

MUSICAL ACTIVITY OF THE CHILD IN KINDERGARTEN

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Abstract

The cognitive aim of the research was to identify contemporary forms of children's musical activity in kindergarten against the background of their development in the physical, emotional, social and cognitive spheres, to demonstrate the need for musical activity for children in kindergarten and its determinants. The theoretical aim included the analysis and interpretation of research in the field of children's musical abilities; musical competence of preschool education teachers. In order to obtain information, the following were carried out: a diagnostic survey to determine the musical competence of teachers, Edwin Elias Gordon's AUDIE music game and the Gordon's Intermediate Measures of Musical Audiation (IMMA) test to determine the level of musical abilities being developed; observations; analysis of individual cases; research in action and an interview with parents and specialist teachers conducting additional classes in kindergartens. The practical aim was to indicate the values and ways of music-aptitude enhancing work, to indicate the significance of musical activity of the preschool child for their overall development, to formulate recommendations for pedagogical practice and the academic environment. The research was of a reflective-verifying nature and was based on Edwin Elias Gordon's theory of music learning and contemporary theories of child development. The research approach used a triangulation of qualitative and quantitative methods. The research was conducted between 2017 and 2021.

The first part of the thesis is theoretical and describes the methodological foundations of the author's own research. The subject and object of research, objectives, problems and hypotheses, methods, techniques and research tools, selection and characteristics of the group, organisation and the course of research have been defined. A pilot study has been presented.

The second part of the thesis is in the light of the literature on the subject, it presents the general development of the child in terms of physical, cognitive, social and emotional spheres. It explains the concept of musical activity, future competence and describes the child's immediate environment, which at this stage of development is the family and the kindergarten. The second part of the thesis discusses the Polish conception of music education for the preschool stage and selected concepts and theories of music education, based on which it was developed. Forms of children's activity in kindergarten are described in detail, and they include: singing and speech exercises, movement with and to music, playing instruments, listening to music and improvisation. It describes the specificity of musical activities in kindergarten. Original projects in the field of music education and visual arts, carried out with children, including: innovations, author's programme and music workshop, methodical workshop, in the form of a film, for preschool education teachers on the basis of E.E. Gordon's theory of music learning, are presented. E. E. Gordon's theory of music learning is discussed in detail, and the following notions are explained: improvisation, audiation, enculturation, directing music education and teaching music. The level of musical competences of preschool education teachers was presented on the basis of 200 questionnaires. The survey shows that in most of the kindergartens, music classes are conducted by specialist teachers who carry them out as additional paid activities. The level of musical skills of pre-school education teachers is insufficient to meet the content of the music curriculum.

The third part of the thesis analyses and interprets the AUDIE and IMMA test of musical abilities - the results are presented for a group of 21 children. The measurement was performed four times among the same group. On the basis of the conducted research, among others, the following conclusions were formulated: according to E.E. Gordon's theory, music aptitude of the preschool child are developing. Individual cases of four children were described. The description was based on the diagnosis of school readiness sheet (SGS), results obtained in music aptitude tests (AUDIE, IMMA), observations, research in action, information obtained in interviews with parents and caregivers. In conclusion, the following recommendations were formulated for pedagogical practice and the academic community: to develop the methodological workshop of musical activities in the education of future teachers; to increase the hours of practical classes - using various forms of musical activity and various forms of work - teaching by doing; making music with children; to create professional development programmes in the form of workshops covering all forms of musical activity; to encourage teachers to evaluate their own teaching activities in music and to continuously improve their musical and pedagogical competences.