



Brief

The didactics of listening as a keynote in multi-vocal teaching – the rhythmic example

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There is great need to clarify how teaching can be arranged delivered in preschool as a school form in Sweden (Swedish Schools Inspectorate, 2018). Although research on teaching in Swedish preschools has increased, there is a general lack of knowledge about didactics in early childhood education in general (Sheridan & Williams, 2018) and about the didactics of listening in particular. The article is based on a substudy within an R&D programme aimed at describing and producing further knowledge about what may characterise teaching in preschool. The programme and the substudy are carried out collaboratively among preschool teachers, preschool managers and researchers. Participants try out four theory-informed teaching arrangements with a variety of theoretical approaches and subjects. The focus of this article is a didactic and post-structurally informed approach. The article is guided by the following question: What may characterise teaching content based on a didactically and poststructurally informed teaching approach focused on music and mathematics in preschool? The specific aim of the article is to try out the concepts of “the didactics of listening” and “rhythmatics”. A didactically oriented abductive analysis was conducted.

The results are introduced with a general summary based on the didactic “what” and “how” questions. Thereafter, a picture of what teaching in rhythmatics based on the didactics of listening might be in preschool is offered through closer description and analysis of two examples. The results indicate that the transdisciplinary content mix offered by the rhythmatics concept can be tested as an alternative to more disciplinary teaching of music and/or mathematics, where the didactics of listening are the keynote of multivocal teaching. In the teaching process, the subjects may emerge in parallel, first a bit of one and then a bit of the other, or interwoven and mutually dependent on each other.

In preparation for teaching, the choice of content within the didactics of listening may catch or be based upon the children's interests, questions and/or previous teaching in social and material relationships. The point of departure for this post-structuralist approach to teaching is events that encompass the children's interests. In the teaching process, a didactics of listening can be related to the didactic "who" question, with interpersonal listening between preschool teacher/child, child/child and colleague/colleague (see Åberg & Lenz Taguchi, 2018). The didactics of listening can also be related to the didactic "what" question and then bring musical goals to the fore. In relation to rhythmicity as content, the didactics of listening may involve studying music and mathematics using mathematical and musical aspects, including listening. The didactics of listening are oriented towards relationships between actors such as children, teachers and interwoven content, of which "rhythmicity" is one example.

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