

ABSTRACT

What Kind of Basic Discipline Do Children Acquire Through Musical Interactions in Early Childhood Education? A Case Study of a Group of One-to-Two-Year-Old Children

Ph.D. Dissertation by

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This dissertation attempts to show how a teacher's intentions to teach good human relationships to the children can be achieved through musical interactions with children. The observational research on one-to-two-year-old children and their teacher at Tojo day-care-center in TojoTown, the outskirts of Kobe city, has been done for about four years. An observational method, which looks at musical performances from the perspective of children, the music maker, themselves is introduced for the fieldwork.

In order to effectively analyze the processes of children's development of basic human relationships in daily interactions in the day care settings, the author pays special attention to the dialogical aspects of learning theory when looking at the relationships between the teacher and children.

The results can be summarized as follows,

- 1 Through their interactions with the teacher, children learn many important things that influence their development, such as the acquisition of physical sense, challenging the unknown, cooperation and collaboration, developing a sense of self, acquisition of cultural behavior, and growth in the affective domain.
- 2 The teacher's efforts to teach children how to develop good human relationships are enacted through dialogic interactions between teacher and children, and between children and their peers in cooperative daily interactions.
- 3 The results of this study suggest that to educate toddlers' musicality and to promote their active music making, early childhood educators must pay more attention to the toddlers' process of music making.

Key-words

Musical interactions

Music making

Early childhood education