

Summary

The doctoral thesis deals with the issue of dialogue education as a paradigm and pedagogical basis for the effective functioning of a youth school choir.

Dialogue education is a specific mode of teaching and nurturing young people, rooted in reconfiguration of the role of the teacher-student relationship, one based on mutual respect, trust and sense of security of all participants, thereby creating an educational space of special value. It has the potential to strengthen not only the artistic skills of young people, but also their social competences and emotional well-being, which at the age of adolescence is often 'complicated'.

The main focus of this dissertation is the examination of the process of preparing an artistic work: a concert of the youth choir, *Collegium Juvenum*. Preparation for this concert was conducted in accordance with the principles of dialogue education. In particular the research analyses the value of the space for dialogue, the formation of musical and extra-musical competences of the youth, the artistic quality of the music created, as well as the role of the conductor as facilitator in the whole process.

The methodology of the dissertation is qualitative as this corresponds to the essence of the paradigm itself, i.e. the intrinsic merit of dialogue. This being said, the basis for the construction of conclusions is situated in two research strategies – case study, and art-based research. These methods, applied simultaneously, provide an opportunity to take a close look at the unique environment of a successful choral ensemble and to observe the development of choral competence and changes in the group's relational dynamics while pursuing a collective artistic goal.

The analysis of the empirical material collected during the research (in which the statements of the focus group during the group interview, reflections of the choristers, their parents and teachers turned out to be particularly valuable) unequivocally confirms the efficiency and potential of dialogue education as an effective approach in working with a youth choir and thus sets the direction for further in-depth research to be done in this area.

Joanna Mielko