

# DOCUMENT

**Name and surname** PaedDr. Martina Krušinská, Philosophiae doctor  
**Document type:** Characteristics of the submitted research/ artistic/other output  
**The name of the university** Catholic University in Ružomberok  
**The seat of the university** Hrabovská cesta 1A, 034 01 Ružomberok  
**The name of the faculty** Faculty of Education  
**The seat of the faculty** Hrabovská cesta 1, 034 01 Ružomberok

## **ID of the procedure**

ID: 21226925620 EduID: 302137507

## **OCA1. - Surname awarded to the assessed person**

Krušinská

## **OCA2. - Name awarded to the assessed person**

Martina

## **OCA3. - Degrees awarded to the assessed person**

PaedDr., PhD.

## **OCA4. - Hyperlink to the entry of the person in the Register of university staff**

<https://www.portalvs.sk/regzam/detail/8100>

## 1st evaluated output

1.

Stupeň štúdia: I.II.

Typ štúdia: J, M

## **OCA5. - Area of assessment**

Bc., Mgr. in Music Education (specialization in piano, organ, or solo singing), PhD in Music Didactics.

## **OCA6. - Category of the research/ artistic/other output**

scientific output

## **OCA7. - Year of publication of the research/artistic/other output**

2021

## **OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

ID: 451352

## **OCA9. - Hyperlink to the record in CRPA or CRAA**

<https://app.crepc.sk/?fn=detailBiblioForm&sid=909A2FE36DECBB5DB8C7825675>

## **Title of the publication to which the hyperlink points**

Elementary Art School of Folk Dance and Music in the Context of Regional Culture-Oriented Schools in Slovakia

## **Justification of the RATP**

The publication summarizes the results of research in the field of music education in the context of regional education and folk culture in Slovakia. It presents two unique school models in Slovakia and abroad: a school model with Extended Regional Education and Folk Culture, and an Elementary School of Folk Dance and Music.

## **OCA14. - Characteristics of the author's contribution**

Author's contribution: 100%.

The author developed the research methodology, conducted field research in selected schools in Slovakia, carried out interviews with teachers, and performed an analysis of the schools' textual documents. Based on pedagogically oriented research, she summarized information on the given issue. The article also includes the author's original photographs.

**OCA15. - Annotation of the output with contextual information concerning the description of creative process and the content of the research/artistic/other activity, etc.**

The author presents in the text unique models of schooling at home and abroad that draw on "domestic sources." She summarizes available information about the aims, content, and organizational forms of instruction within these models, and also documents the environment through photographs.

**OCA16. - Annotation of the output in English**

The publication summarizes the results of research in the field of music education in the context of regional education and folk culture in Slovakia. It presents two unique school models in Slovakia and abroad: a school model with Extended Regional Education and Folk Culture, and an Elementary School of Folk Dance and Music.

**OCA17. - List of maximum 5 most significant citations corresponding to the output**

1 In *Teacher's Efforts in Improving Traditional Dance*: Vино Putra Hadiyani. Available at: file:///C:/Users/krusi/Downloads/Teachers\_Efforts\_in\_Improving\_Traditiona.pdf

2 In *Social Innovation in Elementary Education: Shaping the Future With Inclusive and Technologically Advanced Strategies*: Athanasios Tsarkos. Available at: <https://www.igi-global.com/chapter/social-innovation-in-elementary-education/350590>

**OCA18. - Characteristics of the output's impact on socio-economic practice**

The article documents a sustainable educational model based on local traditions and cultural resources. Implementing this model supports the preservation and development of folk culture, enhances cultural literacy among younger generations, and stimulates regional development through cultural activities, contributing to the effective integration of cultural heritage into the educational process and supporting employment in the creative and cultural sectors. Moreover, the published photographs and documentation of the model serve as an inspirational example for schools in Slovakia and abroad. Overall, the article contributes to the systematic development of cultural and regional identity, having a positive impact on social cohesion and the economic vitality of local communities.

**OCA19. - Characteristics of the output and related activities' impact on the educational process**

The article documents a sustainable educational model based on local traditions and cultural resources, which has a significant impact on the educational process. Implementing this model supports the integration of cultural heritage into teaching, enhancing the cultural literacy of younger generations and contributing to the development of regional identity. At the same time, it fosters creativity and student engagement through cultural activities and innovative methodologies incorporated into school practice. The output contributes to the formation of cultural and regional identity, supports inclusive education, and positively influences teaching quality. Educational activities based on this model also stimulate the development of creative skills and increase students' potential for employment in the cultural and creative sectors.

2nd evaluated output

1.  
Stupeň štúdia: I.II.  
Typ štúdia: J, M  
**OCA5. - Area of assessment**  
Bc., Mgr. in Music Education (specialization in piano, organ, or solo singing), PhD in Music Didactics.

**OCA6. - Category of the research/ artistic/other output**  
scientific output

**OCA7. - Year of publication of the research/artistic/other output**

2022

**OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

ID: 1010407

**OCA9. - Hyperlink to the record in CRPA or CRAA**

<https://app.crepc.sk/?fn=detailBiblioForm&sid=849D4996E9A7E8D3AF793D048753>

**Title of the publication to which the hyperlink points**

Music pedagogy in the context of ethnopädagogik: theoretical background of music education in regional culture-oriented schools in Slovakia

**Justification of the RATP**

In the text, the author presents the content of music pedagogy in the context of the subject *etnopedagogika [ethnopedagogik]*. The focus is on music-pedagogical principles derived from the source of folk creation. The author also highlights examples of good practice in school models in Slovakia, which are unique both domestically and abroad in terms of content (focusing on the folk culture of their own region) as well as organizational forms. The author proposes standards for music education in the model of a primary school with extended regional education and folk culture.

**OCA14. - Characteristics of the author's contribution**

The author's contribution is 100%.

She summarized the content of music pedagogy in the context of *etnopedagogika [ethnopedagogik]* (broader theoretical foundations), characterized music-pedagogical principles derived from domestic sources of folk creation, proposed standards for music education in primary schools with extended regional education and folk culture, and provided examples of good practice in Slovakia.

**OCA15. - Annotation of the output with contextual information concerning the description of creative process and the content of the research/artistic/other activity, etc.**

The author addresses the issue of music pedagogy in the context of ethnopädagogik, reflecting broader theoretical foundations as well as examples of good practice. As part of the creative process, the author summarized the content of music pedagogy and proposed specific standards for music education with an extended focus on regional education and folk culture. The article presents a synthesis of theoretical reflection, practical application, and a creative approach to music education. The author's creative work is particularly evident in the identification of relevant principles, the formulation of pedagogical standards, and the selection of examples that can serve as inspiration for teachers and education professionals.

**OCA16. - Annotation of the output in English**

In the text, the author presents the content of music pedagogy in the context of the subject *etnopedagogika [ethnopedagogik]*. The focus is on music-pedagogical principles derived from the source of folk creation. The author also highlights examples of good practice in school models in Slovakia, which are unique both domestically and abroad in terms of content (focusing on the folk culture of their own region) as well as organizational forms. The author proposes standards for music education in the model of a primary school with extended regional education and folk culture.

**OCA17. - List of maximum 5 most significant citations corresponding to the output**

- 1 In *Music Education and Regional Cultural Integration: The Exploration of Value and Pathway*: Z. Zhang – Business and Social Sciences Proceedings, 2025. Available at: [cpcig-conferences.com](http://cpcig-conferences.com)
- 2 In *Indigenous Knowledge Transmission Through Language: Analyzing Batak Song "Anakku na Burju" as Pedagogical Text*: D. Syahfitri, K. Indriyanto, N. Zakaria – Euromentor, 2025. Available at: [search.ebscohost.com](http://search.ebscohost.com)

**OCA18. - Characteristics of the output's impact on socio-economic practice**

The author's output makes a significant contribution to socio-economic practice in the fields of education and cultural policy. A systematic analysis of music pedagogy in the context of ethnopedagogy provides a deeper understanding of how the integration of traditional folk culture into school teaching contributes to the development of students' creative and social competencies. The proposed standards and principles of music education serve as concrete tools for teachers, facilitating the implementation of regionally and culturally specific content into the educational process. The dissemination of proven examples of good practice in Slovakia can inspire educational institutions and cultural organizations to collaborate more effectively and to use music as a tool for social development. Thus, the output contributes to the long-term cultural, educational, and economic value of society, promoting creativity, inclusion, and the sustainable development of regional communities.

### **OCA19. - Characteristics of the output and related activities' impact on the educational process**

The author's output has a significant impact on the educational process in the areas of music education and cultural literacy. A systematic analysis of music pedagogy in the context of ethnopedagogy provides a deeper understanding of how integrating traditional folk culture into school teaching contributes to the development of students' creative and social competencies. The proposed standards and principles of music education serve as concrete tools for teachers, facilitating the implementation of regionally and culturally specific content into the educational process and supporting innovative teaching methods. The dissemination of proven examples of good practice in Slovakia can inspire educational institutions and cultural organizations to collaborate more effectively and to use music as a tool for social and cultural development. These activities promote active student engagement in the educational process, thereby enhancing teaching quality and contributing to the sustainable development of regional communities. The output thus significantly strengthens the educational competencies of both teachers and students and integrates music education into the broader context of societal and cultural development.

### 3rd evaluated output

1.  
Stupeň štúdia: I.II.  
Typ štúdia: J, M

#### **OCA5. - Area of assessment**

Bc., Mgr. in Music Education (specialization in piano, organ, or solo singing), PhD in Music Didactics.

#### **OCA6. - Category of the research/ artistic/other output**

scientific output

#### **OCA7. - Year of publication of the research/artistic/other output**

2009

#### **OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

ID: 1431996

#### **OCA9. - Hyperlink to the record in CRPA or CRAA**

<https://app.crepc.sk/?fn=detailBiblioForm&sid=A2EF37C6133CFD974FF503B161DD>

#### **Title of the publication to which the hyperlink points**

Music Education at School Music Education at School by Maria Montessori: Insights for the Theory and Practice of Music Education in Alternative and Innovative School Models in Slovakia

#### **Justification of the RATP**

After 1989, alternative and innovative school models have been developing in Slovakia; however, in music-pedagogical theory, there is a lack of deeper analysis and critical evaluation, especially of alternative schools. The monograph summarizes available knowledge on music education and music teaching in Maria Montessori schools worldwide and creates a model of music education in such schools, based on well-known music-pedagogical concepts and methods (Orff, Kodály).

#### **OCA14. - Characteristics of the author's contribution**

The author's contribution is 100%.

The author summarized available information on music education in Maria Montessori schools, also drawing directly from the reformer's references. She conducted experimental research at a Maria Montessori school in Bratislava and, based on it, developed the content and methods of music education within this school model. She also carried out a broadly designed questionnaire survey focused on music education in alternative and innovative school models in Slovakia. From the collected data, she defined the stimuli and limitations in the presented model and proposed a concept of music education and teaching through music in innovative school models in Slovakia.

**OCA15. - Annotation of the output with contextual information concerning the description of creative process and the content of the research/artistic/other activity, etc.**

Monografia predstavuje syntézu teoretickej analýzy, empirického výskumu a autorského koncepčného návrhu, čím prispieva k rozvoju teórie a praxe hudobnej výchovy v modeli školy M. Montessoriovej. Na základe širšie koncipovaného prieskumu (oslovených 344 základných škôl s návratnosťou dotazníkov z 266 škôl) autorka definuje koncept výchovy k hudbe a hudbou v inovatívnych modeloch škôl na Slovensku. The monograph represents a synthesis of theoretical analysis, empirical research, and the author's original conceptual framework, thereby contributing to the development of both the theory and practice of music education within the Montessori school model. Based on a broadly designed survey (344 primary schools were contacted, with questionnaires returned from 266 schools), the author defines a concept of education towards music and through music in innovative school models in Slovakia.

**OCA16. - Annotation of the output in English**

The presented monograph focuses on the issue of music education in Montessori schools as well as in other alternative and innovative educational models in Slovakia. The author summarizes available theoretical knowledge on music education in schools based on the pedagogy of Maria Montessori, reflecting the reformer's direct references and their interpretative possibilities in the contemporary educational context. An integral part of the creative process is an experimental research project conducted at a Montessori school in Bratislava, on the basis of which the author proposes specific content and methodological approaches to music education applicable within this school model. A significant part of the work consists of a broadly designed questionnaire survey focusing on the character of music education in alternative and innovative schools in Slovakia. Based on the findings obtained, the author identifies the stimuli and limitations of the examined model and formulates a comprehensive concept of education towards music and through music that reflects the needs of an innovation-oriented school environment. The monograph represents an integration of theoretical analysis, empirical research, and the author's original conceptual framework.

**OCA17. - List of maximum 5 most significant citations corresponding to the output**

1 (Web of Science Core Collection: WOS:000453577100003; Central Register of Publication Activity Evidence: TvU.Trnava.E036399) 604235: Inclusive Music Education in the Slovak Republic / Gajdošíková Zeleiová, Jaroslava [Author, 100%]. – WOS CC. In: Problems of education in the 21st century [textový dokument (print) [text document (print)]] [elektronický dokument [electronic document]]. – Šiauliai (Lithuania) : Scientia Socialis. – ISSN 1822-7864. – ISSN (online) 2538-7111. – no. 48 (2012), pp. 23-33 [tlačená forma [print]] [online]

2 In Osvaldová, M. 2015. Interdisciplinárne zdroje muzikoterapie v špeciálnej edukácii [Interdisciplinary Sources of Music Therapy in Special Education]. In Interdisciplinárni pohledy na jinakost [Interdisciplinary Perspectives on Difference]. II. Olomoucké speciálněpedagogické dny [Olomouc Special Pedagogical Days]. Zborník príspevkov z konferencie [Conference Proceedings]. Olomouc 2015. ISBN 978-80-244-4483-3. Available at:

[http://www.contexo.cz/files/other/filemanager/Files/Specka2015/dvd-sbornik\\_2.pdf](http://www.contexo.cz/files/other/filemanager/Files/Specka2015/dvd-sbornik_2.pdf)

3 In Osvaldová, M. Rozvoj hudobnosti, kognitívnych a komunikačných schopností detí s mentálnym postihnutím prostredníctvom orffovho schulwerku [Development of Musicality, Cognitive, and Communication Skills of Children with Intellectual Disabilities through Orff Schulwerk]. In Špeciální pedagogika [Special Pedagogy]. Prague: Univerzita Karlova – Pedagogická fakulta [Charles University – Faculty of Education], pp. 354–369. ISSN 1211-2720.

4 In Pejřimovská, J. – Zeleiová, G. J. 2011. Dimenzie muzikoterapie [Dimensions of Music Therapy]. Trnavská univerzita v Trnave [Trnava University in Trnava]. 2011. ISBN 978-80-8082-331-3.

5 In Pirníková, T. 2012. Filozofia komplexnosti a integrity v pedagogicko-umeleckom koncepte hudobného skladateľa Juraja Hatríka [Philosophy of Complexity and Integrity in the Pedagogical-Artistic Concept of Composer Juraj Hatrík]. In Komplexnosť a integrita v predprimárnej, primárnej a špeciálnej edukácii [Complexity and Integrity in Pre-Primary, Primary, and Special Education]. Zborník z konferencie [Conference Proceedings]. Prešovská univerzita [Prešov University]. ISBN 978-80-555-0664-7. Available at: [http://moodledata.pf.unipo.sk/publikacie/zborniky/Kompl\\_a\\_integr.pdf](http://moodledata.pf.unipo.sk/publikacie/zborniky/Kompl_a_integr.pdf)

#### **OCA18. - Characteristics of the output's impact on socio-economic practice**

The monograph provides a practically applicable concept of music education suitable for Montessori schools and other alternative and innovative educational models in Slovakia. Its contribution lies in linking the theoretical foundations of Maria Montessori's pedagogy with empirical findings derived from experimental research and a large-scale school-based survey. The output has the potential to influence the development of school curricula, methodological materials, and strategic educational documents in the field of music education. It offers concrete recommendations for teachers, school leaders, and education policymakers, thereby contributing to the improvement of educational quality and the promotion of innovative teaching approaches. In the long term, the work may positively affect the development of students' cultural literacy, creativity, and aesthetic awareness, representing a significant societal benefit. By supporting high-quality music education within innovative school models, the monograph also contributes to the development of human capital and strengthens the cultural potential of society.

#### **OCA19. - Characteristics of the output and related activities' impact on the educational process**

The monograph has a significant impact on the educational process in the field of music education by offering, among other things, a methodologically refined and empirically validated teaching concept applicable in Montessori schools as well as in other alternative and innovative educational models. The principles of Maria Montessori's pedagogy are interpreted within the context of contemporary school practice and transformed into specific content and methodological proposals. The impact also includes research and implementation activities, such as the experimental testing of proposed methods in a school environment and the conduct of a questionnaire survey. These activities contribute to deepening teachers' reflection on the goals, content, and methods of music education. The output supports innovation in teaching, the development of creative and interactive working methods, and the integration of regional and cultural elements into the educational process. It provides teachers with concrete methodological tools and stimuli that can lead to improved teaching quality and more active student engagement in music education activities.

#### 4th evaluated output

1.

Stupeň štúdia: I.II.

Typ štúdia: J, M

**OCA5. - Area of assessment**

Bc., Mgr. in Music Education (specialization in piano, organ, or solo singing), PhD in Music Didactics.

**OCA6. - Category of the research/ artistic/other output**

scientific output

**OCA7. - Year of publication of the research/artistic/other output**

2006

**OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

ID: 346311

**OCA9. - Hyperlink to the record in CRPA or CRAA**

<https://app.crepc.sk/?fn=detailBiblioForm&sid=57814BACB45C07B3CB1B2BA61C>

**Title of the publication to which the hyperlink points**

Music Education in Slovakia after 1989 with a Focus on Primary Schools and Primary Schools of Arts

**Justification of the RATP**

The study summarizes the development of music education and training in Slovakia after 1989, refers to educational research conducted in this field, and provides information about significant personalities and the most important original works.

**OCA14. - Characteristics of the author's contribution**

The author's contribution is 50%.

The author represents the field of music education in primary schools; this is a separate section in the study that she elaborated. Together with the second author, she analyzed broader developments in music education and training in Slovakia in the introductory parts of the study, as well as reflected on developments after 1989 in the concluding part of the study.

**OCA15. - Annotation of the output with contextual information concerning the description of creative process and the content of the research/artistic/other activity, etc.**

The study provides a comprehensive overview of the development of music education in Slovakia after 1989, with particular attention to the social and curricular changes that influenced its direction. It is based on an analysis of professional literature and educational research conducted in this field during the given period and identifies significant personalities, concepts, and key authorial contributions that have shaped music education. Within authorship share, the author focused primarily on music education at the primary school level, which she elaborated as an independent section of the study. This part analyses content and methodological transformations, the position of the subject within the curriculum, and the practical impact of educational reforms on teaching practice. In co-authorship, she contributed to the introductory chapters addressing the broader context of music education in Slovakia and to the concluding reflection on developments after 1989. The creative process involved systematic analysis of scholarly sources, synthesis of findings, and critical interpretation of results within the context of current trends in music pedagogy.

**OCA16. - Annotation of the output in English**

The study provides a comprehensive overview of the development of music education in Slovakia after 1989, with particular attention to the social and curricular changes that influenced its direction. It is based on an analysis of professional literature and educational research conducted in this field during the given period and identifies significant personalities, concepts, and key authorial contributions that have shaped music education.

**OCA17. - List of maximum 5 most significant citations corresponding to the output**

1 In Sacher, W. A. 2010. Specyfika slováckich podstavových škôl artistických [Specifics of Slovak Primary Art Schools]. In Wychowanie Muzyczne w Szkole - nauczanie muzyki [Music Education at School - Music Teaching]. Č.5/2010. ISSN 0512-4255. Available at:

[http://www.wychmuz.pl/arttykul\\_ar\\_16.html](http://www.wychmuz.pl/arttykul_ar_16.html)

2 In Sacher, W. A.- Pitula, B. 2010. Edukacja muzyczna na Slowacji w otoczeniu ogólnego systemu kształcenia [Music Education in Slovakia within the General Education System]. Bielsko-Biala: Wyższa szkoła administracji [Higher School of Administration]. 65 s. ISBN 978-83-60430-33-0.

3 In Adamov, N. 2009. Politizácia hudobnej výchovy: Mýtus dôležitosti slovenskej ľudovej piesne v učebniciach hudobnej výchovy [Politicization of Music Education: The Myth of the Importance of the Slovak Folk Song in Music Education Textbooks]. In Podpera, R. – G. Zeleiová, J. (ed.). 2009. Hudba, kultúra a spoločnosť: Dynamické faktory súčasných premien [Music, Culture and Society: Dynamic Factors of Contemporary Transformations]. Trnava: Trnavská univerzita v Trnave [Trnava University in Trnava]. 193 s. ISBN 978-80-8082-307-8.

#### **OCA18. - Characteristics of the output's impact on socio-economic practice**

The output provides a systematic reflection on the development of music education in Slovakia after 1989, thereby contributing to a deeper understanding of transformations in the educational environment within the context of social and curricular reforms. Its contribution lies in identifying key trends, personalities, and authorial concepts that have influenced the form of music education and training. For pedagogical practice, the output represents a professional basis for innovating teaching methods, developing school educational programmes, and conceptually planning the development of the subject. It also provides support for further research and professional discussion in the field of music pedagogy. In the long term, the output has social significance in promoting cultural literacy, aesthetic sensitivity, and students' creativity, which is reflected in the development of society's cultural capital. Indirectly, it also contributes to the economic sphere, as high-quality arts education fosters creative competences and the development of human potential that are important for the cultural and creative industries.

#### **OCA19. - Characteristics of the output and related activities' impact on the educational process**

The study represents a contribution to enhancing the quality of the educational process in the field of music education and training. Through an analytical and historically reflective examination of developments after 1989, it provides teachers, experts, and curriculum developers with a comprehensive framework for understanding changes in the aims, content, and methodology of music teaching. The output fosters pedagogical reflection and enables existing practice to be compared with findings from educational research. Its impact is also reflected in strengthening the quality of pre-service teacher preparation, as the study offers both theoretical and conceptual foundations for their education. In this way, it contributes to the systematic development of students' musical literacy and to reinforcing the position of music education and training within the school environment.

#### 5th evaluated output

1.

Stupeň štúdia: I.II.

Typ štúdia: J, M

#### **OCA5. - Area of assessment**

Bc., Mgr. in Music Education (specialization in piano, organ, or solo singing), PhD in Music Didactics.

#### **OCA6. - Category of the research/ artistic/other output**

scientific output

#### **OCA7. - Year of publication of the research/artistic/other output**

2008

#### **OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

ID: 322308

#### **OCA9. - Hyperlink to the record in CRPA or CRAA**

**Title of the publication to which the hyperlink points**

Humanization of Music Pedagogy: Tradition and Contemporary Practice

**Justification of the RATP**

The monograph focuses on the field of music psychology, summarizing the issues and the state of the scientific discipline both domestically and abroad. The given topic represents one chapter in the monograph, with a focus on the music-pedagogical context.

**OCA14. - Characteristics of the author's contribution**

The study represents an authored chapter within the 1AH monograph, with the author's contribution to the entire monograph being 20%.

In the study, the author addresses issues of music education and music engagement, focusing on collective forms of pre-primary, primary, and secondary education. The author analyzes ontogenetic development in the context of the musical development of preschool, younger school-age, and older school-age children. In relation to this content, the author also characterizes the music-pedagogical competencies of music graduates at faculties of education.

**OCA15. - Annotation of the output with contextual information concerning the description of creative process and the content of the research/artistic/other activity, etc.**

The author synthesizes knowledge from music pedagogy, developmental psychology, and educational practice to create a comprehensive view of the possibilities and limitations of collective music education. The content of the creative activity lies in the systematic elaboration of theoretical foundations and their application within a pedagogical context, with an emphasis on the development of musicality, creativity, and students' social skills. The output also characterizes the music-pedagogical competencies of graduates of music teacher education programs at faculties of education, highlighting the need to integrate professional musical skills with didactic and methodological competences. The result is a coherent scholarly perspective that supports the improvement of future teachers' preparation and the development of effective forms of music education in school environments.

**OCA16. - Annotation of the output in English**

The study offers a perspective on music education and education through music within the context of collective teaching at various levels of the school system—from pre-primary to secondary education. The core of the work lies in examining the principles of a child's ontogenetic development and their reflection in the process of developing musical abilities, skills, and attitudes across different age stages. The author focuses on the developmental specificities of preschool children, younger school-age pupils, and adolescents, highlighting their significance for the planning and implementation of the music education process. The text also addresses the issue of the professional preparedness of future music teachers. In this context, it defines the key music-pedagogical competencies of graduates of faculties of education and emphasizes the need for their comprehensive development. The output thus connects a theoretical reflection on child development with the requirements for a teacher's professional and didactic readiness, thereby contributing to the discussion on the quality of music education and its systematic development within the school environment.

**OCA17. - List of maximum 5 most significant citations corresponding to the output**

1 In Sacher, W. A. 2012. *Pedagogika muzyki [Music Pedagogy]: Teoretyczne podstawy powszechnego kształcenia muzycznego [Theoretical Foundations of General Music Education]*. Impuls, Krakow. ISBN 978-83-7850-076-6. Available at: <http://www.gandalf.com.pl/files/products/text/320797.pdf>

2 In *Musical Biography of Slovak Teachers and Educators*: Kusý, P. Available at: [https://www.researchgate.net/profile/Peter-Kusy-2/publication/362104055\\_MUSICAL\\_BIOGRAPHY\\_OF\\_SLOVAK\\_TEACHERS\\_AND\\_EDUCATORS/links/62d70daa441ed55f843b6b83/MUSICAL-BIOGRAPHY-OF-SLOVAK-TEACHERS-AND-EDUCATORS.pdf](https://www.researchgate.net/profile/Peter-Kusy-2/publication/362104055_MUSICAL_BIOGRAPHY_OF_SLOVAK_TEACHERS_AND_EDUCATORS/links/62d70daa441ed55f843b6b83/MUSICAL-BIOGRAPHY-OF-SLOVAK-TEACHERS-AND-EDUCATORS.pdf)

3 In *Music Activities and Games Designed to Modify Class Climate in Younger-School Aged Children*: Králová, E., Poliačíková, T. Available at:

file:///C:/Users/krusi/Downloads/MUSIC\_ACTIVITIES\_AND\_GAMES\_DESIGNED.pdf

4 In *Posibilidades de medidas de preferencia musical en niños y niñas en edad escolar [Possibilities of Measures of Musical Preference in School-Aged Children]*: Kusý, P., Vindišová, R. Available at:

file:///C:/Users/krusi/Downloads/\_003-013-1.pdf

5 In Osvaldová, M. 2015. *Aplikácia muzikoterapie u jednotlivcov s telesným a viacnásobným postihnutím [Application of Music Therapy for Individuals with Physical and Multiple Disabilities]*.

Proceedings of the conference *Dimenzie muzikoterapie v praxi, výskume a edukácii [Dimensions of Music Therapy in Practice, Research, and Education]*. Bratislava: PF Comenius University. ISBN 978-80-89726-32-5.

### **OCA18. - Characteristics of the output's impact on socio-economic practice**

The output provides impulses for improving music education across the entire vertical spectrum of the school system, thereby indirectly influencing the quality of the cultural and social environment. By linking knowledge about a child's ontogenetic development with the process of developing musical abilities, it offers professional foundations for more effective planning and implementation of collective music teaching. The contribution of the output also lies in specifying the music-pedagogical competencies of future teachers, which may serve as a basis for innovating study programs at faculties of education and for shaping educational policies. In this way, the output strengthens the importance of arts education as an integral part of general education. In a broader context, it represents a contribution to the systematic enhancement of the quality of the educational system and to supporting the creative potential of society.

### **OCA19. - Characteristics of the output and related activities' impact on the educational process**

The output contributes to improving music education at the pre-primary, primary, and secondary levels. It is based on an analysis of a young person's ontogenetic development in connection with their musical development, thereby providing both theoretical and methodological foundations for the effective planning and implementation of collective music teaching. Taking into account the developmental specificities of individual age groups supports the appropriateness of objectives, content, and forms of work within the music education process. An important contribution lies in defining the music-pedagogical competencies of future teachers, which may serve as a basis for innovating study programs at faculties of education. Related activities aim to connect theoretical knowledge with pedagogical practice and to strengthen the didactic and methodological preparedness of music teachers. The output thus supports the development of students' musical abilities, creativity, and social skills, and contributes to the systematic enhancement of the quality of the educational process in the field of arts education.