

ABSTRACT

Title: Inclusion of dance lessons in preschool education.

Objectives: The aim of the work was to analyze current practice in the area of including dance lessons in physical activity classes in preschool institutions using the questionnaire survey method. To identify and compare teachers' attitudes towards the use of dance as a tool for the upbringing and education of preschool children.

Methods: The research used a quantitative-qualitative research method including an anonymous questionnaire survey among kindergarten teachers. 46 teachers from kindergartens participated in the research. The questionnaire was created in the online platform Google Forms and subsequently sent out via e-mail. The content of the questionnaire consists of 25 questions. The resulting data was processed, inserted into bar graphs and briefly described. All data obtained through the questionnaire were used for the research results.

Results: The research revealed that most of the preschool teachers who participated in the survey were experienced middle-aged educators working with mixed-age groups. Although they recognize the importance of dance for children's development, they tend to include it in their teaching only occasionally and for shorter periods. Folk dances are most commonly used, and teachers provide children with opportunities for improvisation. The main obstacles to implementing dance activities are perceived as a lack of time and the teachers' own dance experience. Teachers evaluate dance as a very beneficial activity for developing children's sense of rhythm and social skills.

Conclusions: The results of the survey highlight the potential of dance in the education of preschool children. However, a lack of time, specialized knowledge, and support from preschool management represent significant barriers.

KEYWORDS

preschool age, developmental psychology, dance