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Osijek, Croatia, Europe
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Book of Abstracts

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1st Thematic ECHA Conference | Creativity Research and Innovation in Gifted Education: Social, Individual, and Educational Perspective

Dubrovnik, Croatia, Europe

Osijek, 2019.
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THE COMPETENCES OF KINDERGARTEN TEACHERS IN THE RECOGNITION OF MUSICALLY GIFTED CHILDREN – STUDENT OPINIONS

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Abstract

Musical giftedness is a set of competencies and abilities that can be recognized early in childhood. Scholars agree that early recognition of a musically gifted child can be vital for one’s further music development. Recognizing musical giftedness in a child is mostly left to parents themselves, although kindergarten teachers should be able to do it as well. The aim of our research is to determine how a child manifests his/her musical giftedness, and what set of skills is required from a kindergarten teacher in order to recognize such a child. We will also conduct a survey among the sophomore students of early and pre-school education at Josip Juraj Strossmayer University of Osijek, Faculty of Education. In this survey, we will examine what students think is a musically gifted child, what competencies should a kindergarten teacher have, in order to recognize a musically gifted child, and do they find themselves competent enough to recognize such a child. This paper will present the findings and suggest improvements in education of future kindergarten teachers in order to improve their competencies in this field.

Keywords: musically gifted child, competencies of kindergarten teachers, early and preschool education, recognizing musical giftedness, student opinions

*Note. Did not attend the conference.
THE COMPETENCES OF KINDERGARTEN TEACHERS IN RECOGNITION OF MUSICALLY GIFTED CHILDREN

STUDENT OPINIONS

**Musical giftedness** is a set of competences and abilities that can be recognized early in childhood. Scholars agree that early recognition of a musically gifted child can be vital for its further music development. Recognizing musical giftedness in a child is mostly left to the parents themselves, although kindergarten teachers should be able to do it as well.

### Results

<table>
<thead>
<tr>
<th>5. Do you consider yourself competent to recognize a music-gifted child?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider myself fully competent</td>
</tr>
<tr>
<td>5 (14.3%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Do you consider yourself competent in recognizing a child that is gifted for listening, recognizing and performing music and rhythm?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider myself fully competent</td>
</tr>
<tr>
<td>5 (14.3%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Do you consider yourself competent in recognizing a child with the ability to compose, play, or perform music?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider myself fully competent</td>
</tr>
<tr>
<td>3 (8.6%)</td>
</tr>
</tbody>
</table>

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<tr>
<th>8. Do you consider yourself competent in recognizing a child who can easily remember melodies and lyrics, enjoys playing instruments, singing, whistling, and in sounds generally?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider myself fully competent</td>
</tr>
<tr>
<td>6 (17.1%)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>9. Do you consider yourself competent in recognizing a child who uses sound and rhythm in the process of learning and memorizing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider myself fully competent</td>
</tr>
<tr>
<td>2 (5.7%)</td>
</tr>
</tbody>
</table>

The aim of our research was to determine how a child manifests its musical giftedness, and what set of skills is required from a kindergarten teacher in order to recognize such child. We also conducted a survey among sophomore students (a total of 35) of early and pre-school education at Josip Juraj Strossmayer University of Osijek, Faculty of Education. In this survey, we examined what students think about detecting a musically gifted child in preschool age and do they find themselves competent to recognize such a child.

### Elements of musical giftedness:

1. The child is gifted for listening, recognizing and performing music and rhythm.
2. The child has the ability to compose, play, or perform music.
3. The child can easily remember melodies and lyrics, enjoys playing instruments, singing, whistling, and in sounds generally.
4. The child uses sound and rhythm in the process of learning and memorizing.

### Conclusions

Sophomore students of early and pre-school education at Josip Juraj Strossmayer University of Osijek, Faculty of Education are mostly (too) confident about their competencies for determining music-gifted children. The students do not fully understand what musical giftedness is.

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**Do you think that the amount of music education at your university studies should be increased?**

- Yes, the current amount of music education is insufficient for the needs of early education. (14.3%)
- No, the amount of music education I get is already too much in relation to the needs of my future profession. (17.9%)
- I have no opinion. (17.9%)
- Yes, I would feel even more secure if I had more music education. (51.1%)

35 responses