

Children's Choral Songs as a Socio-Cultural Tool in Shaping Collective Consciousness

Canções corais infantis como ferramenta sociocultural na formação da consciência coletiva



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Abstract: The relevance of the topic is determined by the need to preserve cultural identity in the context of globalization and the importance of music for the development of emotional intelligence, social skills, and aesthetic perception in children. The aim of this study was to investigate the impact of choral singing on the development of a child's personality, specifically in the formation of collective consciousness, social integration, and the preservation of cultural traditions. To analyse the development of choral art in Kosovo and its impact on children, historical-chronological and sociocultural approaches and surveys were used. These methods allowed the exploration of the evolution of choral tradition, its role in shaping national identity, and the emotional intelligence of children. The study's results showed that choral singing has a positive impact on children's development. Most participants (85%) reported enjoying their participation in the choir, and 78% stated that it helps them make new friends. Teachers (90%) emphasized that choral singing develops communication skills, discipline, and fosters national consciousness. 75% of children believe that the choir helps them better understand other cultures, confirming the role of music as a tool for intercultural dialogue. Innovative

methods, such as interactive exercises, multimedia use, creative approaches to the repertoire, and interdisciplinary integration, make the learning process more effective and enjoyable. The study's conclusions confirmed that choral singing is a vital pedagogical tool that contributes to the development of a child's personality and the growth of their social, emotional, and cultural skills.

Keywords: music pedagogy, emotional development, choral education, cultural heritage, national identity.

Resumo: A relevância do tema é determinada pela necessidade de preservar a identidade cultural no contexto da globalização e pela importância da música para o desenvolvimento da inteligência emocional, das habilidades sociais e da percepção estética em crianças. O objetivo do estudo foi identificar o impacto do canto coral no desenvolvimento da personalidade infantil, particularmente na formação da consciência coletiva, na integração social e na preservação das tradições culturais. Para analisar o desenvolvimento da arte coral no Kosovo e seu impacto nas crianças, foram utilizadas abordagens histórico-cronológicas, socioculturais e pesquisas. Esses métodos permitiram explorar a evolução da tradição coral, seu papel na formação da identidade nacional e na inteligência emocional das crianças. Os resultados do estudo mostraram que o canto coral tem um impacto positivo no desenvolvimento infantil. A maioria dos participantes (85%) observou que gosta de participar do coral e 78% disseram que isso os ajuda a fazer novos amigos. Os professores (90%) enfatizaram que o canto coral desenvolve habilidades de comunicação, disciplina e forma a consciência nacional. 75% das crianças acreditam que o canto coral as ajuda a compreender melhor outras culturas, confirmando o papel da música como ferramenta para o diálogo intercultural. Métodos inovadores, como exercícios interativos, uso de multimídia, abordagens criativas ao repertório e integração interdisciplinar, tornam o processo de aprendizagem mais eficaz e interessante. As conclusões do estudo confirmaram que o canto coral é uma importante ferramenta pedagógica que contribui para

a formação da personalidade da criança e para o desenvolvimento de suas habilidades sociais, emocionais e culturais.

Palavras-chave: pedagogia musical, desenvolvimento emocional, educação coral, herança cultural, identidade nacional.

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1. Introduction

Choral songs for children are an essential sociocultural phenomenon that contributes to the formation of collective consciousness, socialization, and the preservation of cultural heritage (Li, 2024). In the context of globalization and the development of information technologies, choral singing remains an effective tool for uniting people, transmitting cultural values, and developing emotional intelligence. Childhood is a formative period for social interaction, aesthetic perception, and national identity (Spytska, 2023). Therefore, participating in a children's choir is a means of developing creative abilities, teamwork skills, understanding other cultures, and fostering a sense of belonging to the community. This topic is relevant to musicology, pedagogy, sociology, and cultural studies, as it addresses the education of new generations through the arts.

The importance of choral singing in shaping a child's personality is widely acknowledged in contemporary music education research. Choral singing not only nurtures musical skills but also plays a formative role in the development of social, emotional, and cultural competencies. For example, Thaçi (2024) studied the integration of music into piano teaching methodologies for preschool and early school-age children in Kosovo. The research demonstrated how the use of folk songs and contemporary children's materials can improve students' musical development while also highlighting the role of technology in teaching.

A complementary perspective is offered by Alimi Selmani (2022), who highlights the importance of music education and its role in children's personal development, particularly in shaping their musical culture, artistic taste, and musicality. The author emphasized the need for a high-quality approach to music education, particularly through methodological recommendations for teachers working with elementary school classes. Perkola (2023) analysed the process of institutionalizing music education in Kosovo from 1948 to 2020. She found that choral practices

played a crucial role in shaping cultural identity and fostering social cohesion among young people. The author noted that during specific historical periods, choirs played a crucial role in transmitting cultural traditions that were essential for preserving national heritage. The research also highlighted the need for adapting choral education to modern social and cultural conditions.

The developmental role of educators is further explored in the work of Kragović and Milić's (2023), who examine the identification and support of musically gifted children. Their research stresses that musical talent often emerges earlier than other forms of giftedness, thus placing particular responsibility on teachers to detect and nurture this potential through early and sustained support. A critical sociocultural dimension is introduced by Gërbeshi Zylfu and Xhoni (2024), who study gender representations in Kosovo's society through an analysis of song lyrics. The research results aim to raise awareness of the influence of music on the formation of gender perceptions and encourage artists to create music that promotes gender equality.

Kelmendi's research (2024) demonstrated that the modernization of music occurs through the synthesis of traditional and contemporary elements, the use of new instruments, textures, and styles, and integration with global information and communication technologies. Alimi Selmani's (2024) study explored the impact of music on the development of children in physical, cognitive, emotional, and social aspects. Based on the analysis of theoretical models and empirical research, the author demonstrates how music enhances motor skills, perception, cognitive abilities, and emotional intelligence in children. The study also emphasized the role of music in developing social skills and interactions among children.

Previous studies have primarily focused on separate aspects of choral pedagogy or the social role of choral singing, with little attention given to integrating these aspects into a unified concept. Gaps include insufficient analysis of the impact of repertoire on children's socialization, as well as the lack of universal methodologies

for adapting choral practices to different social contexts. This study aimed to determine the pedagogical value of choral songs for children, particularly their impact on the development of musical, communication, and social skills. The research tasks were to analyze the significance of choral songs in the development of children's musical abilities, determine how participation in a choir influences children's socialization, and investigate the impact of choral singing on children's moral and ethical education.

2. Materials and Methods

Given its complex historical trajectory, multi-ethnic composition, and evolving cultural identity, Kosovo offers a compelling context for examining the role of the arts in social cohesion and cultural education. In particular, the development of choral art in Kosovo serves as a valuable case for investigating how musical traditions reflect and shape collective identity. To analyze the development of choral art in Kosovo and its sociocultural impact on the child audience, a range of methodological approaches was applied, which allowed for systematizing data and analyzing the historical, cultural, and social aspects of choral activity. The historical-chronological method enabled tracing the evolution of choral art in Kosovo, from the period following World War II (1950s) to the 21st century, based on scientific sources: Rasimi and Xhoni (2022), Perkola (2023), and Ramadani and Toci (2022). Key stages in the development of children's choirs were analysed, including their formation in general educational schools, the impact of political events on music culture, and the revival of choral traditions after the conflicts of the 1990s. A sociocultural approach was applied to study the role of choral singing in children's socialization and the preservation of cultural heritage. This method allowed for the identification of how choral songs influence the formation of national identity, patriotic feelings, and emotional intelligence in children. To systematize the repertoire of children's choirs in Kosovo, a classification table was created that includes the main types of songs based on their sociocultural function.

To achieve the empirical objectives, a survey method was employed, which enabled the collection of data from children participating in children's choirs and their teachers. The study was conducted among children aged 7-12 years who are members of the children's choral groups Kori i fëmijëve Siparantum Kids and Amadeus Music School. Participants were selected based on criteria such as regular participation in choral sessions for at least one academic year, consent from the child and their parents to participate in the study, and the absence of any medical contraindications to singing. Exclusion criteria included insufficient participation experience (less than one year), medical conditions that prevented active participation, or refusal from either the parents or the child. Gender distribution was not a primary criterion, but gender balance was considered to ensure the representativeness of the results. The total number of respondents was 80 children and 20 teachers. This sample size was chosen to provide the representativeness of the sample, considering the levels of musical preparation. The number of teachers was determined based on their role as key participants in the teaching process and choral organization. Teachers were selected based on their experience (5 years or more) and participation in professional musical events. The survey was conducted between May and October 2023, as it covered key stages of choral activity, including preparation for summer festivals, participation in competitions, and the start of a new school year. No control group was formed in the study due to the unique nature of choral activity, which is difficult to compare with other types of artistic activities. Instead, emphasis was placed on the in-depth analysis of the experience of choir participants, which allowed for the identification of key factors influencing the social, emotional, and cultural development of children.

Two questionnaires were created—one for children and one for teachers. The survey was anonymous, and data were processed with confidentiality. The survey was conducted in writing during children's choir rehearsals. The children were given a clear and accessible explanation of the study's purpose. Teachers were given

the questionnaires separately, with the opportunity to answer at their convenience. The survey consisted of 12 questions for teachers, including 7 closed-ended and 5 open-ended questions, and 10 questions for students, comprising 6 closed-ended and 4 open-ended questions. Closed questions required respondents to select one answer or rate on a scale, while open questions allowed them to express their views in detail. Examples of closed questions for teachers included: "Do you use choral singing as a teaching method?" (Yes/No) and "Do you think choral singing promotes the development of communication skills in students?" (Yes/No). Open questions for teachers included: "What are the main challenges you observe when working with the choir?" and "How do you think choral singing affects student discipline?". For students, closed questions included: "Do you like participating in the choir?" (Yes/No) and "Does choral singing help you feel more confident during public performances?" (Yes/No). Open questions for students included: "What do you like most about choir classes?" and "How has participating in the choir influenced your perception of music?".

The study was conducted under the ethical standards outlined in the Declaration of Helsinki and was approved by the Ethics Committee of Haxhi Zeka University, No. 15189. Written consent was obtained from parents and verbal consent from children before the survey. All participants were informed of the voluntary nature of their participation and the possibility of stopping the questionnaire at any time. Participants' data were processed anonymously, with no personal information recorded. Responses were aggregated to determine general trends regarding the pedagogical value of choral songs for children. The data were analysed in two categories: responses from children helped determine their motivation level and attitude toward choral singing. At the same time, reactions from teachers allowed for an assessment of how choral singing impacts the teaching and educational process. The collected data were processed using both quantitative and qualitative analysis. Open questions were analysed using thematic analysis, which helped highlight key aspects of the pedagogical, social,

and emotional impact of choral singing on children—quantitative analysis involved calculating the percentage of responses. Data processing was performed using Microsoft Excel software, enabling automated percentage calculations.

3. Results

3.1 Sociocultural Context of Choral Songs for Children

Kosovo is a region with a rich historical and cultural heritage that has undergone significant political and social transformations, profoundly impacting all spheres of societal life, including music culture. Following the dissolution of Yugoslavia and the subsequent military and political conflicts, intense processes of national identity formation began in this territory. In these processes, culture and art, particularly music, played a decisive role in preserving the Albanian language and traditions (Elmer, 2021).

Children's choirs in Kosovo began forming after World War II in the 1950s, influenced by broad sociocultural changes in the region (Rasimi and Xhoni, 2022). The emergence of these ensembles was closely linked to general education schools, where teachers had at least a secondary education or had graduated from specialized music institutions. However, the lack of professional music educators limited the quality of musical education. Consequently, music instruction was often conducted by teachers from other disciplines who lacked specialized training, which adversely affected the methodological quality of choral instruction.

From the 1970s onwards, choral competitions in Kosovan schools significantly contributed to the popularization of choral art among youth and enhanced performance standards, with educators like Berisha and Ramadan playing pivotal roles in establishing award-winning school choirs and fostering artistic excellence (Perkola, 2024). Cultural engagement was further supported through pioneer centres in urban areas, offering children opportunities in the arts, including choral singing. The creation of

a children’s choir at Pristina Radio and Television in 1981 marked a high point in institutional support. However, the political repression of the 1990s, particularly the closure of Albanian-language schools by Serbian authorities, led to a sharp decline in musical education and choral activity. Following the 1998-1999 armed conflict, efforts to revive children’s choir traditions resumed in primary schools, gradually restoring platforms for musical development, albeit with challenges in reaching the pre-conflict artistic standards.

Children’s choral songs in Kosovo exhibit characteristics shaped by the region’s cultural, historical, and social particularities (Perkola, 2024). A significant aspect of these songs is their close connection to folklore traditions. Many compositions are based on traditional melodies and rhythms that are integral to the Albanian musical heritage. To illustrate sociocultural role of choral songs, Table 1 presents the main types of repertoires used in children’s choirs in Kosovo.

Table 1 - Classification of children’s choir repertoire in Kosovo by theme socioculturalural function

Text type	Theme	Example	Sociocultural function
Lyric	Family values, love	Kënga e Familjes, O bilbil i mjere	Instilling the importance of family and support for loved ones
Heroic	Historical events, national memory	Trimëria e Kosovës, Janines ci pane syte	Fostering patriotic feelings and familiarity with the nation’s history and culture
Domestic	Daily life, community interaction	Jeta në Fshat	Socialization of children, developing an understanding of traditional lifestyles
Patriotic	Love for the homeland, national unity	Atdheu Ynë i Bukur	Fostering patriotism, raising awareness of independence and national pride
Folk	Folk traditions, rituals, celebrations	Vallet e Kosovës, Zare ven mafesin	Preserving cultural heritage, introducing children to traditional musical culture
Ethical	Moral values, kindness, friendship	Miqësia e Vërtetë	Shaping ethical norms, fostering goodwill and mutual support

Ecological	Nature, environmental conservation	Mbrojtja e Pyjeve	Promoting ecological awareness, developing a responsible attitude towards nature
Religious	Spirituality, faith, moral guidance	Lutja e Vogël, Psalm 131, A hymn to the virgin	Instilling spiritual values, introducing religious traditions
Playful	Children’s entertainment, active games	Këndojmë dhe Luajmë, Dea	Encouraging motor skills, developing coordination and teamwork
Emotional	Expression of feelings, joy, sadness	Gëzimi dhe Lotët	Teaching children emotional expression, fostering empathy and self-awareness

Source: compiled by the author based on sources Perkola (2024).

This classification helps to understand the significance of choral singing in child development, not only as vocalists but also as individuals. The repertoire of children’s choirs in Kosovo reflects key social, moral, and national values, facilitating their integration into the consciousness of the younger generation. Choral singing, as a form of children’s musical activity, represents a unisocioculturaluralphenomenonthatintegrates twokeyfunctions: preserving and transmitting musical heritage and socialising the younger generation (Sachok, 2023). From an emotional perspective, performing choral songs helps children develop their emotional self-expression skills through musical activity.

The performance of pieces whose lyrics reflect familiar life situations or emotional states, such as friendship, love for nature, or joy, is particularly effective (Vakulyk, 2025). Research by Ivanova (2022) indicates that choral singing can reduce anxiety levels and promote emotional stability. Collective interaction during performances creates a favorable emotional climate that reinforces a sense of support and mutual understanding among participants (Efremov, 2025). The social impact of choral singing is evident in the development of children’s sense of belonging to a group, which is crucial for their socialization. Collective musical performance nurtures teamwork skills, the ability to listen to others, and coordination for achieving a common goal.

Additionally, choral activities promote tolerance and respect for diverse cultural traditions and viewpoints, thereby fostering the development of social competence. The cultural aspect of choral singing lies in preserving and passing on cultural heritage through musical art. Performing pieces based on folk texts and melodies enables children to understand the connection between historical past and present (Van Rooyen and Santos, 2020). This also stimulates interest in studying national traditions, history, and cultural values. Choral songs can also serve as a tool for language development. Performing texts in different languages helps expand vocabulary, improve pronunciation, and enhance linguistic culture (Bazarbayeva et al., 2024).

Choral practice supports the development of various social skills, requiring constant interaction between participants, coordination of actions, and achieving a shared goal. Communicative competence develops as singers must understand the conductor and other performers without words, relying on nonverbal cues such as gestures, facial expressions, dynamics, and tempo. For example, during a performance, choir members must carefully observe changes in tempo and volume to adjust their singing in synchrony. Empathy is cultivated through understanding the emotional state of other participants, as achieving harmonious sound requires awareness of not only one's part but also the mood and expression of the entire ensemble (Dudar, 2024). When a choir member makes a mistake or struggles, the group offers support, reinforcing the development of cooperation skills. Professional and amateur choirs often use emotional immersion exercises, where participants attempt to convey the mood of a piece not only vocally but also through inner experience. Teamwork skills are reflected in the need to maintain discipline and balance between individual contribution and overall sound. In polyphonic choral singing, each voice has its specificity, but their combination should create a single harmonious picture. Responsibility is also a key aspect: each participant is accountable for their part, timely entry, and performance quality, understanding that their contribution affects the overall result.

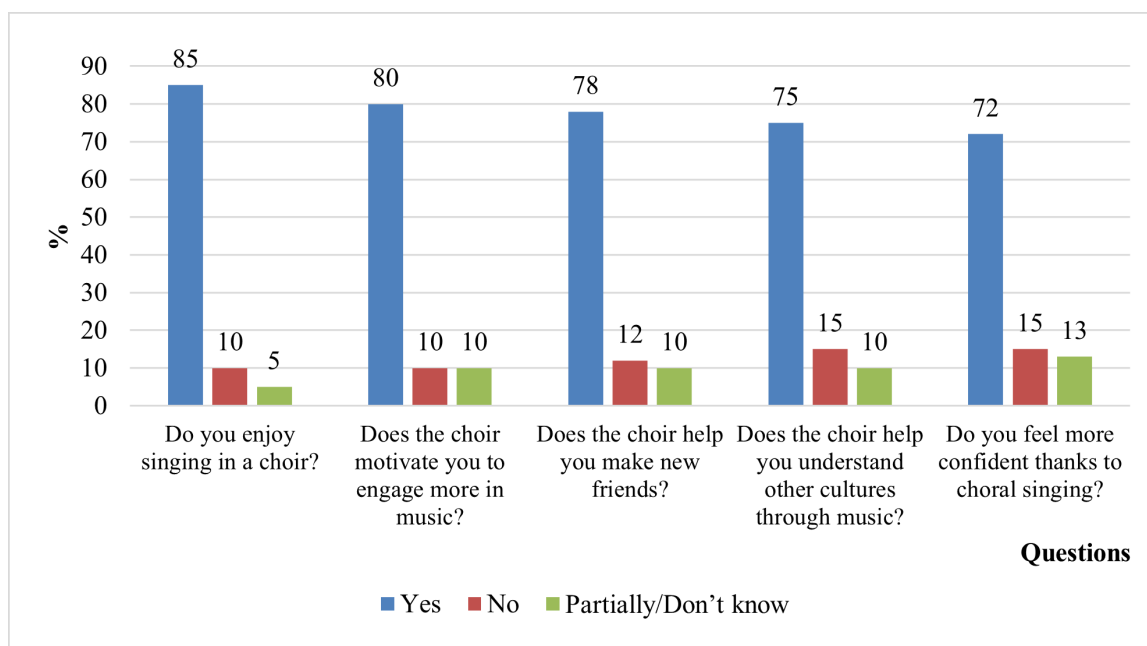
In the 21st century, the choral repertoire has undergone significant changes due to globalisation and the accessibility of musical resources (Diachenko, 2024). It includes works by both local and foreign composers, fostering intercultural dialogue. The inclusion of folk songs in contemporary arrangements helps preserve cultural heritage while adapting it to modern contexts. Choral singing plays an important social role, enhancing communication skills, teamwork, and tolerance. In Kosovo, choral singing has become a tool for restoring cultural ties and overcoming interethnic barriers (Norton, 2021).

Since 2000, choral art in Kosovo has evolved under the influence of globalisation and new technologies. Composers such as Alickaj, Rudi, and Jupolli have experimented with various genres, including electroacoustic compositions. Festivals such as ReMusica and DAM Festival have played a crucial role in promoting music. The period from 2020 to 2025 saw continued activity from children's choirs in Kosovo, such as Okarina, which performed nationally and internationally. Modern technologies, such as Whitacre's Virtual Choir initiative, allow children worldwide to participate in virtual festivals, integrating them into the global cultural community (Rossouw, 2021). Children's choral ensembles in Kosovo play a crucial role in preserving national identity, socialising young people, and developing musical culture. They evolve from school amateur choirs into professional ensembles that participate in international projects and festivals.

3.2 Evaluating the Impact of Choral Singing

To determine the educational value of choral songs, a survey was conducted among children participating in children's choirs and their teachers. The survey results for students are presented in Figure 1.

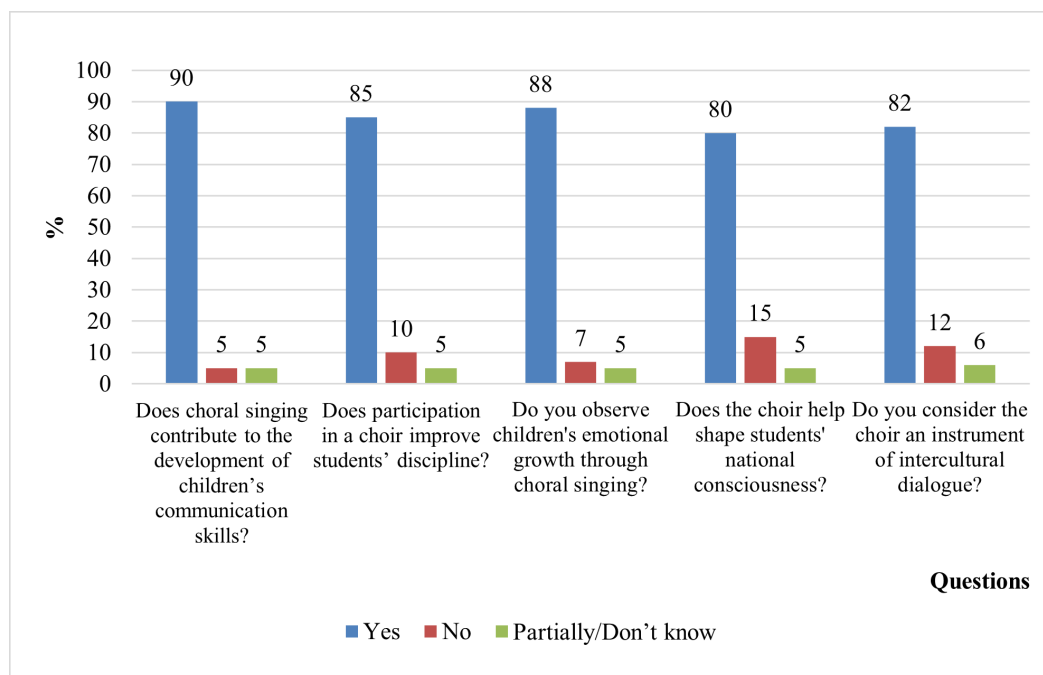
Figure 1 - Survey results for students, %



Source: compiled by the author.

The data show that the majority of children (85%) enjoy participating in a choir, while 80% note that it motivates them to engage more in music. This highlights the positive impact of choral singing on children's emotional state and learning motivation. 78% of respondents confirmed that the choir fosters new friendships, indicating its role in socialisation. These findings align with the responses of teachers, 90% of whom believe that the choir develops children's communication skills. The study also revealed that choral singing helps build confidence: 72% of children associated their participation in the choir with increased self-confidence. This supports teachers' views on children's emotional growth (88%). Another critical aspect of the study is the intercultural and national component of choral singing. Seventy-five percent of children believe that the choir helps them understand other cultures through music, while 80% of teachers emphasize its role in fostering national consciousness. These findings highlight the educational value of choral singing and its importance in preserving cultural heritage. The survey results for teachers are presented in Figure 2.

Figure 2 - Survey results for teachers, %



Source: compiled by the author.

Open-ended questions helped identify not only the main trends in the perception of choral singing but also the emotional and social aspects of this experience. An analysis of the responses to the question "What do children like most about choral singing?" revealed that for most children (63%), choral singing is not just a musical activity but an opportunity for socialisation and emotional self-expression. The most frequently mentioned aspects were a sense of unity and friendship. They noted that singing in a choir allows them to be part of a collective, teaches teamwork, and fosters peer interaction. This confirms that choral singing serves not only a musical but also a social function. The second most cited reason for enjoying choral singing was performing for an audience. A majority of children (62%) stated that concert activities bring them joy, pride, and confidence in their abilities. This indicates that the choir is a powerful tool for building self-esteem and public performance skills. The process of learning new songs was also highly valued, with 27% of children describing it as engaging and beneficial. They highlighted those rehearsals improve their vocal

skills, enhance diction, and deepen their understanding of music. Another category of responses related to travel and festivals, emphasising the importance of cultural exchange and new experiences that choir participation offers.

A significant majority of children (71%) responded affirmatively to the question "Do the songs you sing teach you something important? If so, what?" They believe that the songs they perform have deeper meanings and impart valuable lessons. Most frequently, they mentioned that song lyrics help them understand concepts such as friendship, kindness, and mutual support. This confirms that children's repertoire has an educational character and can shape moral values. A considerable proportion (48%) indicated that songs help them learn about history and culture. They noted that folk and patriotic works provide insights into their nation's traditions, important historical events, and cultural characteristics of different regions, highlighting the role of choral art in preserving national identity. Some children (54%) noted that choir singing instills discipline and perseverance, as rehearsals and performance preparations require patience, regular effort, and responsibility. This aspect is particularly significant as it demonstrates that choral singing has both artistic and educational value. 24% of children mentioned that choral songs teach empathy and encourage reflection on life's issues, with 12% stating that specific compositions prompt them to think about good and evil, human actions, and emotions. While the majority (71%) acknowledged the educational role of choral repertoire, a small percentage (18%) viewed the songs as mere entertainment without meaningful content. This may indicate varying levels of music perception depending on children's age and interests.

Teachers who participated in the survey unanimously emphasised that the primary goal of children's choir work is to develop participants' musical abilities. They noted that choral singing enhances vocal technique, broadens musical horizons, and cultivates an appreciation for the arts. At the same time, a significant proportion of teachers (79%) believe that the choir serves an essential

social function. They emphasized that choir participation teaches children cooperation, active listening, and a sense of responsibility for collective outcomes. A crucial aspect highlighted by educators is the formation of national consciousness, as familiarity with folk and classical music fosters patriotism and love for one's culture. Some teachers (36%) also highlighted the psychological benefits of choral singing, noting that participating in a musical ensemble helps children overcome stage fright, boosts their self-esteem, and enhances their emotional resilience. An overwhelming majority of teachers (92%) stated that choral singing is a powerful tool for developing social skills. It encourages teamwork, teaches children to listen to others, and helps them coordinate their actions. Many teachers (48%) also highlighted that choir participation improves communication skills, making children more open, confident, and capable of effective interaction. Furthermore, teachers noted that choral singing enhances emotional intelligence, as music helps children understand their own emotions and those of others.

Among the key themes that teachers believe should be present in children's choral repertoire are songs about friendship and mutual support that shape social values, patriotic works that contribute to national education, songs promoting environmental awareness and love for nature, and folk songs that preserve traditions and cultural heritage. The findings indicate that choral singing is a valuable educational tool. It not only fosters children's musical abilities but also plays a crucial social role. Choir participation helps children build connections, boosts their confidence, and instils a sense of unity (Al-Khleifat, 2025). From the teachers' perspective, choral singing is an effective teaching method that promotes discipline and communication skills. A large proportion of teachers (82%) also consider the choir a means of intercultural dialogue, which is particularly relevant in today's globalised world.

The effective integration of choral songs into pedagogical practice requires a balance between traditional methodologies and innovative strategies that actively involve children in music-making. Modern approaches (such as multimedia tools, improvisational

tasks like “musical dialogue”, and interactive vocal applications) enhance students’ musical sensitivity, creativity, and motivation. The use of digital resources, including professional performance recordings and voice analysis software, promotes self-directed learning and helps children internalise performance standards (Aviv et al., 2023). A well-chosen repertoire tailored to children’s vocal and cognitive development plays a key role in fostering not only musical skills but also moral and cultural values, mainly when it includes accessible, stylistically diverse pieces with engaging content.

Equally important are the social and emotional conditions in which choral education occurs. A psychologically supportive environment, personalised teaching approaches, and consistent emotional encouragement contribute to effective learning and artistic growth (Podoliak, 2018). Teachers should foster open communication, promote collective creativity (such as through interactive arrangements and artistic collaborations) and engage parents in the process. Regular rehearsals that combine technical and creative components, along with varied performance formats, help build confidence and public presentation skills. At the same time, individual vocal development should be supported through targeted exercises, peer collaboration, and reflective practices, ensuring that each child’s full musical and personal expression is achieved.

In summary, the obtained data convincingly demonstrate that choral singing possesses substantial educational, emotional, and social value in the context of children’s musical development. The survey findings underscore that participation in choir activities not only enhances musical and vocal skills but also fosters communication, cooperation, and cultural awareness among children. Emotional benefits, such as increased self-confidence and emotional expression, are equally significant. At the same time, both children and teachers agree on the choir’s role in promoting social integration and fostering moral values. The qualitative analysis of open-ended responses further reinforces

the multifaceted nature of this art form, revealing that choir singing is perceived as a collective experience that cultivates discipline, empathy, and a deeper understanding of national heritage. Teachers affirm the choir's pedagogical significance, highlighting its capacity to shape artistic taste, intercultural competence, and psychological resilience. The integration of innovative pedagogical strategies, multimedia tools, and repertoire adapted to children's needs further enhances the effectiveness of choir education. Taken together, the results validate choral singing as a holistic educational practice that harmoniously unites aesthetic, cognitive, and ethical dimensions of child development.

4. Discussion

This study contributes to the growing body of research highlighting the multifaceted benefits of choral singing for children, while simultaneously offering new empirical insights derived from the Kosovan context. The findings not only confirm established conclusions regarding the developmental value of choral participation but also extend them by revealing how local cultural specificities, particularly those linked to identity, emotional security, and intercultural dialogue, shape children's experiences in choir ensembles.

A significant area of convergence with previous literature lies in the recognition of choral singing as a powerful medium for developing social and emotional competencies. Numerous scholars, including Szűcs and Juhász (2023), have identified a correlation between ensemble singing and enhanced emotional regulation, social integration, and communication skills. The present study supports these observations, but further nuances them by demonstrating that children's emotional comfort is not merely an ancillary benefit of participation – it is a condition that enables sustained engagement and creative initiative. The study by Gagica et al. (2024) highlighted the historical role of choral singing in children's upbringing and its impact on aesthetic and moral development. The present research also identified the

significant educational potential of choral songs, particularly their ability to shape cultural identity and enhance participants' overall musical literacy. A shared conclusion is the importance of adapting the repertoire to children's age-specific characteristics to ensure an effective learning process. A distinctive feature of the present study was its more profound exploration of the impact of choral activities on children's self-expression and the development of their creative initiative.

Research by Alimi Selmani (2024) supports the key conclusions of the present study regarding the impact of choral singing on children's development. These results align with data from the conducted survey, where 85% of children stated that they enjoy singing in a choir, and 78% noted that the choir helps them make new friends. 72% of children reported feeling more confident thanks to choral singing, confirming Alimi Selmani (2024) conclusions on emotional development through music. The research by Nazarbekovna (2023) underscored the role of songs in developing linguistic skills, enriching vocabulary, and improving pronunciation. These findings are also reflected in the present study, where 90% of teachers believe that choral singing enhances children's communication skills. 75% of children stated that the choir helps them better understand other cultures through music, highlighting its role as a tool for intercultural dialogue.

The findings of McCallum and Gwyer (2024) confirmed that regular participation in choral and instrumental ensembles contributes to the development of discipline and responsibility. The present study also documented that systematic choir rehearsals influence children's self-discipline, attentiveness, and organisational skills, corroborating the general conclusions of authors. However, this research further demonstrated that discipline and responsibility in a choral ensemble are shaped not only through regular rehearsals but also through mutual support among participants, indicating the importance of interpersonal relationships in choral practice.

The research by Ender and Varga (2022) focused on the role of choral songs in preserving cultural heritage and shaping historical awareness. Their study also demonstrated that incorporating songs with folk motifs contributes to children's national self-identification and their involvement in musical traditions. Furthermore, an emotional impact of such songs on participants was observed, confirming authors conclusions regarding the significance of choral singing in fostering a sense of unity and community. However, this study additionally noted that children's interaction within a choir not only supports national identity development but also promotes intercultural understanding by exposing them to diverse musical traditions.

The study by Houlahan and Tacka (2023) emphasised the use of folk songs as a foundation for choral singing. The authors noted that folk repertoire is well-suited for children's learning due to its simple structure and comprehensible lyrics. Analysis showed that the adaptation of Kosovan folk songs contributed to children's emotional and social development. The study also confirmed the effectiveness of folk material in children's choirs, aligning with the conclusions of the research mentioned above. The work of Rasimi and Xhoni (2022) focused on repertoire selection for children's choirs. Their study demonstrated that selecting appropriate pieces can significantly enhance children's motivation and foster their creative development. It was confirmed that combining simple melodic structures with interactive elements generates high interest among children. The analysis also established that incorporating both traditional and contemporary compositions encourage greater participation in choral singing. Moreover, the findings reinforced the importance of involving children in repertoire selection, which increases their engagement in the creative process. The study by Andriolo et al. (2022) analysed the impact of music workshops on children's social skill development. The authors concluded that group musical activities have a positive influence on communication and interaction. This study confirmed these conclusions, specifically establishing that participation in

choirs fosters collaboration skills, boosts self-confidence, and improves communication abilities. The findings verified that teacher support plays a crucial role in engaging children in musical activities.

The research by Gürsoy (2023) emphasised the significance of choral performances of folk songs in preserving collective memory and national identity. The author focused on adapting traditional Balkan melodies into modern choral arrangements and their role in intercultural dialogue. The analysis also underscored the importance of maintaining authenticity when arranging folk material. Comparisons with the findings of this study confirm that choral singing based on traditional motifs remains an effective means of fostering cultural awareness and interpersonal connections within a group. The survey by Veloso and Silva (2021) centred on the use of interactive methods in music education. The authors highlighted the importance of integrating playful elements into the learning process and engaging children in creating their musical compositions. The analysis also revealed that the application of audio-visual tools facilitates better assimilation of musical material and increases participants' motivation. Comparisons confirm that interactive teaching methods can effectively complement traditional approaches in developing children's musical skills, fostering creativity, and ensuring emotional stability. Thus, comparisons with previous studies confirmed the considerable pedagogical, social, and cultural potential of children's choral singing. Common trends include the development of communication skills, emotional stability, increased motivation for learning, and the preservation of cultural heritage. At the same time, this study demonstrated the additional impact of collective choral activities on fostering self-discipline, responsibility, and intercultural awareness, thereby expanding the understanding of the role of choral education in contemporary society.

5. Conclusions

Choral art in Kosovo reflects the region's historical development, cultural heritage, and social processes. This study confirmed that children's choirs in Kosovo serve not only an artistic and aesthetic function but also play a vital role in socialisation, the preservation of national identity, and the transmission of cultural traditions. The repertoire of children's choral ensembles integrates folk, patriotic, ethical, and religious motifs, reflecting the characteristics of local musical culture. Choral art also plays a key role in children's socialisation by fostering emotional intelligence, communication skills, and the ability to engage in collective activities.

The reported experiences of children and educators collectively underline the transformative potential of choral engagement in the educational process. While quantitative indicators demonstrated widespread positive reception, their more profound significance lies in what they reveal about the role of choral practice as a medium for identity formation and civic education. Similarly, children's recognition of choral singing as a gateway to appreciating cultural diversity underscores the ensemble's role in promoting intercultural sensitivity in post-conflict Kosovo. Beyond its immediate educational benefits, choral art in this context contributes to a broader cultural continuity. The inclusion of traditional, ethical, and religious motifs in repertoire selection reflects an intentional strategy of cultural preservation through collective musical practice.

Although the scope of this research was limited by regional focus and the absence of a control group, the patterns identified suggest consistent educational and cultural benefits of choral engagement. The findings thus offer a foundation for future interdisciplinary inquiry. In particular, expanding the geographical and cultural diversity of participants, integrating comparative and longitudinal designs, and exploring the role of digital platforms in choral education could all yield further insights into the evolving significance of choir participation in diverse sociocultural settings.

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Both authors contributed to the study conception and design. Material preparation, data collection and analysis were performed by Arsim Kelmendi. The first draft of the manuscript was written by Mimoza Pajaziti-Drançolli. Both authors commented on previous versions of the manuscript. Both authors read and approved the final manuscript.

Research ethics committee approval

The study was conducted according to the ethical standards of the Declaration of Helsinki and approved by the Ethics Committee of Haxhi Zeka University, No. 15189.

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