

The Music Education of the Future Teachers: Developing Pedagogical Knowledge and Musical Activities

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Elementary education in R. Macedonia

- Implies complementarities of several parameters: educational policy, curriculum, teacher, didactic resources, and conditions in which teaching takes place
- Working duties of the teacher are complex and of a different nature
- They should be prepared and capable of transferring all acquired knowledge to the pupils, **and to possess developed multiple abilities**
- **The main role for the quality teaching is their initial education**

Education of the Future Teaching Staff

- The class teacher education takes place at four faculties of education in different cities. This profession can be performed also by students who graduate at the Institute of Pedagogy within the Faculty of Philosophy in Skopje.
- The purpose of the study programs, in addition to the competences, is to develop natural predispositions and skills of the future teachers for each study area separately — natural and social sciences, sport and the arts.

The Subject Music Education in the Primary Schools

- Covers several teaching topics: singing, musical literacy, listening to music, playing on children's musical instruments (CMI), music and movement, musical expression and creation, as well as traditional folk music

| Teaching Topics | Grades | | | |
|---------------------------------|--------|-----|----|----|
| | I, II | III | IV | V |
| Singing | 20 | 19 | 10 | 10 |
| Music and movement | 25 | 19 | / | / |
| Musical expression and creation | 8 | 8 | / | 3 |
| Listening to music | 12 | 12 | 15 | 15 |
| Playing on CMI | 4 | 8 | 10 | 8 |
| Musical literacy | 3 | 6 | 29 | 29 |
| Traditional folk music | / | / | 8 | 7 |
| Total | 72 | 72 | 72 | 72 |

Music subjects in the curriculum of the Faculty of Education in Skopje

Music Education in the study program of the Faculties of education is designed according to the content of the mentioned topics:

| Subjects | Number of Classes per Week | Semester | Study program |
|--|----------------------------|---|---------------|
| Fundamentals of music education with method 1, 2, 3,4* | 2 | 5 th , 6 th , 7 th , 8 th | 2004/2005 |
| Knowledge of the music instruments * | 4 | 5 | |
| Music instruments with keyboards * | 3 | 6 | |
| Music instruments ** | 4 | 7 | |
| Choir and orchestra ** | 4 | 5 | |
| total | 26 | 4 | |
| Fundamentals of music education * | 5 | 5 th | 2012/2013 |
| Method of the music education * | 5 | 6 th | |
| Knowledge of the music instruments * | 4 | 7 th and 8 th | |
| Creative music workshop ** | 4 | 6 th | |
| Total | 18 | 4 | |
| Fundamentals of music education with | 8 | 5 th | 2013/2014 |
| Knowledge of the music instruments * | | | |
| Method of the music education * | 5 | 6 th | |
| Creative music workshop ** | 4 | 8 th | |
| Total | 17 | 3 | |

The last study program, which took place in 2013/2014, in the field of music education has had the number of classes reduced from 26 to 17, and a number of semesters – from four to three.

The Aim of the Paper

- Review the initial education of the class teacher (I-V grade)
- Of the several subjects that are covered in this study program, we will pay our attention to teaching music in elementary school with future teachers — generalist
- The initial thesis is that quality music education in the course during the process of higher education, results in quality teaching in music classes with confidence and self-efficacy among future teachers
- These were initial burst to make a researching among future teachers to perceive the influence of the curriculum on the quality of the practical music teaching.

Method

- The survey was conducted during 2015-2016, among the students of the Faculty of Pedagogy in Skopje (N 21)
- The questionnaire was used as the main instrument, and it included open-ended and close-ended questions outlined in three parts to find about:
 - (1) the attitude toward the subject music education,
 - (2) the attitude toward practical performing of music and musical predispositions, and
 - (3) the importance of the study program in musical formation of future teachers.

Findings

I Distribution of the answers regarding the attitude

- ***“How important is the subject music education?”***

| | N=21 | % |
|----------------|------|------|
| Very important | 3 | 14,3 |
| Important | 6 | 28,6 |
| Not important | 12 | 57,1 |

- ***“What do you think about the benefit of the music?”***

| | N=21 | % |
|---|------|------|
| Music is useful for the development of children | 9 | 42,8 |
| There are more important things | 8 | 38,1 |
| Do not know about the benefits | 4 | 19,1 |

- ***The students’ priorities regarding the subjects in school***

| | N | % |
|--------------------|----|------|
| Mother tongue | 5 | 23,8 |
| Mathematics | 5 | 23,8 |
| Informatics | 3 | 14,3 |
| Foreign language | 3 | 14,3 |
| Nature | 2 | 9,5 |
| Music | 1 | 4,7 |
| Physical education | 1 | 4,7 |
| Art | 1 | 4,7 |
| Total | 21 | |

II Attitudes regarding the practical performing of music and musical predispositions

- 23,8% practiced at home, 76,2% practiced at faculty during the lectures and exercises
- The students themselves perceive the limited opportunities for the practical playing of instrument as an important segment of teaching, which should be modified in relation to the conditions for practicing after classes 18 (85,7%), duration of the period of studying playing 17 (80,9%), and the optimal allocation of the content of the subject 19 (90,4%).

III The importance of the study program in musical formation of future teachers

- 71,4% feel confident theoretical knowledge acquired during the study, 28,6% in the practical part of teaching (playing and singing).

Findings

- The main obstacles which impede the musical upgrading of these students derived from the last changes in the curriculum, and refers to reducing the number of classes, fusion of a few subjects of music education (Fundamentals and Music instruments)
- With certain modifications and especially with the increasing the quantity and duration of courses, a higher professional development, and a greater self-esteem would be achieved among the future teachers.
- This would result in applying more creativity in transferring of knowledge, and provide opportunities for teacher trainees to develop not only their skills, but also their motivation to teach music.

Conclusions

- Three primary factors bear heavily on pre-service generalists' growth as confident and competent music teachers: (a) prior experience and beliefs; (b) university course training; and (c) school-based experience
- The attitudes of generalists towards music teaching, as well as confidence levels, have also been identified as factors connected to their music teaching practices
- The survey showed that during the internship the future teachers do not have difficulties regarding the teaching of the theoretical part of the subject — music theory and notation.
- The lack of confidence and self-efficacy mainly concerns in the practical performance of music – singing and playing keyboards. Enhancing self-efficacy is the first step in helping generalists to develop the right blend of skills, knowledge and understanding the necessity to teach music.