

Music and collective singing as a didactic strategy for strengthening social bonds and participation in early childhood education

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ABSTRACT

Early childhood education in Venezuela faces the challenge of building strong social bonds and promoting the active participation of children in a context marked by family fragmentation, socioeconomic crisis, and weakening community ties. In this scenario, music and collective singing emerge as didactic strategies with transformative potential that educational research has not yet explored in sufficient depth within the national context. The purpose of this study was to hermeneutically interpret the value of music and group singing as a didactic strategy for strengthening social bonds and children's participation in early childhood education, based on a review of specialized sources in music pedagogy, developmental psychology, and early childhood education. The research adopted a hermeneutic documentary approach within the interpretive paradigm, supported by the critical selection and reflective analysis of texts by recognized authors in the field. The main findings revealed that shared musical experiences activate neurological, emotional, and social processes that foster group cohesion, the development of empathy, and the construction of collective identity in early childhood. Furthermore, group singing emerged as a privileged space for children's democratic participation in the classroom. It was concluded that the systematic and reflective incorporation of music and group singing into the early childhood education curriculum can decisively contribute to the holistic development and social interaction of Venezuelan children in the preschool stage.

Keywords: music in early childhood education, group singing, social bonding, children's participation, teaching strategy.

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