three types are integrated and united in the full music, but we find that such music is far from child's abilities, especially in the first stages of their life. When we observe the child's speech, we find it simple, calm and clear on one frequency, because their emotions are still inactive. Therefore, it is preferred not to give the child expressive roles to perform, because they cannot perform anything artificial away from their expressive capacity <sup>[50]</sup>.

**Second: Voice type**

It is where the child can sing with ease and accuracy. The capacity of the type is affected depending on the variables associated with the characteristics of development. Defining the voice type is one of the most important duties to select the appropriate songs for children, as well as choosing the voice exercises that can be made. When determining the voice type, it is considered to determine the highest tone the child can sing the child is not observed straining their voice, that is, no tension of the vocal muscles, happens, by taking the lowest tone as a maximum for this child<sup>[31]</sup>.

When the female teacher selects songs and hymns, they must have a variety of goals and topics, taking into account the child's chronological and mental age. Each age has mental, psychological and physical features, on which in the song it is taken into account the factors of voice type, how difficult and long the song is, its suitability for the purpose provided for, as well as how the words are associated with the melody, because that leads to the children's increased interest<sup>[53]</sup>. Amal Sadek emphasized that as she noted that when choosing the child's song in terms of its words and topics; it is necessary to take into account insuring the child's age characteristics, allowing the selection of songs in the light of the words acquired by the child in the age group. These words are in the light of the child's language<sup>[53]</sup>. As required in children's songs when divided into metric parts, a section takes one paragraph equal in time. Metric division must also be limited to dividing words into verbal syllables and avoiding non-syllable division. The melodic strings also must be considered to be short and suitable for rhythmic tempo, and rely on melodic repetition to make it easier to be memorized. It also avoids transfers to multiple modes, and the melodic movement must be interesting, so that it can affect children<sup>[54]</sup>.

There is no doubt that accompaniment is an essential element of singing as it enriches the melodic element of the song, and accompaniment can be divided into:

Harmonic accompaniment, very simple so as not to overwhelm the melodic line.

Rhythmic accompaniment using some appropriate variants of the song, the simple ones of children's songs are always preferred.

Rhythmic accompaniment performed by the children themselves, whether learned or spontaneous from children, using clapping, feet stamping or using band percussion instruments, noting not to increase the accompanying instruments to children singing so that its number is appropriate to the children number who perform the song<sup>[55]</sup>.

**Positive and negative behavior and how to adjust it with the kindergarten:**

It is any activity (physical, mental, social or emotional) performed by an organism as a result of a dynamic relationship and interaction between it and the surrounding environment. Behavior is a response or responses to certain stimuli. We must distinguish between behavior as an overall response, and physiological activity as partial responses. Behavior is a primary characteristic of an organism<sup>[25]</sup>. Behavior is also defined as human activity in their interaction with their environment and its elements adjusting it to become more favorable to them, or self-adaptive with it, in order to achieve their maximum compatibility with it. Behavior with this comprehensive broad sense includes what is apparent, can be recognized by others and what is not recognized but by individual, such as silent thinking, imagination, memory, illusions, fears, hopes, pains, sadness, joy, anger and aversion. It also includes what a human cannot perceive even done by themselves<sup>[26]</sup>.

There are many problems facing mother or any educator during upbringing a child from birth to adulthood. These problems are various, and their severity and nature vary according to many factors, such as the child's age, genetic nature, and the educator's nature, their culture, and qualifications, and social, economic, educational conditions and so on<sup>[32]</sup>.

Hence, the behavioral counseling is important, it is using different methods and various means referred to learning theories. They are applicable to the principles of learning to change behavior, in order that the individual becomes more consistent with the environment. This method has provided important contributions to the educational therapeutic field, and formed the basis of the theory of learning, such as behavior adjustment, or behavior therapy. These all are used in the field of counseling and psychotherapy, which relates to the internal support to practice behavior therapy theory<sup>[33]</sup>.

The child is an organism; God has given them many useful and harmful behaviors. They are intelligent and sensitive, use feelings to deal with others around them. Each age group has behaviors, through which their character stands out. The term education is a product of what a child has learned from the surrounding society, how to deal with the new life. The child rearing is not standardized classes and specific points, but their daily and consecutive experiences, treatment method of their parents' family, kindergarten, and surrounding society. Through these experiences the child can express themselves, express the upset, or insecurity they feel. Hence, the daily behaviors stand out, either good or bad. Parents could think it is a medical condition or lack of intellectual capacity. These behaviors do not appear suddenly but they are interrelated series, as they do not fade and disappear in a twinkle, but they

need parents' and educators' follow up, and sufficient time for being eliminated<sup>[34]</sup>.

A child has a high degree of acceptance and a tendency to discover the environment on their own, so that they can form a basis of positive concepts that help the ability to learn more and more, and the development of their sentiment and concerns towards their environment in which they live<sup>[35]</sup>.

Then, we expand the awareness of responsibility and train the child to social responsibility by stabilizing the positive patterns of behavior in different situations the child is exposed to, as well as maintaining the core values and principles in the society. Hence, the children in kindergarten need programs to adjust their negative behavior patterns for raising these children and invest their abilities to become members aware of the behavioral patterns necessary to build fruitful social relations with others, and to achieve social adjustment and integration with the society, and to increase their positive behavior<sup>[36]</sup>.

That emphasizes the importance of environmental awareness among kindergartners, as the protection of the environment is one of the most important key factors to maintain the health of society members. A factor will enable them to perform their duties and contribute to the sublimity and advancement of their nation, because the health of society begins with the individual and the family's health. Environmental awareness is the first step to achieve environmental education, it is also the most important element man takes to protect and preserve the environment<sup>[37]</sup>.

These environmental problems are due to negative behavioral patterns, which in turn lead to lack of environmental knowledge and attitudes. Here are some of the wrong patterns of environmental behavior among us the researcher shows:

- Throwing waste and garbage in front of houses.
- Selling uncovered foods, leading to exposure to insects and microbes.
- Leaving rooms untidy and in mess at home or kindergarten.
- Leaving books not in their places in the library after use.
- Disrespecting for traffic rules.
- Throwing clothes on the floor after taking off.
- Cutting trees and plants.
- Dumping factory waste in the Nile River.

Environmental behavior is one of the human behavior fields. The term behavior is characterized by generality, it means the total response expressed by an organism towards the situations they face<sup>[38]</sup>. The human behavior is also a form of activity, directly or

indirectly observable, and behavior has different forms of activity that can be easily observed<sup>[39]</sup>. Burger defined proper environmental behavior as "every behavior or action towards the environment, leads to protecting the environment from pollution and protecting the resources from extravagance or waste or solving its problems"<sup>[40]</sup>.

**Hence, we can say that the environmental behavior is divided into:**

\* **Positive environmental behavior:** it covers all behaviors and actions that would protect the environment, rationalize its resources and solve its problems.

\* **Negative environmental behavior:** it includes all behaviors and actions that would sabotage the environment and worsen its problems<sup>[41]</sup>.

One of the most important factors that help shape the child's environmental behavior besides family and parents' behavior, is the kindergarten, kindergarten female teacher and activities they offer to the child. The kindergarten as an educational institution plays an important role in forming the child's personality, and offering them information and knowledge through a variety of activities, experiences and skills that contribute effectively to strengthening the child's positive attitudes and behavior. The kindergarten also contributes to the adjustment of the child's erroneous behavior methods, in collaboration with the parents, so that their roles become integral to the family<sup>[34]</sup>.

The kindergarten female teacher has a complementary role to the family in forming the child's environmental behavior. If the female teacher promotes the child's positive environmental behavior patterns, and clarifies to them the negative consequences of wrong behaviors, they do contribute to the consolidation of positive environmental behavior, otherwise they will significantly contribute to strengthening of many the wrong environmental behaviors among kindergartners.

So it becomes clear that teacher's behavior in front of children, affects their behavior significantly. If the female teacher sets a good example in their actions and behaviors in front of children, as their good treatment with (tap water, garden flowers, food, throwing waste in specific place), they will establish the positive behavior<sup>[42]</sup>.

The researcher believes that the kindergarten female teacher must pay attention to musical activities that help adjust the patterns of negative behavior in kindergartners through the proposed study program, as well as innovating other musical activities to reduce the environmental behavior of kindergartners. Hence, it is necessary to vary musical activities used, and pay attention to such activities because of their positive impact. This is evidenced by the findings of various studies that used the musical activities to develop and

give the kindergartner different concepts and skills. This was confirmed by Mohamed Arif when used the musical activities and their impact on the development of child's social values, as the program, which included musical activities, had a clear impact on the development of these social values <sup>[20]</sup>.

**The study sample:**

The study was applied to a sample of 60 pre-school children, 4-6 years, from the Experimental School Kindergarten in Port Said Governorate, and applying the study tools took two months.

**The study tools:**

The researcher used the following tools:

**First:** A proposed program of musical activities to reduce the negative environmental behavior of kindergartner prepared by the researcher, which consists of a set of songs and stories with music for kindergartners that designed for this purpose.

**Second:** An Observation Card of Kindergartners' Negative Environmental Behavior Patterns to Surrounding Environment

**Third:** An Electronic Pictorial Scale of Kindergartner's Negative Environmental Behavior Aspects.

**Fourth:** Goodenough–Harris Draw-a-Person test as an IQ.

**Procedures:**

1. Reading through research and studies in the field of music education and environmental behavior, and kindergarten programs, to take advantage of the findings in the present study phases.

2. Determining the aspects of kindergartners' negative behavior towards the environment, that can be changed and reduced, through the music program by identifying the following:

- Results of the study that dealt with reducing the kindergartners' negative behavior towards the environment.

- Access to kindergartners' programs that dealt with musical activities, and their relationship to the kindergartners' negative behavior.

3. Preparing an Observation Card of Kindergartners' Negative Environmental Behavior Patterns to Surrounding Environment prepared by Enas El-Bassal.

4. Preparing an Electronic Pictorial Scale of Kindergartner's Negative Environmental Behavior Aspects.

5. Post-application of the Observation Card of Kindergartners' Negative Environmental Behavior Patterns to Surrounding Environment to individuals of both control and experimental groups.

6. Post-application of the Electronic Pictorial Scale of Kindergartner's Negative Environmental Behavior Aspects to individuals of both groups (control/experimental).

7. Statistical treatment, and interpretation and discussion of the results.

8. Preparing recommendations and proposals in the light of the study results.

**Results of the study and explanation:**

The present study aimed to identify the effectiveness of a proposed program of musical activities to reduce the negative environmental behavior of kindergartners, containing a set of stories with music and a set of songs for kindergartners. It also aimed to prepare an Electronic Pictorial Scale of Kindergartner's Negative Environmental Behavior Aspects.

The researcher used the quasi-experimental approach of both experimental and control groups, to reduce the negative environmental behavior of kindergartners through experimenting a program of musical activities consisting of a set of songs and a set of stories with music specifically designed and implemented for this purpose on a sample of kindergartners. The sample was divided into two groups, a control group, and an experimental group. The story with music and song in the study are the independent variable, and the average score on the Observation Card of Kindergartners' Negative Environmental Behavior Patterns to Surrounding Environment and the Electronic Pictorial Scale of Kindergartner's Negative Environmental Behavior Aspects are the dependent variable. The extraneous variables the researcher tried to prove, so as not to affect the result of the experiment, are represented in intelligence, age and duration of kindergarten enrollment. Here are the results of the study represented in answer to the questions contained:

**Results of the study to the first question:**

**What is the proposed concept of a musical program to reduce the negative environmental behavior of kindergartners?**

To answer this question, the researcher designed a program of musical activities including 9 musical compositions for children. The songs and stories with music that fit the kindergarten stage vary, both their content are about the child's behavior towards the surrounding environment. It was considered when designing the program that the song words and stories with music are to suit the age group, to be interesting and attractive for the child in terms of melody and rhythm. It was also considered me also that the words of songs and stories with music express the children's behavior towards the surrounding environment, so that they help to reduce their negative environmental behavior.

**Results of the study to the second question:**

**What are the negative aspects of the environmental behavior of kindergartners?**

**Table (1): illustrating an observation card to identify the kindergartners' negative patterns of behavior towards the environment**

M	Behavioral characteristics	Observation of behavior in children				
		Week ( )				
		Days				
		1	2	3	4	5
1	The child destroys public property inside the kindergarten.					
2	The child neglects cleanliness of the classroom.					
3	The child picks up the plants in the kindergarten garden.					
4	The child eats without washing his hands with soap and water.					
5	The child eats foods from street vendors.					
6	The child puts food exposed to flies and insects.					
7	The child throws leftovers on the floor.					
8	The child leaves the tap open after washing hands.					
9	The child leaves the tap leaking and plays with mates.					
10	The child throws water on the ground.					
11	The child throws garbage in the kindergarten garden.					
12	The child hurts mates and harms them.					
13	The child leaves teeth dirty after eating with remnants of food without brushing them.					
14	The child comes to kindergarten unclean.					
15	The child leaves hair without combing.					
16	The child comes to kindergarten with unclean clothes.					
17	The child leaves constantly nails long until microbes and bacteria formed.					
18	The child comes to kindergarten with untidy clothes.					
19	The child leaves his nose unclean when having flu without using a tissue.					
20	The child coughs in the face of others.					
21	The child speaks loudly with mates.					
22	The child does not arrange the place after completing the activity.					
23	The child destroys the kindergarten furniture.					
24	The child uses high-sound things like the (whistle).					
25	The child puts the leftovers on his own desk in kindergarten.					
26	The child leaves toys on the ground after completing the activity, and does not put them away.					
27	The child neglects constantly bringing a towel and a dish to the kindergarten.					
28	The child speaks with mates with food in mouth.					
29	The child fills mouth with food badly.					
30	The child makes disorder and causes mess during activities.					
31	The child constantly quarrels with his mates, and causes some kind of mess inside the classroom.					
32	The child writes with a pen on the kindergarten walls and furniture.					
33	The child tears their books and destroys their tools.					

To answer this question, the Observation Card of Kindergartners' Negative Environmental Behavior Patterns to Surrounding Environment was applied. That card consists of 33 statements about the negative behavior the kindergarten female teacher cooperate to apply them, in order to have sound and accurate results. The female teacher deals with children on a daily basis that help keep observing the children's behavior.

#### **Results of the study to the third question:**

#### **How effective is the proposed program in reducing the negative environmental behavior of kindergartners?**

In order to answer this question, a program of musical activities, containing a number of movement

stories with music, and a number of child's songs, were applied. The stories and songs reflect the negative aspects of behavior that come from a child in kindergarten towards the surrounding environment. It has been taken into account when designing the activities that the child has a role in preparation and implementation stages. Their role is not only limited to singing, but the child also does games and movements in line with and expressing the words of songs, and does role play by acting the situation of stories with music, and performs rhythmic notes in different ways. The songs and stories with music were considered to be appropriate to the sample age in terms of the characters and the language and the idea. The idea and content of various musical activities

were associated with the child's negative environmental behavior aspects, which the study aims to reduce. The researcher focused on the need for the availability of appropriate attractions and the content of activities to the kindergartners to acquire their interest.

The researcher also found that carrying out an immediate evaluation after each activity leads to confidence in achieving the objectives of activities and recognition of environmental behaviors by discussing children and distinguishing them between positive behaviors and negative behaviors towards the surrounding environment.

During the implementation of the program, the researcher also provided the opportunity for children to exchange roles in the activities and imitate the movements, sounds and dialogs, which they see in the story to allow for playing the characters and imitating what they see of the situations reflecting the kindergartners' negative behaviors, to be adjusted in this study.

The results also indicate that the patterns of negative behavior towards the environment of experimental group children have positively been adjusted by applying the results of Observation Card of Kindergartners' Negative Environmental Behavior Patterns, and this result shows how the program designed achieved the objectives of the present study.

Table (2) shows that there are no statistically significant differences at (0.05) between both mean scores of the experimental and the control group children on the Observation Card of Kindergartners' Negative Environmental Behavior Patterns prior to application of the program. The average scores of the experimental group were 78.60 with a standard deviation 5.24, the mean scores of the control group were 78.98 with a standard deviation 5.08, using the *t*-Test, as the *t*-value is less than the calculated tabular *t*-value at significance 0.05, that is confidence degree 95%. That confirms the validity of the study third hypothesis that there would be no statistically significant differences among the average scores of both children groups (experimental/control) on the Observation Card of the Negative Environmental Behavior Patterns (before) applying the proposed program of musical activities.

**Table (2): illustrating the pre-test of the experimental group and control group on the Observation Card of Kindergartners' Negative Environmental Behavior Patterns**

Group	<i>n</i>	Mean	SD±	<i>t</i>	Sig.
Experimental	60	78.60	5.24	0.40	Not Sig. 0.05
Control	60	78.98	5.08		

**Table (3): illustrating the post-test of the experimental group and control group on the Observation Card of Kindergartners' Negative Environmental Behavior Patterns**

Group	<i>n</i>	Mean	SD±	<i>t</i>	Sig.
Experimental	60	141.68	6.83	60.19	Sig. 0.05
Control	60	79.60	4.12		

Table (3) shows that there are statistically significant differences at (0.05) between both mean scores of the experimental and the control group children on the Observation Card of Kindergartners' Negative Environmental Behavior Patterns prior to application of the program. The average scores of the experimental group were 141.68 with a standard deviation 6.83, the mean scores of the control group were 79.61 with a standard deviation 4.12, using the *t*-Test, as the *t*-value is greater than the calculated tabular *t*-value at significance 0.05, that is confidence degree 95%. That confirms the validity of the study fourth hypothesis that there would be statistically significant differences among the average scores of both children groups (experimental/control) on the Observation Card of the Negative Environmental Behavior Patterns (before/after) applying the proposed program of musical activities for the experimental group.

#### **Results of the study to the fourth question:**

##### **What are the most important positive behavior patterns to be acquired by a kindergartner?**

To answer this question, those patterns were identified in the following points:

- The child preserves public property inside the kindergarten.
- The child cleans the classroom.
- The child preserves the plants in the kindergarten garden.
- The child washes hands with soap and water before eating.
- The child does not eat foods from street vendors.
- The child covers food for not being exposed to flies and insects.
- The child does not throw leftovers on the floor.
- The child close the tap open after washing hands.
- The child preserves the water.
- The child throws garbage in the wastebasket of kindergarten garden.
- The child does not hurt mates and does not harm them.
- The child cares to wash teeth after eating.
- The child comes to kindergarten clean.
- The child comes to the kindergarten with combed hair.

- The child comes to kindergarten with clean clothes.
- The child cares to cut nails so as not to form microbes and bacteria.
- The child comes to kindergarten with tidy clothes.
- The child cleans nose on an ongoing basis when having flu using a tissue.
- The child does not cough in the face of others.
- The child does not speak loudly with mates.
- The child arranges the place after completing the activity.
- The child preserves the kindergarten furniture.
- The child does not use high-sound things.
- The child puts the toys away after completing the activity.
- The child constantly brings a towel and a dish to the kindergarten.
- The child does not speak with mates with food in mouth.
- The child does not fill mouth with food badly.
- The child does not make disorder and does not cause mess during activities.
- The child does not constantly quarrel with his mates, and does not cause any kind of mess inside the classroom.
- The child does not write with a pen on the kindergarten walls and furniture.
- The child does not tear their books and does not destroy their tools.

#### **Results of the study to the fifth question:**

#### **What is the difference among the study sample children in the degree of benefit from the proposed program of musical activities?**

To answer this question, Table (4) shows the results of pre-test on the Electronic Pictorial Scale of the Negative Environmental Behavior. The results indicate there are no statistically significant differences at (0.05) between both mean scores of the experimental and control group children. The average scores of the experimental group were 4.5 with a standard deviation 1.34, the mean scores of the control group were 4.6 with a standard deviation 1.25, using the *t*-Test, as the *t*-value is less than the calculated tabular *t*-value at significance 0.05, that is confidence degree 95%. That confirms the validity of the study first hypothesis that there would be no statistically significant differences among the average scores of both children groups (experimental/control) on the Electronic Pictorial Scale of the Negative Environmental Behavior (before) applying the proposed program of musical activities.

**Table (4): illustrating the pre-test of the experimental group and control group on the Electronic Pictorial Scale of Kindergartner's Negative Environmental Behavior Aspects**

Group	<i>n</i>	Mean	SD±	<i>t</i>	Sig.
Experimental	60	4.5	1.34	0.70	Not Sig. 0.05
Control	60	4.6	1.25		

Table (5) shows the results of post-test on the Electronic Pictorial Scale of the Negative Environmental Behavior. The results indicate there are statistically significant differences at (0.05) between both mean scores of the experimental and control group children. The average scores of the experimental group were 16.11 with a standard deviation 2.79, the mean scores of the control group were 6.10 with a standard deviation 1.95, using the *t*-Test, as the *t*-value is greater than the calculated tabular *t*-value at significance 0.05, that is confidence degree 95%. That confirms the validity of the study second hypothesis that there would be statistically significant differences among the average scores of both children groups (experimental/control) on the Electronic Pictorial Scale of the Negative Environmental Behavior (before/after) applying the proposed program of musical activities for the experimental group.

**Table (5): illustrating the post-test of the experimental group on the Electronic Pictorial Scale of Kindergartner's Negative Environmental Behavior Aspects**

Group	<i>n</i>	Mean	SD±	<i>t</i>	Sig.
Experimental	60	16.11	2.79	22.76	Sig. 0.05
Control	60	6.10	1.95		

#### **Proposals and recommendations:**

Despite the attempts made in this study in order to find answers to the questions of research and analysis of the results reached above, there are some aspects and topics proposed for further studies:

1. To benefit from the present study by using the activities prepared by the researcher when adjusting the negative environmental behavior of most children of different educational stages.
2. To conduct similar studies on other samples of the same stage to verify the results of the study with the purpose of rationing.
3. To conduct a follow up study of the children (sample) and identify the extent of compliance with the positive environmental behavior that has been adjusted in them.
4. To teach music education about song and story with music in kindergarten.
5. To pay attention to the music library in all preschool institutions, providing them with books that

help to adjust the negative behavior of the child towards the environment through various musical activities, to benefit both child and teacher.

6. To prepare books and manuals containing models of stories with music, explaining their teaching method and innovations that the female teacher can be extracted for use in all kindergartens. To provide the equipment and devices that assists the female teacher in achieving the goal of musical activities to serve kindergartners.

7. To reconsider the importance of musical activities in terms of content and method as helping material having importance in forming the child's personality in all aspects.

8. The researcher recommends reapplying the proposed program to other places at both levels of the governorate and the Republic to reach the results of this application.

9. To exercise the various musical activities by the faculty of kindergarten student to learn how to use and adapt them to serve kindergartners.

10. To plan the kindergarten female teacher's preparation programs to include the musical activities provided at the kindergarten.

11. The Ministry of Education must be concerned with providing video tapes and CDs dealing with drama situations to help the kindergarten female teacher to perform the musical activities that contribute to adjust the negative behavior of the child towards the environment.

12. Attention must be paid by the Ministry of Education to the means of modern teaching that highlight the importance of the child's behavior towards the environment, to help the female teacher to perform their mission when dealing with the topic of environmental behavior.

### **Conclusion:**

In general, based on the findings of the present study, we can say that the music program used could achieve the target that it was intended in reducing the negative environmental behavior of kindergartners, in addition to children accepting the program activities, and longing for them in a way enabled them to gain and understand some positive behavioral patterns, and they responded with what such activities involved.

The results also showed a statistically significant difference between the average scores of both pre and post tests among the scores of the study sample children on the Pictorial Scale of Kindergarten's Environmental Behavior Aspects in favor of the post test (after applying a program of musical activities).

As the researcher went through previous studies conducted on children using different musical activities, the present study is consistent with Mohamed Arif (1998), Susan Abdel Halim (1995),

Yasser El-Niely (1995), Attiyat Saqr (2004), in using musical activities in developing some of the different concepts and skills, such as personal and skill aspects for children, developing social values, and improving some of the emotional aspects for a kindergartner.

The present study is also consistent with Sahar El-Shaarawy (2007), Suad Al-Zayani (1993), and Rania Badr (2002), in the use of movement story with music of kindergartners in developing some positive behaviors, and reducing aggressive behavior of the child, and get the child perform the elements of music.

Here it is possible to emphasize that by identifying children with patterns of negative behavior towards the environment, according to both the female teacher's estimates and the results of the child observation, the child is to be given the attention and adequate care and be provided with innovative and diverse musical activities to adjust these unwanted patterns, to become an active member in the society, affects it and is affected by it. Then, it comes to the female teacher's role in the selection of developed musical activities to achieve the best results with these children, as they allow them the opportunity to exercise such diverse musical activities and games adjusting some patterns of negative behavior needed by the child at this age, and helping the child to gain experience in different areas of growth.

Accordingly, the researcher believes that the female teacher has an important and effective role as an assistant to the development process, and evaluation of the child's track. This is what the kindergarten female teacher should be doing by preparing plans, musical activities and teaching aids necessary to address the children's needs as these activities have a positive effect and attraction of the child's attention, the child's love and have play, movement, music and singing, using the child energy in different and diverse musical activities to adjust their attitudes and behaviors toward the optimal behavior.

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