

Abstract

Title:

Methods of testing rhythmic-motor relations in children of younger school age

Objectives:

The aim of this bachelor's thesis is to find out, through a systematic literature search, what is the evidence of professional publications on the topic of methods of testing rhythmic-movement relationships in intervention programs for children of younger school age and at the same time to create a comprehensive overview of the used testing methods.

Methods:

To create this bachelors thesis, systematic research methods were used in accordance with the PRISMA statement. Based on keywords, data were collected from scientific databases (Web of Science, EBSCOhost, Scopus, PubMed). Professional publications were further selected according to predetermined criteria. Zotero citation manager was used to sort the publications. Publications that met the predetermined criteria selected for the bachelor's thesis were analyzed in detail. The risk of bias ("Risk of Bias") was assessed for each publication.

Results:

A total of 9 studies met all the predetermined criteria. However, none of them primarily focused on testing rhythmic-movement relations in children of younger school age. The final studies examined the effects of rhythmic-movement intervention programs on various skills. They tested rhythmic-movement relationships depending on cognitive functions, language abilities, rhythmic abilities and creativity. Several studies dealing with this issue have examined children of preschool age. This speaks to the lack of studies on this topic.

Keywords:

Rhythm, Movement, Review, Method, Child, School