

Streszczenie w języku angielskim

The problem of low levels of auditory perception in school children started the process of searching for effective ways of enhancing this skill by stimulation. Researchers focused not only on child's natural needs but also on mental and physical activities.

The theoretical chapter of this paper deals with auditory perception in general, giving explanations of its nature and its place in literature. It also provides an analysis of different definitions of the process and provides a description of development of auditory skills from the prenatal period to the moment of starting school education. It also shows ways of diagnosing, classification and ways of stimulating it the development of acquiring musical skills and , musical education throughout ages in different countries with the special emphasis on Poland. It includes theories on musical education, different concepts of teaching music, and its creators. Emil Jacques-Dalcroze and his method of teaching rhythmicity was one of them and on his method is based this work.

The main objective of this paper was to find the levels and the range of auditory perception and the impact rhythm classes have on first-form children (7-year-olds). The paper focuses on showing the importance of rhythm classes and the ways of using and taking advantage of them in primary school. It analyses rhythm classes taught in the first form where the experiment was conducted. The experiment was preceded by a pre-test and followed by post-test of auditory perception. The experiment included 40 pupils, 104 kindergarten teachers and 88 rhythm classes instructors. It contains observations of initial and final classes. It also presents questionnaires for pre-school educators and music and rhythm classes teachers/instructors.

The last part of my work deals with the detailed analysis of the findings. Pre and post-tests were analysed in both experimental and control group as well as the timing of the tests and its possible effect on the performance levels. The correlation between different levels of auditory perception was checked for both groups. Questionnaires for kindergarten teachers and music instructors were analysed and discussed. Analysis of initial and final observations of rhythm classes and teachers' questionnaires in experimental class was presented.

The results clearly show that introducing rhythm classes in primary school is fully justified. Such classes can be an effective way of enhancing pupils' auditory perception which is an indispensable factor in acquiring both reading and writing skills. They also have significant positive impact on pupils's overall cognitive development and school performance. The possibility of organising such classes at school was also shown.