

ABSTRACT

The thesis deals with the musical activities of two-year and three-year-old children in kindergarten. The theoretical part describes the characteristics of two-year and three-year-old children, the inclusion of two-year-old children in kindergarten, the importance of music and the child's musical development. It also deals with musical activities focusing on two-year and three-year-old children.

The practical part of the work was focused on the research of particular musical activities in the kindergarten of the above mentioned age group from the point of view of the teachers and also on the musical environment in family. The research was conducted in the form of an interview with kindergarten teachers, a questionnaire survey among the parents of these children, and an analysis of songs and songbooks for the youngest children. The main objective was to find out how teachers perform musical activities with children, and what they see as the biggest differences between two- and three-year-old children. Next goal was to find out if parents work with children in this area and how. Whether the selected sample of songbooks contains songs of the appropriate range and pitch and whether they contain examples of possible instrumental and musical involvement of the children.

Research has shown that most teachers consider the differences between two-year-olds and three-year-olds very individual; during their work they respect the developmental specifics and needs of these children. Parents devote to their children in this area, but not enough according to the teachers' opinions. Songbooks usually contain songs in the appropriate range and pitch, but rarely give examples of further involvement of the children.

KEYWORDS

Pre-school education, two-year-old child, three-year-old child, musical activities, singing, listening activities, instrumental activities, musical-physical activities, kindergarten teachers, parents