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USING THE LOCAL HERITAGE IN MUSICAL EDUCATION TO PRODUCE CREATIVITY: MOROCCAN CHILD MUSIC AS A MODEL

Omar El Blidi

Laboratory of cultural industry- Faculty of Arts and Humanities-Mohamed Ist University, Oujda
Morocco
o.elblidi@gmail.com

Abstract

Nowadays, practical scientific studies penetrate all fields of science to develop and advance them, especially education sciences. From this point of view, and based on the fact that Morocco is striving to achieve progress at the level of its global classification concerning the quality of education and attention giving into its human and immaterial capital, there is a fundamental necessity of adopting a preventive treatment plan based on scientific research to preserve the intangible heritage and its exploitation in the development and construction of the generation of tomorrow's Morocco. This research focuses, through a set of scientific methods, on studying the impact of using the digitized musical heritage of the child in order to influence levels of creativity and academic achievement in primary schools with fragile social and economic backgrounds. A multi-scientific approach was chosen for this study, which embraced creativity

under two different perspectives: one of creativity as a product and the other of creativity as a process. The methods used to explore the problem were quantitative, in the form of a standardized test of creativity and analysis of score averages, combined with descriptive observation. The results show a positive correlation between the technical research program and the improvement of creative cognitive skills in the Moroccan primary school. However, the results of the quantitative creativity test left some questions about the relationship of the use of arts in education and academic achievement. Creativity has proven that it can be understood more systematically when examined in the context of the creative process. Finally, the current research has led to several points of discussion and recommendations for future research.

Keywords

Education, Musical Heritage, Child, Creativity, Morocco

1. Introduction

All branches of science, particularly the education sciences, are developed and advanced by applied scientific research and studies. This makes it necessary to adopt a preventive treatment plan based on scientific research in order to preserve the intangible heritage and use it in the development and construction of the generation that will make up Morocco in the future. Morocco is working to improve its global classification at the level of education quality and to pay attention to its human and immaterial capital.

2. Research Importance

The importance of the study lies in the fact that it seeks to verify the effectiveness of a musical teaching program (based on the local heritage of children) in preserving and renewing part of the Moroccan musical heritage - for children - on the one hand, and in raising the levels of creativity and academic achievement of the learner (the child) on the other hand.

3. Problem identification and Hypotheses formulation

This research attempts to answer the following problem: The effectiveness of providing an educational program based on the musical heritage of the Moroccan child in influencing his academic level and creative sense. This problem results in a set of hypotheses

that we aim to verify within the axes of research and its investigations, the most important of which are as follows:

- There were no statistically significant differences between the scores of the Creative Behavior Scale before and after the application of the program for musical activities in favor of the post-test.
- There are statistically significant differences between the scores of the Creative Behavior Scale before and after the application of the program for musical activities in favor of the post-test.
- There were no statistically significant differences between the grades of academic achievement before and after the application of the program for musical activities in favor of the post-test.
- There are statistically significant differences between the grades of academic achievement before and after the application of the program for musical activities in favor of the post-test.

4. Theoretical Basis

Cultural heritage is an expression of livelihoods developed by society and passed down from generation to generation, including customs, practices, places, objects, artistic expressions and values.¹

This cultural heritage should be saved using digitization, which means the process of converting data into digital form, for the purpose of processing it by computer, and digitization usually refers to the process of converting printed texts, images, maps, etc. into binary signals using a type of scanning device, which allows the result of this to be displayed on the computer screen, and digitization indicates the conversion of continuous analog signals into binary digital signals, while digital materials mean those materials that are stored, processed and transported through devices and digital networks.²

Guilford suggested that creativity can be understood as a type of intelligence similar to that responsible for divergent thinking [1].

¹ Brooks, G., *The ICOMOS International Cultural Tourism Charter: Linking cultural heritage conservation to the celebration of cultural diversity*. 2002.

² Dufrêne, B., et al., *Numérisation du patrimoine: quelles médiations? quels accès? quelles cultures?* 2013:Hermann.

The divergent thinking process is responsible for an individual's ability to produce an abundance of diverse ideas when confronted with an open-ended problem.

Guilford postulated that divergent thinking can be broken down into several recognizable and measurable abilities that can in turn be used as markers of creative performance.

Abilities represented in fluency, or the ability to produce many diverse ideas, which can be used to measure the level of divergent thinking.

Flexibility, or the ability to adapt or change one's line of thinking in order to answer a question or solve a problem.

Originality, or the ability to produce unusual ideas.

And the ability of achievement, or the ability to produce complexity in detail under minimal stimuli. These four characteristics of divergent thinking have become the basis for most creativity research to date [2].

Torrance's opinion, as a scientist interested in the study of the creative process, about creativity in terms of product was based on the limited initiatives of Guilford, Wallach and Cogan, which allowed the development of simpler and measurable activities for standardized assessment for all levels and age groups to produce what is known today as the Torrance Test of Creative Thinking. [3]

To develop the creativity process, a musical methodology was chosen and inspired from Kodaly works, who made his recommendations for teaching music in Hungarian schools, which were later officially adopted gradually from rhythm development skills and ear education specifically, singing individually and within the choral group, to the study of history and taste, with the adoption of different number and time of classes depending on the music education system in Hungarian regular schools.³

5. Methods and Results

5.1. Methods

^{3 3} Szönyi, E., *Kodály's Principles in Practice*. Fifth Edition, ed. Translated by John Weismann. 1990. p31.

- Firstly, A sample of the musical heritage of children in different regions of the Kingdom of Morocco has been written down and digitized, and a booklet has been prepared that includes the theoretical side and the musical performance side based on the Zoltán Kodály method of musical education in a Moroccan heritage template.
- The schoolchildren were divided into two groups, control and experimental, and passed the adapted Torrance test for creativity, before and after applying the educational program.

5.1.1. Writing/Recording and Digitization of Musical Cultural Heritage

The initial sample was written on paper (lyrics) directly or by an audio recording from the mouths of the young participants or their parents until it was transferred on paper in a second stage.

After writing down the texts and recording the audio and video clips that the researcher was allowed to capture, it was supposed to be reformulated in a way that suits what was previously theorized musically (musical note) as a preliminary stage for mixing the text with the melody before writing it digitally using special software or application, then processing the phonetically selected recordings and storing all of this on special hard and CDs to allow them to be restored and preserved.

5.1.2. Acoustic processing

Audio clips are processed using free (open-source) software that is small in size and easy to install on computers.

During this basic phase, music samples from volunteer performances are recorded (provided they are not published), using the recording button on the main bar of the program's commands, and converted into a digital product that can be processed later.

5.2. Results

- An important change was observed in the distribution and mean of the creativity index among the experimental sample before and after the application of the program
- In the chart representing the pre-test, we find 109 as the highest value of the creative indicator, increasing to 163 as the highest value of the same indicator during the post-test, especially for students under 12 years old.

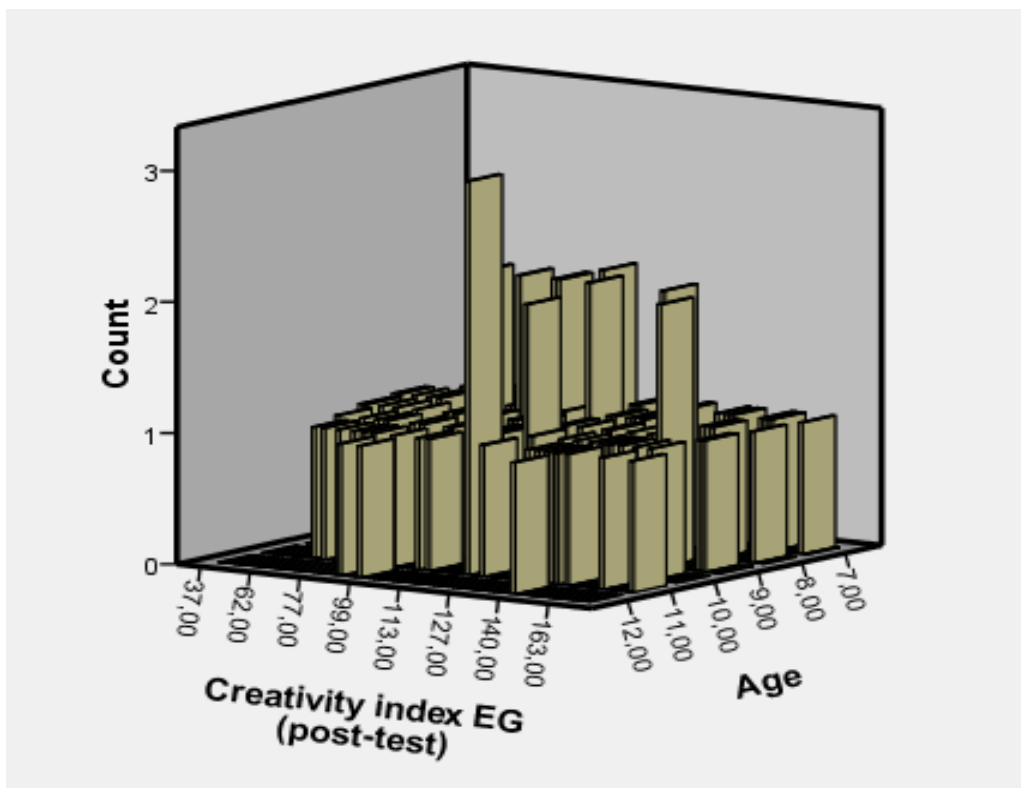
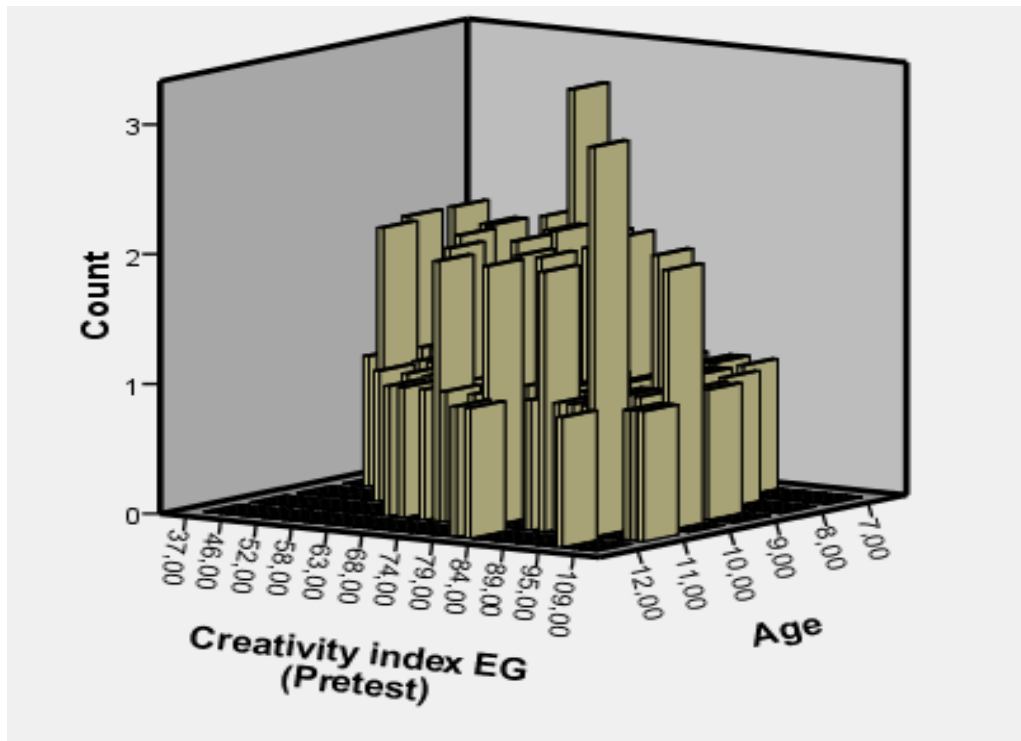


Figure 1: *Creativity Index Changes between Pre and Post Torrance Test*
(Source: Author's Own Illustration)

6. Discussions and Perspectives

By examining the differences between the results of the experimental group before and after the program, it is clear that there is a statistical significance

The educational program drawn from samples of the child's folklore affects his creative abilities positively

Music and musical education have an effective role in advancing the creative and aesthetic sense of the child, whatever his environment and social circumstances, but it is necessary to deepen the study in this aspect to obtain more accurate and more important results.

As a recommendation, digital heritage libraries should be created Creation of schools with experimental initiatives to disseminate the educational program Producing documentaries and supporting studies on the life of children and others of interest to their history, and qualifying creative teachers.

7. Conclusion

It is clear from the study that scientific and interventional research, especially within the field of education sciences, is no longer a luxury, but mainly in shaping the future, building generations, and a major pillar for the advancement of nations and civilization, the multiplicity of their cultures, and the rapprochement of their peoples. So, the quality of education today, as is the human and immaterial capital, has become urgent priorities within the desired development plans to ensure the well-being and progress of nations and societies

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