ABSTRACT

The dissertation introduces the knowledge of the child’s ontogenetic development in the early school age and at the beginning of pubescence in connection with a musical development. It also deals with the emotional importance of music in the child's personal development. The following part is devoted to music education at primary schools, their aims, historical context and the current position of music education in the Czech curriculum together with foreign influences. The third chapter focuses on the ongoing structure of music education given in the study programmes for the teaching qualification at the national pedagogical faculties in the Czech Republic.

The research part scrutinizes the contemporary situation of music education at primary schools from teachers’ point of view and with regards to their undergraduate training. The research concentrates on the experience of teachers who have undergone undergraduate training in the last decade. The aim is also to find out how the situation is perceived by university music lecturers who train future teachers. The questionnaire survey and interviews reveal problems in music education at the elementary schools and also in undergraduate training at pedagogical faculties.