


**THE IMPORTANCE OF MUSIC IN THE PROCESS OF DEVELOPMENT AND LEARNING
OF CHILDREN: CHALLENGES FOR TEACHERS IN THE CONTEXT OF EARLY
CHILDHOOD EDUCATION**

**A IMPORTÂNCIA DA MÚSICA NO PROCESSO DE DESENVOLVIMENTO E
APRENDIZAGEM DAS CRIANÇAS: DESAFIOS DOS PROFESSORES NO CONTEXTO
DA EDUCAÇÃO INFANTIL**

**LA IMPORTANCIA DE LA MÚSICA EN EL PROCESO DE DESARROLLO Y
APRENDIZAJE DE LOS NIÑOS: RETOS PARA LOS DOCENTES EN EL CONTEXTO DE
LA EDUCACIÓN INFANTIL**

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ABSTRACT

This study analyzed the importance of music in the process of child development and learning, as well as the challenges faced by teachers in this segment at the Maria José de Miranda Burity Municipal Early Childhood Education Center, in João Pessoa, Paraíba, Brazil. The specific objectives included analyzing the importance of music as a process of child development and learning, describing the strategies, musical instruments and resources used by Early Childhood Education teachers when using music and identifying the needs and difficulties that teachers face when working with music in Early Childhood Education. For this purpose, a mixed methodology, qualitative and quantitative, was used, with a bibliographical study and a case study based on a semi-structured questionnaire. The sample consisted of 6 Early Childhood Education teachers. The results show the significance of musical practices in the context of Early Childhood Education and reveal the need to implement strategies, support and training that facilitate and expand the knowledge of teachers, contributing to pedagogical practice and promoting more significant development and learning of children.

Keywords: Child. Music. Teacher.

RESUMO

O presente estudo analisou a importância da música no processo de desenvolvimento e aprendizagem infantil, assim como os desafios enfrentados pelos professores desse segmento no Centro Municipal de Educação Infantil Maria José de Miranda Burity, em João Pessoa, Paraíba, Brasil. Os objetivos específicos incluíram analisar a importância da música como um processo de desenvolvimento e aprendizagem infantil, descrever as estratégias, instrumentos musicais e recursos utilizados pelos professores de Educação Infantil ao utilizar a música e identificar as necessidades e dificuldades que os professores enfrentam ao trabalhar com música na Educação Infantil. Com essa finalidade utilizou-se uma metodologia mista, qualitativa e quantitativa, com um estudo bibliográfico e um estudo de caso baseado em um questionário semiestruturado. A amostra foi composta por 6 professores da Educação Infantil. Os resultados apresentam a significância das práticas musicais no contexto da Educação Infantil e revelam a necessidade de implementação de estratégias, suporte e

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formação que facilitem e ampliem os conhecimentos dos professores contribuindo com a prática pedagógica e promovendo o desenvolvimento e aprendizagem mais significativo das crianças.

Palavras-chave: Criança. Música. Professor.

RESUMEN

El presente estudio analizó la importancia de la música en el proceso de desarrollo y aprendizaje de los niños, así como los desafíos que enfrentan los docentes de este segmento en el Centro Municipal de Educación Infantil Maria José de Miranda Burity, en João Pessoa, Paraíba, Brasil. Los objetivos específicos incluyeron analizar la importancia de la música como proceso de desarrollo y aprendizaje infantil, describir las estrategias, instrumentos musicales y recursos utilizados por los docentes de Educación Infantil a la hora de utilizar la música e identificar las necesidades y dificultades a las que se enfrentan los docentes a la hora de trabajar con la música en Educación Infantil. Para ello se utilizó una metodología mixta cualitativa y cuantitativa, con un estudio bibliográfico y un estudio de caso basado en un cuestionario semiestructurado. La muestra estuvo compuesta por 6 docentes de Educación Infantil. Los resultados presentan la significación de las prácticas musicales en el contexto de la Educación Infantil y revelan la necesidad de implementar estrategias, apoyo y capacitación que faciliten y amplíen los conocimientos de los docentes, contribuyendo a la práctica pedagógica y promoviendo el desarrollo y aprendizaje más significativo de los niños.

Palabras clave: Música. Niño. Profesor.

1 INTRODUCTION

Music plays an important role in the development and learning process of children, especially in early childhood. It is a popular element present in children's daily lives, whether in the family and/or community environment, so it is of fundamental importance that it is present in the school environment. Music is a cultural and artistic expression that favors body and oral language, being a powerful tool for communication and expression, stimulating imagination and creation and expanding the affective, social and cognitive aspects of children. (Costa, 2021). Through music, children can explore dances, rhythms, styles, musical genres, instruments, timbres, pitches, intensities, duration, voice, singing, notation, movement, body percussion, etc. Musicalization can be present in games, games, dances, gymnastics, sports, among other moments of daily school life.

Today's child is inserted in a social and historical context, going through countless experiences with which he develops habits and customs. She is a subject who questions, asks questions and seeks answers; an active, powerful and interactive subject whose relationship with his peers and with adults is fundamental in his development and learning process. Play is the essential language for children. It is through play that he recognizes himself, understands himself and assimilates his learning. Music in childhood is part of playing, it has the power of movement and action, leading children to experience countless forms of development and learning through their body, sounds, language, melody, movement and the stimuli that music provokes.

The study carried out at the Municipal Center for Early Childhood Education (CMEI) Maria José de Miranda Burity, located in the Ilha do Bispo neighborhood, in the municipality of João Pessoa, Paraíba, Brazil, during the 2024 school year, focused on the 6 teachers of this institution, responsible for the education of babies, very young children and young children. The choice of this institution allowed an in-depth investigation since it only has the Early Childhood Education segment.

The central problem of this research consists of investigating the understanding of Early Childhood Education teachers about the importance of music in the development and learning process of children, how this theme is being addressed and the challenges faced by teachers. Therefore, the question arises what is the importance of music in children's development and learning? What are the musical pedagogical practices used by teachers in the classroom? What challenges do teachers face when working with music? What musical training needs do Early Childhood Education teachers present?

The present research is justified by the relevance of understanding the importance of music in the development and learning process of children and understanding the needs and obstacles faced by teachers when using music with early childhood children. Considering that teachers are the main mediators in the daycare/school and that their musical competence is fundamental for the children's educational process, identifying their difficulties and needs is essential for the development of training policies that meet these professionals and ensure an education with integral development of children.

The objectives of this research are interconnected to facilitate understanding. The general objective is to investigate teachers' understanding of the importance of music for the development and learning process of children in Early Childhood Education. The specific objectives include: to analyze the importance of music as a process of child development and learning, to describe the strategies, musical instruments and resources used by Early Childhood Education teachers when using music and to identify the needs and difficulties that teachers face when working with music in Early Childhood Education.

2 METHODOLOGY

This research was conducted by the mixed methodology, combined with bibliographic research and field research through a semi-structured questionnaire. First, the bibliographic research was carried out with which the theoretical foundation was built addressing the topic of the child development and learning process and its relationship with the musical pedagogical practice. Secondly, the case study was carried out and the semi-structured questionnaire applied to the teachers was used to collect data and capture their perceptions, practices, difficulties, needs and opinions on the theme. The choice of the methods adopted aims to justify the need to theoretically substantiate and, at the same time, raise questions about the experiences of teachers.

Scientific methodology plays a fundamental role in the conduction, validation, credibility and reliability of research. Thinking and reflecting on research is related to the construction of planning, that is, the methodological process that will contribute to the perspective of the world and to a more focused look at where we intend to intervene. The research, through the investigator, identify the problems and seek appropriate solutions for intervention. (Chizzotti, 2000). The method used in the research shows the reflections made on the problem and the object of study, contributing to the expansion of knowledge, concepts

and new theories. This set of activities seeks to answer the questions of the investigation related to the objectives. (Marconi and Lakatos, 2007).

Initially, this research was developed from the bibliographic nature, exploring materials, studies and academic literature, produced in theses, dissertations and scientific articles published in university databases and on the internet, as well as reading and filing of works that discuss the theory, in order to deepen the analysis, discussion and theoretical knowledge on the subject. Through bibliographic research, the subject to be investigated is known, a theoretical basis is obtained and relevant information is collected (Sousa; Olive tree; Alves, 2021).

Concomitantly with the bibliographic research, the field research was carried out, whose purpose was to obtain empirical data with the teachers of Early Childhood Education, subjects of the research, allowing a detailed analysis of the musical pedagogical practices and the challenges faced by the teachers of this segment. To obtain and collect these data, a semi-structured questionnaire was used, with open and closed questions that allow an exploration of the opinions, experiences and experiences of the participants and a quantification and statistical analysis of the data. It allows the interviewee to express their opinions and provides issues addressed in a controlled manner. (Flick, 2009). The choice of the combined method of research, literature review and field research through the semi-structured questionnaire enabled a deep, comprehensive and detailed approach to the theme addressed and offered a theoretical sustainability and accentuated analysis of the teachers' perceptions. This method contributed in a clear and contextualized way to the understanding of the challenges faced by teachers with the use of music in the educational context of early childhood children.

The data from this research were collected through a semi-structured questionnaire, prepared through Google Forms and sent via QR code, ensuring greater accessibility and convenience for the participants; with open and closed questions applied to the 06 teachers. The questionnaire contributed to the anonymity and opinions of the participants without the influence of the researcher. (Pereira, et al, 2018). The instrument enabled a broad and comprehensive view of Early Childhood Education teachers, making the use of the questionnaire an effective method that enabled explorations and in-depth reflections on the theme.

The questionnaire was designed to include thirteen questions, six closed questions and seven open-ended questions, in order to collect quantitative and qualitative data. The

closed questions were prepared with the purpose of collecting objective and quantifiable information about the methodological process, training and resources used in the use of music. These questions provided data for a descriptive static analysis and an identification of patterns about the purpose of musical use by teachers. Providing comparable participant data. (Flick, 2013). The open questions aimed to capture the experiences, perceptions and personal opinions of professionals about the use of music, its functionality and capacity, and the needs and challenges they face. The open questions provided qualitative data that were analyzed in order to identify the situations faced by the professionals.

The data were analyzed qualitatively and quantitatively. This stage is of paramount importance, as it had the purpose of understanding the data, confirming or not the assumptions that are being researched and expanding knowledge about the research, contributing to an improvement in education.

The quantitative analysis of the data aims to answer the questions and test the research hypothesis by comparing patterns. (Sampieri, Collado, Lucio, 2006). The qualitative analysis based on the collected data is a deeper analysis of the teachers' responses and has a character that stimulates free thought and expression. In this collection, the researcher's interpretation is important. (Pereira, et al 2018, p.67).

For the research to be carried out, the research universe was defined, that is, the entire group that is intended to be understood, the population. (Davidoff, 2001). The population of a research is the set formed by all the elements and characteristics that are the objects of the study. In the universe of research, the population is the target that is intended to be studied, the total set of the study.

When raising a question that can be researched, we have a universe to be investigated, as this is not possible in its entirety, we select a sample of this population that reflects the interest to be researched. A sample is a small part of the elements that make up the universe and if rigorously selected the results obtained tend to be very close to those that would be obtained, if it were possible to have researched the entire universe. (Gil, 2002).

The locus of this research was the Municipal Center for Early Childhood Education (CMEI) Maria José de Miranda Burity, located at Rua Carneiro Campos, S/N, in the neighborhood of Ilha do Bispo, municipality of João Pessoa, Paraíba, Brazil, CEP:58011-440. This institution is one of the 311 schools and CMEIS in the public network of the capital of Paraíba, with a total of 1438 teachers serving 25,707 school-age children in Early Childhood Education (IBGE, 2021). The CMEI mentioned has 06 full-time teachers and about 150

children aged from 06 months to 4 years and 11 months in the Early Childhood Education segments: daycare and preschool.

3 RESULTS AND DISCUSSIONS

The information collected through the semi-structured questionnaire was organized in order to provide a comprehensive and detailed view of the understanding, practices and challenges faced by Early Childhood Education teachers. The data analysis presents the results obtained from closed and open questions of the questionnaire and analyzed qualitatively and quantitatively according to each question.

3.1 OPINION ON THE CONTRIBUTION OF MUSIC IN THE DEVELOPMENT AND LEARNING PROCESS OF CHILDREN

The analysis showed that all participating Early Childhood Education teachers affirm that music contributes to the children's development and learning process and justify this contribution through various perceptions. Their answers suggest that the use of music is a tool that helps the development and learning process and that teachers understand the need for music in their pedagogical practices. According to Conceição and Andrade (2018), music in Early Childhood Education is necessary, as it enables the integral development of the child, being a source of teaching-learning.

Some teachers affirm the importance of music in the child's body development, pointing out that music "helps in the development of the body" and that it contributes with "gestures and body movements" and that it "moves the body through dance", pointing to musical practice as an instrument for children's body development. This vision is aligned with the BNCC (Brasil, 2017), which presents the field "body, gesture and movement" as a means of exploring the world and that through musical language the child acquires awareness of corporeality. The teachers also pointed to music as essential for "socio-emotional" development and for "interaction". In this same perspective, Costa (2021) states that music collaborates with interaction and sensitive and affective aspects and promotes social communication by giving meaning to human expressions. Another considerable point pointed out by the teachers is the cooperation of music with the "development of oral language", stating that "music is essential, because it explores... speaks". According to the RCNEI (Brazil, 1998), music is a language that contributes to the ability to communicate and express itself.

In summary, the analysis of the broadly positive responses of teachers indicates the recognition of the potential that music has to enrich the process of child development and learning, helping in the integral formation of the child.

3.2 THE USE OF MUSIC

The analysis of the data on the question whether the teacher uses music in the school routine reveals that 100% of the participants say that yes, they use music in the school routine. This result means a total adherence to the use of music in the educational context researched. The unanimity of the answers indicates that the use of music in Early Childhood Education is a consolidated educational practice among teachers. According to Barbosa (2011), the teachers' understanding of the real value of music leads to a methodological proposal that makes the work with music meaningful.

The teachers pointed out using music "at the moment of welcome". According to Weigsdinge and Barbosa (2015), musical art has a neuropsychological representation that interferes with affectivity, emotions, motivation and impulse control. Music in the reception contributes to the child feeling safer and more comfortable, relating and interacting with his peers. They also mentioned that they use music "in daily experiences" and "depending on the planning" they use it "at the time of pedagogical experiences". According to Apolônio Filho (2023), music improves children's learning performance, relating to the body, mind, and emotions, becoming an enriching instrument for development. Musical practice is pointed out at the time of "sung stories" and at "play time". In Brito's (2003) perspective, the teacher should search in his childhood memories, memories of games, games and songs, making this part of and important in playing, enabling a healthy and harmonious growth of children.

Teachers show a consensus of opinions about the moments of music use in Early Childhood Education. Most teachers chose the same suggestions for answers, highlighting welcoming, snack time and introducing experiences as the most pointed out among them. According to Silva et al (2022), music contributes to the construction of the child's identity, establishing their social relationships, strengthening their emotions, building their affectivities and helping them to understand their feelings.

These results indicate the total adherence to the use of music in the school routine, a positive perception that they have of the practice.

3.3 THE CHALLENGES AND NEEDS OF TEACHERS

When we asked about music training, unanimously the teachers answered that they have no training in the area of music. The data totaled 100% of the answers indicate the need for them to expand their knowledge and practices through training in the area of music.

The teachers pointed out that they use some musical instruments and other resources when working with music. This variety points to the right of children to live in their daily school life with different artistic manifestations, expanding the diversity of their experiences and their language and expression through music and audiovisual elements and creating their own individual and collective productions with sounds and songs, manipulating various resources, including technological resources. (Brazil, BNCC, 2017). They also showed that most of the instruments are provided by the institution, but do not correspond to the number of children.

The teachers point out as their main difficulties and needs the lack of a "music teacher" or "a specific professional for music", the need for an "instrument for everyone" and the "construction of unstructured resources". They also highlight the need for specific training, according to them, "it would be wonderful for adequate improvement", that "training will help the teacher to work better on musicalization in the classroom", that "we don't always know the rhythm of children's songs" and that "for sure" there should be training and that it "should have a person of its own for that". In this perspective, Venâncio and Carvalho (2020) point to the need for adequate training in music for teachers as a problem to be worked on.

The analysis shows that teachers face many challenges in their daily school life and that they yearn for a more practical and collaborative training.

4 DISCUSSION

The results of the study present the significance of music in the process of child development and learning, the theoretical deepening emphasizes the broad benefits that music provides for children in early childhood. According to Costa (2021), music explores the aspects of sensitivity, affectivity, and cognition, in addition to promoting communication, social interaction, and human expression.

The data collected in this study reveal that teachers understand the importance of music for the integral development of children and that they have this practice consolidated in the school routine at different times.

The study also pointed out the needs and difficulties that teachers face when promoting musical pedagogical practice effectively, highlighting as a priority a more specific

and comprehensive training process in the musical area. According to Brito (2016), the musical training of teachers is extremely important to work in education.

The analysis of the results reveals the need to implement strategies and improvements that will contribute to the pedagogical practice, facilitating and expanding the knowledge of teachers about the fundamental importance of music in the children's context, thus contributing to the promotion of a more significant development and learning of children.

5 FINAL CONSIDERATIONS

The results of the research indicated that teachers recognize the contribution of music in the development and learning process of children and that they use musical practices in their classroom routine, making the environment more playful, dynamic and welcoming. However, the research also reveals the relevant challenges faced by teachers in their understanding and interaction in musical pedagogical practices. Several obstacles were pointed out, including the lack of adequate training, insufficiencies of musical instruments and resources, and lack of support from a professional in the musical area.

The main challenge pointed out by teachers is the lack of specific training for the pedagogical use of music. Without specific training, teachers end up not understanding the importance of the use of music in the integral development of children. This barrier highlights the need for a public educational policy that values and provides teacher training based on the needs and challenges faced by teachers.

Another significant challenge highlighted by the teachers surveyed was the insufficiencies of musical instruments and resources. Although the data show the use of musical instruments and resources provided by the educational institution, the teachers pointed out the lack or insufficiency of them as their difficulties and needs and highlighted the importance of support in the making of musical instruments. This challenge pointed out by the teachers highlights the need for adequate support for schools and daycare centers in terms of the use and production of resources.

Regarding the teachers' perceptions about how to work with music in Early Childhood Education, the research revealed that teachers recognize that musical practice favors the child in all its aspects, for this reason they require a qualified professional in the area of music to conduct and assist in this process. These data express the professionals' understanding of the importance of musical practice in the children's development and learning process and the commitment they have to their pedagogical practices.

Based on these findings, this research suggests several strategies to improve the use of music in daycare centers and Early Childhood Education schools and to overcome or mitigate the challenges pointed out by the teachers surveyed. First, it is extremely important to invest in continuing education for teachers in the area of music, that this training is practical and contextualizes theories and methodologies applied to the daily practice of teachers. These trainings must take into account the challenges faced by teachers, their opinions and collaborations, and are planned in order to involve the teachers themselves in the process and professionals who work in the musical area to follow the demands and questions of the teachers. In addition, it is important that this musical support is continuous and that it reaches daycare centers and schools, favoring the daily practices of teachers.

Another strategy pointed out by the survey is the guarantee of musical instruments and sufficient resources for the use of music. This strategy can occur through public policies that invest in musical equipment and resources and/or in practical workshops that transform various materials into instruments and resources, expanding the range of teachers' tools and benefiting children's education as a whole.

In conclusion, the research showed that, although there are significant challenges in the context of Early Childhood Education for the effective integration of music in the development and learning process of children, there is also a great potential for overcoming and improving musical pedagogical practices, from the understanding and availability of the teacher to work and understand the theme to the commitment to formulate appropriate institutional policies focused on continuing education and in the support and support of the educational environment. In this way, it will be possible to overcome the existing challenges faced by teachers and promote quality education that guarantees children's learning and development rights.

5.1 RECOMMENDATIONS

The recommendations aim to provide guidelines that can support and improve the improvement of musical pedagogical practice, promoting more integrative and meaningful experiences in the educational context. It is recommended as of fundamental importance that the municipal administration, in set with the Desk Education and Culture, the Department of Early Childhood Education and the administration of daycare centers and Early Childhood Education schools, invest in practical continuing education programs for teachers in this segment, which contextualize the theory with the educational experiences

aimed at the development of pedagogical skills related to the use of music in a broad and diversified way. These trainings must be planned collaboratively, considering the challenges presented by teachers.

The construction and acquisition of musical instruments and specific resources for the use of music, aligned with the children's age group, are accessible and available to all children. These musical instruments and resources should be attractive and inviting to stimulate interest. Training workshops should also be promoted in the construction of musical instruments with various materials, especially reusable materials, contributing to sustainable development.

It is important that the Secretary of Education and Culture and the Department of Early Childhood Education have continuous and accessible musical technical support to help teachers solve problems and difficulties presented in their musical pedagogical practices. This support may include specialized music teachers who provide the service remotely to teachers when requested and who can participate in face-to-face planning in daycare centers and schools with prior scheduling.

The survey also indicated the difficulty of teachers in maintaining children's participation and interest during musical activities. Therefore, it is important that the pedagogical team of the daycare/school and the teachers develop musical pedagogical experiences adapted to meet the specific needs of each child, considering and respecting their abilities, styles, difficulties and cultural background. These strategies are key to promoting equity and the integral development of children.

To amplify the benefits promoted by music in the educational process of children, it is important to involve not only teachers, but the entire community and children's families. The research showed that children develop musically in their family and social environment from before birth, so it is important to support and participate in the family and the community in musical practices, contributing with the repertoire of the local culture, collaborating with the formation of the child's identity and sense of belonging. This involvement can be through workshops, meetings, samples, presentations, fairs, exhibitions, etc. inside and outside the institution.

The musicalization process is very broad and diverse and takes us to a globalized world that is always in search of more knowledge. Therefore, establishing collaborative partnerships with other schools/kindergartens, universities, associations, research institutions, music schools, cultural groups, etc., is very important for the sharing of

knowledge and experiences and for the development of joint projects aimed at the use of music in different ways.

Finally, it is recommended that the daycare/school implement a continuous monitoring of musical pedagogical practices. This monitoring aims to identify the strengths so that they can be shared and allow the identification of difficulties so that the strategies can be evaluated in a dialectical way among the entire pedagogical team of the daycare/school.

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