

***La preparación docente para el desarrollo de habilidades del
dictado melódico en el Solfeo
Teacher preparation for the development of the melodic dictation
skills in Solfeggio***

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Resumen

El presente artículo responde a la necesidad de contribuir a la preparación del docente en el dictado melódico y tiene como objetivo ofrecer actividades metodológicas para la preparación docente en el desarrollo de habilidades del dictado melódico en la asignatura Solfeo para estudiantes de la Escuela Profesional de Música en Guantánamo. Se emplearon métodos teóricos y empíricos, que permitieron sintetizar las fuentes más relevantes del tema investigado. Se ofreció un marco metodológico sólido, que sirvió como base a las actividades metodológicas. Los resultados demostraron que las actividades aportadas contribuyeron a la preparación didáctico-metodológica en la Escuela Profesional de Música y por consiguiente en el aprendizaje de los estudiantes.

Palabras clave: Preparación; Solfeo; Dictado melódico; Escuela Profesional de Música.

Abstract

This article responds to the need to contribute to the teacher's preparation in melodic dictation and aims to offer methodological activities for teacher preparation in the development of melodic dictation skills in the subject Solfeggio for students of the Professional School of Music in Guantánamo. Theoretical and empirical methods were used, which allowed synthesizing the most relevant sources of the researched topic. A solid methodological framework was offered, which served as a basis for the methodological activities. The results showed that the activities contributed to the didactic-

methodological preparation in the Professional School of Music and consequently to the students' learning.

Keywords: Preparation; Solfeggio; Melodic dictation; Professional School of Music.

Introduction

Teacher preparation has been a permanent concern for many researchers such as (Addine, González and Recarey, 2002; García, 2012 and Hernández, 2011), who have made important contributions to both preparation and methodological work in general, in order to potentially develop didactic-methodological skills for the performance of their pedagogical functions. In this way, the preparation of teachers underlies a diversity of denominations contributed in the pedagogical sciences.

In the context of the Professional School of Music, the preparation of teachers is gradually being worked on in order to achieve a successful quality in the treatment of the contents of the different subjects and the development of the skills that are intended to be strengthened in the future professional. An example of this is the development of melodic dictation skills, where the Solfeggio teacher plays a preponderant role, given the particularity of this artistic manifestation evidenced in the expressiveness of its multiple languages.

Solfeggio has always been a delicate and complex element, since it not only indicates the pitch of sounds, but also the remaining parameters of music: duration, tempo, sound intensity, character, articulation, among others. It is linked to trends in technological development by using new media that allow facing the cognitive deficiencies in contemporary specialized artistic teaching.

That is why the preparation of the teacher who teaches the subject Solfeggio, within the teaching-learning process of this subject, should strengthen the methodology to achieve the progressive development of melodic dictation skills in students in order to support teaching and learning strategies for this subject.

In the development of melodic dictation skills, a systematic, theoretical-methodological and practical preparation of the teachers of the subject Solfeggio is needed, in an objective way and in accordance with the advances and updates of the educational level. For this study, different authors who have dealt with teacher preparation were consulted, among them: (Bonnane, 2022; Hernández, 2010; Hodelín, 2024; Proenza, 2022 and Vázquez, 2023).

All of them, in their definitions, corroborate the need for teacher preparation; given the role he/she plays to raise the quality of the teaching-learning process with an accurate direction and conduction, in addition to including constant and conscious improvement in each of its moments, from the adequate determination of work methods in order to achieve the proposed objectives.

In this sense, the preparation of the teacher requires a deep and systematic study in the structuring and organization of the teaching-educational process of Art Education and its transcendence in the sociocultural context in which it is developed. In correspondence with the above, it is assumed the criterion that:

For this it has to focus its main action on the work of cooperation, organization and implementation of the activities that are planned in the process, being a concrete expression of the particular reality that allows the transformation of its object of work (directing the teaching-learning process and others) in an active, independent and creative way within its actions, its articulation, empathy and systematization dynamize the growth and improvement of the influences of contents that are related to Art Education. (Proenza, 2022, p. 45)

The analyses carried out confirm the need for the preparation of the Solfeggio teacher in the development of melodic dictation skills, with theoretical, pedagogical, methodological and scientific resources for its treatment based on the knowledge of the different subjects related to this area of knowledge. Consequently, it favors a professional and human growth in both the teacher and the student, as well as to raise the quality of the teaching-learning process.

This implies transforming the traditional teaching styles from the methods and procedures, since there are limitations in the planning, execution and control necessary to identify alternatives that optimize the teaching-learning process of the subject Solfeggio, based on the particular characteristics of the students. Based on the above, the objective is to offer methodological activities for the preparation of Solfeggio teachers in the development of melodic dictation skills at the Professional Music School of Guantánamo.

Development

On the preparation of the Solfeggio teacher in the development of melodic dictation skills, there are several authors who address it in their research, among them (Proenza, 2022; Sánchez and Morales, 2003; Sánchez, Perdomo and Velásquez, 2012; Sánchez, Seijas, Bagué, Sánchez, and Pimentel; 2013 and Sayú, 2018).

One way to intensify the preparation of the Solfeggio teacher in the development of melodic dictation skills in the Professional School of Music, is from the methodological work, to give continuity to the professional training process and promote the acquisition of a theoretical-methodological basis that founds the scientific development of the teaching-learning process (PEA) of the subjects related to that area of knowledge in the Professional School of Music, in correspondence with the most current pedagogical trends.

Another aspect to keep in mind in the preparation of the Solfeggio teacher in the development of melodic dictation skills in the Professional School of Music is the methodological work itself, a space where the methodological preparation is systematized for the realization of the desired change, with the objective of guaranteeing the fulfillment of the demands and needs of society in the training of professionals at a higher level.

The preparation of the Solfeggio teacher in the development of melodic dictation skills in the Professional School of Music requires an adequate organization and planning, taking as a starting point the diagnosis of the preparation and updating needs, the didactic-methodological demands for the direction of the PEA and the social demands. This preparation must guarantee, among other aspects, the following:

- The mastery of the curricula of the Professional School of Music, taking into account the particularities by years.
- The mastery of methodological tools that allow them to guide, organize and control the PEA in these schools.
- The development of curricular learning strategies integrated to the contents of the subjects related to this area of knowledge in the Professional School of Music.
- Through the preparation of the subject, with the planning of the class systems and the analysis of the general objectives of the program and the specific ones, as well as in the determination of the contents with their treatment and approach.
- The permanent updating of the teaching contents of Solfeggio.
- An adequate use of the didactic components and principles.

The reflections made in this epigraph referred to the preparation of the Solfeggio teacher in the development of melodic dictation skills in the Professional School of Music, allow affirming that its objectives, contents and directions are not explicitly projected towards this end, in theoretical-methodological contents, so it requires to be directed in this sense. Thus, the preparation of the Solfeggio teacher in the development of melodic dictation skills in the Professional School of Music consists of:

Actions aimed at the didactic-methodological preparation in the use of pedagogical work methods, procedures and necessary didactic aids on the basic melodic and rhythmic elements of music for the development of melodic dictation skills, in correspondence with the objectives, skills and values expressed in the study program. This favors the cognitive, methodological and behavioral processes in the teaching-learning of the subject Solfeggio.

Diagnosis of the preparation of the Solfeggio teacher in the development of melodic dictation skills in the Professional School of Music of Guantánamo

For this research, a sample of six teachers was chosen, which corresponds to the total population of the only Professional School of Music in the province of Guantánamo (head of department and teachers of the music specialty) who work in the Solfeggio subject. Eight teaching activities were observed, considering the previously mentioned indicators. The results were as follows:

- Two of the teachers (29 %), showed some knowledge for the establishment of a didactic orientation that favors knowledge about the basic rhythmic elements of music and the development of skills for melodic dictation.
- Three of the teachers (43%), expressed solidity in the methodological resources in the development of skills for melodic dictation.
- Only one of the teachers (14 %) was able to adequately determine the basic skills for the development of melodic dictation in the subject Solfeggio in the Professional School of Music.

With what was expressed, it was possible to verify the poor preparation of the teachers, since it is not demonstrated through the methodological work the theoretical-practical link of a didactic orientation that favors the development of skills for melodic dictation in the Professional School of Music of Guantánamo, the lack of practical instrumentation to attend the needs in correspondence with the diversities and particularities for the development of skills for melodic dictation in the Professional School of Music is perceived.

Methodological activities for teacher preparation in the development of melodic dictation skills in the subject Solfeggio at the Professional School of Music

1. Methodological scientific meeting

Subject: Theoretical-conceptual elements of teaching-learning of the subject Solfeggio and the development of melodic dictation skills.

Objectives:

- To characterize in a generalizing way the theoretical-conceptual elements of melodic dictation skills and their implementation in the subject Solfeggio.
- To evaluate theoretical-conceptual elements of the Solfeggio teacher's preparation in the development of melodic dictation skills.

Participants: involved

Course 2023

Introduction: presentation, information that the meeting is held to make known the research integrating

theory and practice, for the quality of the teaching-learning process of the subject Solfeggio. Objective and agenda are oriented.

Contents:

- 1- Importance of the skills of melodic dictation.
- 2- The ability to execute and listen and to identify the elements of melodic dictation.
- 3- Principles to develop this content: musical perceptive-auditory orientation.
- 4- Basic melodic and rhythmic elements of music (intonation signs and terms, duration and expressive means of music).
- 5- Reproduce, in written form, what is heard in the melodic dictation.

Oral evaluation, by means of questions

Conclusions and agreements

Bibliography

2. Methodological teaching meeting

Topic: Determination of the basic skills used for the development of the melodic dictation of the subject Solfeggio.

Objective: To determine the basic skills of melodic dictation for its methodological orientation in the subject Solfeggio.

Participants: involved

Course 2023

Introduction: presentation, exchange about the previous meeting and main contents addressed, information about the objective and agenda.

Contents:

- 1- Methodology for the development of melodic dictation skills.
- 2- Actions that contribute to the form and the way of integrating, as a system, different pedagogical resources for the development of melodic dictation skills.
- 3- Moments for attentive listening when listening to melodic dictation.
- 4- Main methods, procedures, organizational forms, means of teaching.
- 5- Exercises for auditory training.
- 6- Examples of class system and its application in connection with other subjects and in different moments of the educational teaching process.

Oral evaluation, through the exchange of ideas

Conclusions and agreements

Bibliography

3. Instructive methodological class

Title: Methodological steps for the realization of melodic dictation. The basic rhythmic elements of music

Participants: involved

Prepared by: Prof. Principal Specialist, Dagnelis Cardosa Díaz, and Lic.

Course 2023

Summary: Importance of the subject, About Resolution No. 61 / 2015 of the CNE Art, Methodological conceptual problem. Its foundation, Methodological objective, Development of the class, Reflections of the teachers' collective, Conclusions and Bibliography

Conceptual problem: What methodological procedure to use in the development of melodic dictation skills in the teaching-learning of the subject Solfeggio?

Objective: To orient the methodological procedure to be used for the development of melodic dictation skills in the teaching-learning process of the subject Solfeggio.

Development:

Necessary theoretical aspects and sources related to the development of melodic dictation skills. Location of the class in the selected subject taking into account the subject program and its content. It is exemplified with the didactic structure.

It includes the ways that dynamize the components of the teaching-learning process and in its character of system from the objective, contents, methods, procedures, means and techniques in a logical process, (non-personal components). The interrelation, interaction, integration and permanent systematization of the didactic and methodological components in the teaching-learning process of the subject Solfeggio and in turn in the intrinsic social relations they manifest. The class is about the skills of melodic dictation and the existing relationship between the signs and terms of intonation and duration.

Conclusions are given.

The debate is established with the teachers: What importance do they give to melodic dictation? How does the development of melodic dictation skills contribute to the students' attentive listening and correct written reproduction? What other suggestions can they offer for its development? How to link it with other subjects and in other moments of the PEA?

Bibliography

4. Methodological teaching workshop

Topic: The integrality of the methodological resources and the aids offered for the development of

melodic dictation skills in the subject Solfeggio.

Participants: involved

Prepared by: Prof. Principal Specialist, Dagnelis Cardosa Díaz, Lic.

Course 2023

Objective: To demonstrate the integrality of the methodological resources and didactic aids that favor the development of melodic dictation skills in the subject Solfeggio.

First moment

- Determination of needs related to the subject.
- Elaboration of questions and tasks to be solved prior to the workshop.
- Second moment
- Determination of the objective.
- Clarification of content and dynamic aspects.
- Elaboration of the methodology that will guide the actions.

Third moment

- The starting point is the problematization of the subject.
- Theory is linked to practice in search of the most appropriate solutions, taking into account the support materials provided and the moment of the PEA of the subject Solfeggio, the specific content to be developed and the characteristics of the students. They should apply what they have learned, using exercises for aural training, as well as forms of organization.
- Sample by duets and discussion.

Fourth moment

- The evaluation of the activity by the participants.
- The improvement of the PEA

Conclusions

Bibliography

5. Open class

Subject program: Solfeggio

Prepared by: Prof. Principal Specialist, Dagnelis Cardosa Díaz, Lic.

Subject: Ear and memory training in the development of melodic dictation skills in the Solfeggio class.

Objective: To demonstrate the methodological steps for ear and memory training in the development of basic skills of melodic dictation in the Solfeggio subject.

Type of class: Practical.

Method: Explanatory-demonstrative.

Procedures: Observation, explanation, demonstration, questions and answers.

Means of instruction: Scripted blackboard, scripted notebooks, piano, and teacher's voice.

Introduction:

Assurance of the starting level: verification of the previous contents, evaluation of the students with its corresponding qualification, establishment of relations between the previous knowledge and the new ones to assimilate, orientation towards the objective, and precision of what is going to be studied and how to do it.

The subject of the class is presented.

The presentation of the fundamental bibliography for the students:

Development

The linking of theoretical content with practice through musical examples. Motivation for the study and professional orientation. Register, Modality, Tonality, Melodic Twists, Musical Sounds, Time signature, Rhythm, Tempo, Metrics, Musical Figures, Pitch, Duration. The completion of questions to check the achievement of the objective.

Conclusions of the class.

The fulfillment of the objective of the class is specified, as well as the evaluations and the orientations for the accomplishment of the task.

It is oriented to deepen in the melodic dictation worked in the class and to bring it executed in their musical instrument.

To compare the level of preparation of the teachers as a result of the didactic strategy, the observation guide was applied to the 8 teaching activities initially observed (Annex 3). The results were as follows: 93 % of the teachers showed knowledge for the establishment of a didactic orientation that favors knowledge about the basic rhythmic elements of music and the development of skills for melodic dictation.

Seventy-three percent of the teachers expressed solidity in the methodological resources in the development of skills for melodic dictation.

80% of the teachers were able to adequately determine the basic skills for the development of melodic dictation in the subject Solfeggio at the Professional School of Music.

Based on these results, remarkable progress was achieved during the application of the proposal; however, it is necessary to insist on the deepening of other ways to promote its use in the educational practice of the Professional School of Music.

Conclusions

The study carried out reveals the main theoretical-methodological references in the teaching preparation as essential premises that make possible the teaching-learning of the subject Solfeggio and with it the development of melodic dictation skills linked to the execution of their instruments, to attend in a differentiated way the cognitive needs and the basic skills to be developed in the students of the Professional School of Music. The methodological activities elaborated became essential resources for the Solfeggio teaching preparation in the development of melodic dictation skills. The results achieved allow assessing the contribution to the development of melodic dictation skills from the subject Solfeggio in the Professional School of Music.

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