



The Place and Importance of Nursery Rhymes in Preschool Music Education and Some Practical Suggestions

Esra Yücesan ^a *

^a *Sinop University, Faculty of Education, Sinop, Turkey*

Abstract

Rhymes are important items that belong to children's own culture and have musical value. Therefore, children's nursery rhymes can turn into a valuable material in the music education processes of pre-school education. Although there are various types of nursery rhymes that can be used in pre-school music education processes in Turkey, the inadequacy of the practical written source prepared for this is striking. For this purpose, in this study it was aimed to investigate the place and importance of nursery rhymes in pre-school music education and to introduce various practical examples on how to use nursery rhymes in preschool music education. In the study, the descriptive analysis approach, a qualitative research model, was adopted. Within the scope of the research, the place and importance of nursery rhymes in the early period music education processes are explained primarily in line with the written sources (research articles, theses, books, etc.) that include information and practices on the use of rhymes in pre-school music education. Then, in line with the study suggestions in the sources on the use of nursery rhymes in music education, various examples of activities that are thought to be included in early music education practices are presented with explanation. The results of the research revealed that nursery rhymes can be used as qualified course materials in pre-school music education process.

Keywords: Early childhood, music education, nursery rhymes, teacher training

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1. Introduction

Nursery rhymes are measured and rhymed words used in daily life and children's games, included in genres such as fairy tales, stories, riddles. In foreign sources, nursery rhymes are mostly described as a game played with poetry, sounds, words and songs for children, rhythmic and rhyming words, and childlike songs sung to determine the midwife in games. While nursery rhymes are used to attract the attention of the reader-listener in the introductory parts of the tales, they are used to have a joyful time in daily life and children's games, to choose a midwife or leader in games, and to improve children's speaking skills (Güneş, 2020, p. 3,4). While the rhymes, which are formed by

* Corresponding author: Esra Yücesan. ORCID ID.: <https://orcid.org/0000-0001-6657-6086>
E-mail address: esrayucesan@sinop.edu.tr

the combination of phonetically similar words in verse or prose pattern, sometimes aim to serve a teaching, sometimes they only aim to have a good time, beyond the meanings of the words that compose it (Kaplan, 2021, p. 67). Rhymes, which lack any main topic, can create surprising results by gathering contradictory thoughts and impossible situations and reaching some illogical conclusions. Rhymes consisting of a set of inconsistent dreams and dreams connected to each other by sound plays and associations obtained with rhymes, adapted to a certain poetry order (Yıldız, 2002 cited by Barış and Ece, 2015, p. 348) are based on unrealistic dreams. by creating a passage, it enables children to have an unlimited expression by predicting rhythm and music without worrying about meaning and being conscious (Akkaya and Akkaya, 1989, p. 76). It is indispensable for teachers because of the tools it provides to teach students effectively through play. Having a wide repertoire of nursery rhymes from all over the world offers teachers the opportunity to create meaningful learning experiences tailored to their students' needs, abilities and interests (May, 2019, p. 6).

Due to their richness and variety, there are more than one grouping studies for rhymes. In Turkish sources, rhymes collected in three groups are listed as games, fairy tales and difficult rhymes. In some countries, they are handled in two groups as child and adult nursery rhymes (Güneş, 2020, p. 5).

The nursery rhymes, which are also the subject of this article, are the richest among the rhymes. Children's nursery rhymes as pleasant-sounding texts formed by repetitions of similar and opposite sounds, syllables, words; numerical, fluent and rhythmic, play, thematic, time and space, dialogue, nature and environment, fruit, animal nursery rhymes (cited by Gauthier and Lejeune. Güneş, 2020, p. 6). Although these nursery rhymes were used only for play purposes, nowadays, educational aspects are also emphasized. Thus, it is handled for both game and educational purposes (Güneş, 2020, p. 6).

Most educators agree that nursery rhymes are an important element in children's education, because nursery rhymes have an important function during the preschool period and school (Akkaya and Akkaya, 1989, p. 76). Nursery rhymes, which are used as a material in the activities in schools to ensure that children learn while having fun, are also used to contribute to the development of children's language and mental skills, as well as to help them self-confidence, socialize and motivate them for school work (Güneş, 2020, p. 3). In addition, rhymes are easily remembered at later ages due to their phonetic harmony (Kaplan, 2021, p. 69). With these qualities, especially primary literacy teaching, mathematics teaching (Güneş, 2020, p. 3), language development and teaching (Erdem, Şengül, Gün, & Büyükaslan, 2015, pp. 1,2,7,8; Kurudayıoğlu & Potur, 2015) makes important contributions as a material to fields such as Rhymes contain many cultural values and features due to their formational and structural features. With this feature, it enables children to learn the features of their own language and the rules of social

communication belonging to their own culture (Barış & Ece, 2015, p. 348). Nursery rhymes, which have a very important place in the world of children, are also valuable materials in the musical education processes of children with their musical qualities. Taking advantage of the power of nursery rhymes, especially when working with preschool children, is a unique opportunity for preschool music educators. For this reason, it is extremely important for preschool music educators to evaluate rhymes musically, to choose rhymes suitable for the developmental characteristics of children to use in music education processes, and to use these rhymes in the most effective way in their lessons. For this reason, within the scope of the research, the place and importance of nursery rhymes in pre-school music education was examined by scanning the literature, and various application examples were shared in detail on how to use nursery rhymes in pre-school music education. Thus, it is aimed to contribute to the literature.

2. Method

The study was designed in accordance with the descriptive analysis approach, as a qualitative research method. According to the descriptive analysis approach, the data obtained are summarized and interpreted according to predetermined themes. The purpose of this analysis is to present the findings to the reader in an organized and interpreted form (Yıldırım & Şimşek, 2016, p. 239). For this purpose, within the scope of the research, the place and importance of nursery rhymes in the early period music education processes are explained primarily in line with the written sources (research articles, theses, books, etc.) Then, in line with the study suggestions in the sources on the use of nursery rhymes in music education, various examples of activities that are thought to be included in early music education practices are presented with explanation. At this stage of the research, it was focused on how many different ways a nursery rhyme could be used in early music education. Thus, it was thought that the application examples could be understood more easily and transferred to different rhymes more easily. The rhymes discussed are rhymes in the mother tongue of the researcher, which are thought to be well known in Turkey.

3. Findings

Nursery rhymes are the first musical elements belonging to the culture that the child meets after the lullabies from the birth (Barış & Ece, 2015, p. 348). Children who are introduced to nursery rhymes in early childhood have the opportunity to use their language actively. Similarly, they have an important development opportunity in terms of sense of rhythm. Educational processes structured with nursery rhymes also support children's collective singing habits. For this reason, numbers and nursery rhymes are seen as an important building block in forming the infrastructure of music education in

pre-school and primary schools' (Şendağ, 2009, p. 1). The innate entertainment of the language, the rhythm that awakens joy and activates the imagination, and the harmony of rhymes as a course material make it powerful in the music education processes (May, 2019, p. 2). When the literature is examined, we come across examples in which nursery rhymes are used as a lesson material as well as children's songs in the resources containing application examples for music education in pre-school and basic education (Akbulut, 2017; Bilen, Özevin, & Canakay, 2017; Çetin, 2013; Dinçer, 1992; Erol and Koçak, 2015; Erol, 2015; Slater and Çimşir, 2017).

Children's nursery rhymes can be used to attract attention at the beginning and end of lessons in preschool general music education activities. Rhymes are frequently included in collective singing and collective playing studies. In addition, nursery rhymes are an important auxiliary material in the individual instrument training processes of early stage music education. In the research carried out by Akpınar and Çaydere (2011) the importance of benefiting from the children's music repertoire in the individual instrument education processes of the early stage music education is emphasized and the importance of making use of the nursery rhymes that are a part of this repertoire during the initial violin education process is emphasized (p. 290-302). The research conducted by Kurtuldu (2010) also supports this view. In the research, the method of teaching notation (in terms of time) by means of rhymes was used in the individual piano education process carried out with a 7-year-old child who has just started school and has just learned to read and write. Evaluations made after the applications revealed that the child's interest in piano lessons increased, and he achieved significant success in playing some notes (p. 759).

Preschoolers love to memorize nursery rhymes. These practices, which also mean a play activity for them, make it easier for children to adapt to activities such as pantomime and theater. The emotional world of children who grow up in contact with nursery rhymes, which are the fun emotional elements of the children's world, will develop much faster than their peers. When considered musically, it can be said that nursery rhymes, which have a small sound width in terms of melody structure, are an invaluable course material for children who do not have a wide sound limit (Mentiş, 1999, pp. 24,33,36). According to Kenney (2005), nursery rhymes are an excellent preparation tool to improve the singing voice. Because they are not sung like songs, they allow for sound exploration that songs cannot. The expressive chanting of nursery rhymes allows exploration of the extremes of sound and helps children feel the wonderful things they can do with their voices (p. 29). In addition to these, nursery rhymes should be used as a course material in applications for ear training of children. Nursery rhymes enable children to gain the pleasure of making music together in collective singing practices. In addition, important contributions can be made to child voice education with

transpose exercises that can be performed with rhymes in individual voice training practices (Mentiş, 1999, p. 24).

While using nursery rhymes as a course material in preschool music education practices, care should be taken in choosing nursery rhymes. At this point, the developmental characteristics of children according to their ages should be well known and considered (Mentiş, 1999, p. 21; Tezcan, 1985, p. 58). According to Uçan (2002), the child's singing language develops with counting, rhymes and songs. For this reason, in children's education, melodic speaking-musical singing and singing have a very important place. The forms and repertoire of counting, rhyming and singing about the life and education of children should be constantly diversified, developed and enriched with new products and new examples (Cited by Şendağ, 2009, p. 1). For this purpose, various application examples for the effective use of rhymes and rhymes, which provide important gains in pre-school music education, are given below and thus it is aimed to contribute to the literature.

All of the nursery rhyme groups transmitted by Güneş (cited by Gauthier and Lejeune. Güneş, 2020, p. 6) can be evaluated as a material in early general music education activities. One of the works we can do while making use of rhymes in these processes is to sing the rhyme with rhythmic accompaniment (See. Çetin, 2013, p. 232,233; Erol & Koçak, 2015, p. 35). An example study for this is given below. For this purpose, the nursery rhyme named “Yağmur Yağıyor” (It's Raining) was used.

Yağmur Yağıyor

Allegretto Anonymous

Voice

Yağ mur ya ğı yor Sel ler a kı yor A rap kı zı cam dan ba kı yor

Clapping Hands

In these studies, the entire rhythmic structure of the rhyme can be transferred to body rhythm and/or instrument accompaniment. An example application is given below:

Yağmur Yağıyor

Allegretto Anonymous

Voice

Yağ mur ya ğı yor Sel ler a kı yor A rap kı zı cam dan ba kı yor

Rhythm Sticks

As a different example, after each measure of the rhyme is vocalized, the rhythmic structure of the vocalization during a measure can be played with instruments without vocalization:

Yağmur Yağıyor

Allegretto Anonymous

Voice

Yağ mur ya ğı yor Sel ler a kı yor

Rhythm Sticks

A rap kı zı cam dan ba kı yor

In the next stage, after each measure is voiced, a pause can be waited for one measure, and thus, children can be supported to internalize the number of measures of the nursery rhyme:

Yağmur Yağıyor

Allegretto Anonymous

Voice

Yağ mur ya ğı yor Sel ler a kı yor

1. Clapping Hands
2. With Rhythm Sticks

A rap kızı cam dan ba kı yor

Transforming nursery rhymes into action games (Mentiş, 1999, p. 36), which can facilitate children's adaptation to activities such as pantomime and theater, is also extremely interesting for children. For this purpose, in addition to the example application given above; In the parts shown as hush, children can be asked to keep their bodies in a form they want (to be a sculpture) during the measurement period, and the practice of rhyming rhyme can be turned into an enjoyable movement game. May (2019) mentions that similar movement studies can be carried out in the rhyming words of the rhyme (p. 4).

While using fluent and rhythmic rhymes as a material in pre-school music education processes, movement accompaniments suitable for the rhymes selected can also be used (See. Erol, 2015, p. 91-97). Children can be given an opportunity to explore different movement possibilities by giving a verse from the nursery rhymes. In addition, by thinking about the characters in the rhyme, guesses can be made about how they might

act and movement studies can be done (May, 2019, p. 4). The movement accompaniments exemplified below can be changed and developed by agreeing with the children:

Yağmur Yağıyor

Anonymous

Allegro

Voice

Yağ mur ya ğı yor Sel ler a kı yor A rap kızı cam dan ba kı yor

Movement Accompaniment

Animate rain showers using your hands and arms

Animate the water flow using your hands and arms

Clapping hands

Make surveillance animation your way

In addition to all these studies, another study that can be carried out with children is to change and transform the words of the nursery rhyme with the contribution of children. An exemplary study is given below:

Yağmur Yağıyor

Anonymous
Lyrics editing: Esra Yücesan

Allegretto

Yağ mur ya ğı yor A ra bam ka yı yor A rap kızı bi ze ba kı yor

All of these stages can be transferred to different nursery rhymes selected for use in pre-school music activities, and of course they can be transformed and developed. One of the interesting activity suggestions that can be realized with the words of the nursery rhymes belongs to Kenney (2005). Kenney (2005) emphasized that children like to put blocks on top of each other; He proposes the preparation of blocks (with six sides), each containing pictures from a sentence of the rhyme. Children can create six different nursery rhymes by stacking these blocks as they wish, and even create and tell interesting stories (p. 31).

One of the children's nursery rhymes cited by Güneş (2020) is 'dialogue rhymes' (cited by Gauthier and Lejeune. Güneş, 2020, p. 6). In pre-school music education activities,

question-answer studies can be carried out with rhythmic singing by using these nursery rhymes. As an example of this work, the lines of the rhyme given below can be recited rhythmically by the children divided into two groups.

Komşu Komşu

Anonymous

Allegretto

1st Group
and
2nd Group



Kom şu kom şu hu hu Oğ lun gel di mi? Gel di gel di Ne ge tir di? in cik bon cuk

7

Ki me ki me? Sa na ba na Da ha ki me? Ka ra ke di ye Ka ra ke di ner de? A ğa ca çık tı

13

A ğaç ner de? Bal ta kes ti Bal ta ner de? Su ya düş tü Su ner de? İ nek iç ti

19

İ nek ner de? Da ğa kaç tı Da ğ ner de? Yan dı bit ti kül ol du

When working with dialogue rhymes, first of all, it can be ensured that all children learn the whole rhyme in a way that they can perform rhythmic vocalizations. For this, the vocalization can be sampled first by the teacher and the children can be asked to accompany them simultaneously. Then the children are divided into two groups and this time rhythmic vocalization can be done 'mutually' in accordance with the words of the rhyme. During this study, it is important that the groups change their places and make vocalizations. Thus, every child can learn the whole nursery rhyme and get experience of saying the whole nursery rhyme.

After these studies, the nursery rhyme can be performed first with the body rhythm and then with the instrument accompaniment by transferring the body rhythm accompaniment to the instrument. Children who sing the rhymes of the dialogue in this way will have fun on the one hand and pay attention to follow the dialogue on the other hand, they will wait their turn with the same care, and they will have performed a successful group playing-singing practice with their classmates.

In today's preschool music education, more and more importance is given to making use of illustrated stories and fairy tales, which are another part of children's literature (See. Calogero, 2002; Cardany, 2012; Erim ve Deniz, 2021, pp. 67-108; May, Miner, Young and Ingalls, 2017; Milli and Özyoğurtcu, 2017). These stories and fairy tales can give educators a convenient space in the use of 'time and space rhymes'. While making use of a story and/or a fairy tale chosen as a material in the music education process, using the rhymes given below in appropriate places at the stage where the story is told and read to children can be shown as an example of these practices. In this way, it can be easier to attract children's interest in the lesson:

AZ GİTTİM UZ GİTTİM (I WENT LESS, I WENT LONG)

Az gittim uz gittim. (I went less, I went far)

Dere tepe düz gittim. (I went straight up the creek)

Çayır çimen geçerek, (Crossing the meadow grass)

Lale sümbül biçerek, (By reaping tulip hyacinths)

Soğuk sular içerek, (Drinking cold water)

Altı ayla bir güzde, (For six months and a fall)

Bir arpa boyu yol gittim (I traveled a barley length) (Güneş, 2020, p. 9).

SAAT (CLOCK)

Kızın adı Neşe (The girl's name is Neşe)

Saat geliyor beşe (It's about five o'clock)

Bir, iki, üç, dört, beş (One, two, three, four, five) (Güneş, 2020, p. 9).

The nursery rhymes, with their words and/or melodies, can change over time according to the understanding of the day in parallel with the world of children (Mentiş, 1999, p. 34). In pre-school music education practices, this natural quality of nursery rhymes can be consciously utilized. For this purpose, the words of the nursery rhymes can be changed and developed together with the children. In addition, composing activities can be done by providing creative opportunities suitable for the developmental level of children. In addition to composing studies with children, May (2019) also recommends practices for reading and vocalizing a nursery rhyme with symbolic notation (p. 4). As an example, nursery rhymes such as 'Nature and environment', 'fruit', 'animal rhymes' (cited by Gauthier and Lejeune. Güneş, 2020, p. 6) from children's rhyme groups cited by Güneş (2020) can also be composed by children similar to those rhymes in other groupings. At this point, children can be released or given metallophone and/or

xylophones, in which closely spaced harmonious sounds are fixed and other sounds are removed from the instrument, and they can be made to play with these sounds. This instrument support will contribute to the children in the process of composing. Another important point is that it is necessary to make sure that the children have learned the nursery rhyme completely before starting such an activity. Only then can the child devote all his attention to creating a melody that matches the words of the nursery rhyme. For this purpose, it can be effective to use short rhymes. Below is an animal rhyme that can serve as an example.

KUZU (LAMB)

Kuzu kuzu me, (Lamb lamb baa)

Bin tepeme (Jump on my head)

Haydi gidelim (Let's go)

Ayşe teyzeme (to my aunt, Ayşe) (Güneş, 2020, p. 12).

Similar composing works can be done by the teacher in wider vocal ranges and shared with the children. A sample composition work for the fruit rhyme named 'Hazelnut' (p. 13) quoted by Güneş (2020) is given below.

Fındık

Lyrics: Anonymous
Music: Esra Yücesan

Allegretto

Tom bul tom bul cuk İ çi ka tık dı şı ka buk

3
Ki lit li san dık a çık sın Fın dık lar sa çık sın

5
Hem bes ler hem ı sı tır Yi ye lim çı tır çı tır

May (2019) As another activity that can be carried out besides the composition of the nursery rhymes; emphasizes that nursery rhymes can be sung on a pre-prepared background instrumental piece (p. 4). For these studies, the study performed by Uygan (2020) with the nursery rhyme 'It's Raining' can be shown as a qualified example that can inspire pre-school music educators.

Children's creativity can be supported while the words of the nursery rhymes are added and changed. For example, almost all children chant the following nursery rhyme when they see a ladybug. In some regions of Turkey, this nursery rhyme is also part of a ritual performed between a child and a ladybug. Before the nursery rhyme is said, the ladybug is placed on the body or hand and a wish is made during this time. It is believed that the ladybug must fly in order for the ladybug to bring good luck and the wish to come true. For this reason, the nursery rhyme below is sung until the ladybug flies (This ritual is taken from Esra Yücesan's childhood plays).

Uç Uç Böceğim

Allegretto Anonymous

Uç uç bö ce ğim Ya rın dü ğün o la cak

An nem sa na ter lik pa buç a la cak

Making use of the transferred ritual creative drama method, children's new year or birthday, etc. It can be animated in the classroom environment to make wishes in celebrations. The second line of the nursery rhyme can be changed and developed based on the wishes of the children. So wishing for kids can turn into a fun classroom activity with their friends:

Uç Uç Böceğim

Anonymous
Lyrics editing: Esra Yücesan

Allegretto

Uç uç bö ce ğim Ya rın dü ğün o la cak

Sev dik le rim hep ya num da o la cak

May (2019) for the use of nursery rhymes with drama activities in music education; creating a frozen frame (still image) of a moment in a nursery rhyme, students creating a picture of the rhyme by designing three still images, beginning, middle, and end, improvising a flashback or forward scene to provide more context for a dramatic moment in the rhyme (p. 4) and offers to benefit from the special techniques of the creative drama field. In addition, creating an individual, group or class nursery rhyme book, imagining and creating a portrait of a certain nursery rhyme character, and designing costumes for dramatic plays are among the practices suggested by May (2019) (p. 4). The materials obtained from these works, which can be carried out in the field of visual arts, can also be easily used in drama activities. In this context, the 'rhyme day' activity suggested by Kenney (2005) can be shown as an example of a holistic practice. Kenney (2005) suggests that children come to school dressed as a favorite nursery rhyme character and dramatize these rhymes they have chosen throughout the day. At the end of the day, this practice is concluded with the offering of various foods compatible with the rhymes (rhyme theme, words, etc.) (p. 30).

Among the nursery rhymes, perhaps the most associated group with children is 'game rhymes'. Children also contribute to the formation of these nursery rhymes (Ungan, 2009, p. 218). Kayabaşı and Günindi (2016) list the stages in the content of children's games as 'starting, continuing and ending the game'. Each of these stages contains rhymes (p. 22). The distribution of the roles required by a game can be done easily through nursery rhymes, and the game midwife can be selected (Kaplan, 2021, p. 67). Since this selection process through rhymes will be a part of the game, the child can adopt the rules of the game more easily. As a result of the selection, he can easily accept being a midwife or being included in a group in pairings. With nursery rhymes, a game can be started, continued or the end of the game can be announced to everyone. The nursery rhymes given below are used in the selection of the midwife in the appropriate games in the pre-school period music education processes, in the selection of the conductor in the playing

studies, in the solo ordering, etc. Examples of game rhymes that can be used in activities are:

EBE (It)

Oooo!.. Bağa girdim, üzüm kestim. (Ooooo! I went into the vineyard and cut grapes)

Bağ bizim, bahçe bizim. (The vineyard is ours, the garden is ours)

Bu oyunda ebe kim? (Who is “it” in this game?) (Güneş, 2020, p. 8).

PEKMEZ (MOLASSES)

Dolapta pekmez yala yala bitmez (Molasses in the cupboard does not run out with a lick)

Ayşecik cik cik cik, (Ayşecik come out out out)

Fatmacık cik cik cik, (Fatmacik come out out out)

Sen bu oyundan çık (You are out of this game) (Güneş, 2020, p. 8).

In this study, the importance of the use of nursery rhymes in children's pre-school music education processes was emphasized and various application examples were included. The literature reveals that nursery rhymes are an important course material in pre-school music education. All of the children's nursery rhymes (numerical, fluent and rhythmic, play, thematic, time and space, dialogue, nature and environment, fruit, animal rhymes) transmitted by the sun (as cited in Gauthier and Lejeune. Güneş, 2020, p. 6) It can be evaluated as a material in the general music education activities of the semester (See. Erol, 2015; Erol & Koçak, 2015, p. 35; Çetin, 2013, p. 232,233). For this purpose, rhymes named 'It's Raining', 'My Fly Beetle', 'Hazelnut', 'Neighborhood Neighbor', 'Less Gone Long Go', 'Hour', 'Lamb', 'Midwife' and 'Pekmez' were used within the scope of the research. . Examples of applications that can be used in 'the selection of the conductor in the playing studies, the solo sequence, the vocalization of the rhymes on the background instrumental piece, the applications for reading and vocalization with symbolic notation, the reciprocal rhythmic vocalization studies, the movement accompaniments suitable for fluent and rhythmic rhymes' by making use of rhymes in the early period music education processes. has been discussed.

Children's self-confidence can be strengthened through nursery rhymes (Ungan, 2009, p. 222) and children can learn to obey the rules and division of labor in games (Barış & Ece, 2015, p. 348). At the same time, with nursery rhymes, children are entertained and entertained while performing many roles. Thanks to the nursery rhymes, which have very rich features in terms of children's literature, the sound and harmony elements of their own language are placed in the memory of children, while the infrastructure of their language development is shaped. Due to the gains it will provide with all these qualities, rhymes and counting should be given absolute importance in the preschool

education processes (Ungan, 2009, p. 223,224). Nursery rhymes are also important in the transfer of national cultural values from generation to generation, as they are the first musical experiences for children. The nursery rhymes created by children are the most beautiful anonymous folk poetry products that reflect our national culture. For these reasons, keeping the nursery rhymes alive is also important for children to acquire a musical cultural identity and sense of belonging (Barış & Ece, 2015, p. 351,356,358).

Nursery rhymes, which provide meaningful and memorable learning opportunities for children of all ages, have a great potential to satisfy children with the linguistic and musical qualities in their natural structure and the play processes and interactions in which they are experienced (May, 2019, p. 2). With nursery rhymes that feed the child's holistic development (cognitive, physical, social and emotional development areas), children have the opportunity to explore the sound, rhythm, tempo, dynamics and various formal structures while having fun (Kenney, 2005, p. 29,30; May, 2019, p. 1; cited by Cobb, Mullen, 2017, p. 52; Tezcan, 1985, p. 57). For these reasons, it is also important for children to meet as many and various nursery rhymes as possible during the preschool period music education process. Mentiş (1999) emphasizes the existence of a certain tonal or modal feature in the use of sounds in rhymes. Although the sound width of each rhyme is not large, it is a musical expression, a musical sound sentence. The sounds in the nursery rhymes are arranged in such a way as to create a certain musical melody within a musical aesthetic. Nursery rhymes are one of the most effective course materials that can be used in teaching basic music knowledge to children, in instrument training and voice training with children. With this musical value they have, they should be the 'basic building blocks' in helping children acquire musical behaviors (p. 1,10,11,12,19). It should be noted that children who grow up without nursery rhymes will be deprived of a great gift as they cannot enjoy the social, emotional, intellectual, physical and musical foundations that rhymes will provide (Kenney, 2005, p. 30). The musical values of nursery rhymes should always be considered by music educators who carry out pre-school music education processes, and this richness offered to us by nursery rhymes should be utilized effectively. In line with this research, the following recommendations can be put forward:

- Different implementations can be designed for the use of nursery rhymes in pre-school music education and practical examples can be shared through various written or digital sources,
- The effectiveness of using nursery rhymes can be investigated via various experimental studies as a material in pre-school music education processes on the development of children's musical skills,
- Appropriate nursery rhymes can be classified according to children's age groups, and shared through various written sources or digital platforms to be used in pre-school music education activities.

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