# VI меѓународен балкански конгрес за образование и наука: СОВРЕМЕНОТО ОПШТЕСТВО И ОБРАЗОВАНИЕТО

(Охрид, 29. IX - 1. X 2011г.)
*Зборник на трудови*

# VI International Balkan Congress for Education and Science: THE MODERN SOCIETY AND EDUCATION

(Ohrid, 29. IX - 1. X 2011.)
***Book of proceedings***

Skopje, 2011

## Организациски одбор / Organizing Committee

| | |
|---|---|
| Проф. д-р Владо Тимовски, Р. Македонија | Vlado Timovski, PhD, Macedonia |
| Проф. Д-р Хилми Ибар, Р. Турција | Hilmi Ibar, PhD, Turkey |
| Проф. д-р Христо Макаков, Р. Бугарија | Hristo Makakov, PhD, Bulgaria |
| Проф. д-р Владимир Шимовиќ, Р. Хрватска | Vladimir Šimović, PhD, Croatia |
| Проф. д-р Лилјана Речка, Р. Албанија | Liljana Rečka, PhD Albania |
| Проф. д-р Стана Смиљковиќ, Р. Србија | Stana Smilković, PhD, Serbia |
| Проф.Сретко Дивљан, Р. Србија | Sretko Divljan, Professor, Serbia |
| Проф. д-р Крстивоје Шпијуновиќ, Р. Хрватска | Krstivoje Špijunović, PhD, Croatia |
| Проф. д-р Никола Смилков, Р. Македонија | Nikola Smilkov, PhD, Macedonia |
| Проф. д-р Јове Талевски, Р. Македонија | Jove Talevski, PhD, Macedonia |
| Проф. д-р Татјана К. Мојсовска, Р. Македонија | Tatjana K.Mojsovska, PhD, Macedonia |
| Проф. д-р Илир Спахиу, Р. Македонија | Ilir Spahiu, PhD, Macedonia |
| Проф. д-р Азиз Шеху, Р. Македонија | Aziz Šehu, PhD, Macedonia |
| Проф. д-р Билјана Камчевска, Р. Македонија | Biljana Kamčevska, PhD, Macedonia |
| Проф. д-р Емил Сулејмани, Р. Македонија | Emil Sulejmani, PhD, Macedonia |
| Проф. д-р Слаѓана Јакимовиќ, Р. Македонија | Slagana Jakimović, PhD, Macedonia |
| Проф. д-р Розалина П. Коскарова, Р. Македонија | Rozalina P. Koskarova, PhD, Macedonia |
| Проф. д-р Мито Спасевски, Р. Македонија | Mito Spasevski, PhD, Macedonia |
| Проф. д-р Сузана Н. Банчотовска, Р. Македонија | Suzana N. Bančotovska, PhD, Macedonia |
| Проф. д-р Благица Петковска, Р. Македонија | Blagica Petkovska, PhD, Macedonia |
| Проф. д-р Аида Ислам, Р. Македонија | Aida Islam, PhD, Macedonia |
| Доц. д-р Флорина Шеху, Р. Македонија | Florina Šehu, PhD, Macedonia |
| Доц. д-р Владимир Талевски, Р. Македонија | Vladimir Taleski, PhD, Macedonia |
| Доц. д-р Мариета Петрова, Р. Македонија | Marieta Petrova, PhD, Macedonia |
| Доц. д-р Зоран Михајловски, Р. Македонија | Zoran Mihajlovski, PhD, Macedonia |
| Доц. д-р Теута П. Шабани | Teuta P. Šabani, PhD, Macedonia |
| м-р Анита Штерјоска | Anita Šterjoska, MA, Macedonia |
| Снежана Матовска | Snežana Matovska, Macedonia |

---

# VI меѓународен балкански конгрес за образование и наука: СОВРЕМЕНОТО ОПШТЕСТВО И ОБРАЗОВАНИЕТО

(Охрид, 29. IX - 1. X 2011г.)
*Зборник на трудови*

# The VI International Balkan Congress for Education and Science: THE MODERN SOCIETY AND EDUCATION

(Ohrid, 29. IX - 1. X 2011.)
***Book of proceedings***

**Aida ISLAM** [1] (Macedonia)
**Stefanija LESKOVA-ZELENKOVSKA** [2] (Macedonia)

# THE NEED OF INTEGRATION NEW E-METHODS
# IN THE LEARNING OF THE SUBJECT MUSICAL EDUCATION
# IN THE REPUBLIC OF MACEDONIA

**Abstract**

The introduction of the Internet, mobile phones and other communication technologies at the beginning of the 90s, had a drastic impact on every segment of the everyday life. This conditioning by the technological revolution implied the need of transformation of the education in Europe and wider. For that purpose, the new information-communication technologies (ICT), parallel with the old, are applied in order to enrich the traditional academic curriculum. These technologies have the possibility to not only influence, but to fully reconstruct the educational system. In that way the competencies of the very educators are being changed, they need to be trained to use the new technological tools.

This means an interdisciplinary connection among several scientific areas by redefining the didactic – methodological approaches. Since 200 with the Lisbon's strategy, the Republic of Macedonia has undergone reforms I the area of the education with professional training and working with ICT. The goal is to come close to the European quality and practice of e-learning supported by the new technological achievements.This initiative is also implemented in the primary schools with the introduction of the project e-School with digital educational software such as ToolKid in different teaching subjects. *Music education* can utilize ICT in the areas: Listening music, Basics of music literacy, Singing and Childrens' creativity. The introduction of the computer in the primary education discloses the need to change the teaching program of the faculties which produce teaching staff. This implies mandatory learning about the information-communication technologies with the use of different software and hardware applicable in the teaching content of the subject Music education.

**Key words** Music education, ICT, modern e-methods, ToolKid.

### Introduction

Information and communication technologies (ICT) through wireless internet (Wi-Fi), mobile phones and other communication technology at the beginning of the 90s have had a drastic impact on every segment of the modern living. It results in the daily multidiscipline of new categories and the generalization

---

of the term ICT which enable for the computer and the web to widen the human capabilities to grand proportions.

These technology have quickly become part of the education and have become one of the prioritized activities that have initiated major educational reforms throughout the world. The introduction of ICT has become the most important mission in the educational policy in order to change this paradigm in the learning methodology. This way, learning and education (e-learning) have become unimaginable without a computer, web sites, virtual possibilities (VLE) and digital collaboration. There already exist numerous educational content, in the form of texts, image, animation, etc., which are transmitted over the internet, intranet/extranet, audio or video material, satellite TV and CD Rom. In this way, the possibilities of ICT more and more cross the lines of the formal and informal education for which the example with the music is one of the best examples. By only a single click on the computer, regardless of the degree of musical pre-knowledge and creativity, all theoretical and practical components of the music can be used, such as playing musical instruments, composing, reproduction and promotion of one's own creation, etc.

This conditioning by the technological revolution implies the need of certification and revision of quality of the ICT education. The training and the courses have become wxtremely important for the promotion of e-skills and competencies, for which professional advice fro the information communities was followed, such as: CEPIS (Council of European Professional Informatics Societies studied and compared e-skills certification in 21 European Countries).

The Republic of Macedonia by gaining the status candidate country for the European Union has undertaken certain responsibilities to adjust all the areas (legislative, economic system, educational system, legal system, etc.) for living in the big community with the other people in Europe. Also, the Republic of Macedonia has brought all decisions which refer to the including of the country in the European policies in the education and the research, which means adjustment of the educational system of the country and the research systems with the policies of the European Union, as well as active involvement in the programs of the Union. Since 2000, in agreement with the Lisbon's strategy, reforms have been undertaken in the area od professional training and work with application of ICT. The aim is to approach the European quality and practice of e-learning supported by the new technological achievements which have already been implemented as compulsory with 20% of the overall curriculum.

The complexity of this phenomenon led us to demonstrate the need of coordination of the academic curricula with the normative – program and methodological – didactic content of the primary education with integration of e-methods in the learning of music. The aim group is comprised of students which study the group elementary education in Turkish language at the Faculty of Pedagogy St Kliment Ohridski – Skopje. From the e-methods, in function of learning music, we chose to focus to synchronized activities with use of websites through wireless internet.

## 1. New horizons in learning music

New information and communication technologies (ICT), parallel to the old are applied in order to enrich the traditional academic music curricula. These technologies in the music have the possibility to not only influence but also to fully reconstruct to current system in the way of developing and shaping the modern music education. This action will change not only the programs but also the competencies of the very educators who already have to be trained to apply the new technological tools. This means an interdisciplinary connection of more scientific areas with redefining of the didactic-methodological approaches and changes in the curriculum, all of which puts greater pressure on the teachers. Thus posing the questions of how will the future teacher cope with these conditions imposed by the music technology and the implementation of technology in the music.

The potential of the 'new' music education opens possibilities for the use of technological applications, websites and open online environments as aids for the teaching staff (Ojala 2006:15). Although it offers new versions of tools and goals, still technology is useless without the opportunity to be applied accordingly. However, ICT in the music education does not mean a substitution of the playing instruments and learning with a computer or a machine, what it means is development, research and improvement with new e-methods and enrichment of the music education, methods which if proven constructive will become a part of the wider music culture. ICT also can be analyzed form a point of view of adequacy in the ongoing teaching plan of the program in the schools, as how these new ways of communication have changed and will change the entire music scene and its culture processes (Salavuo & Ojala 2006).

Generally, ICT in music can be approached from different sides: pedagogical, educational (which observes the effects of education) or, from a technological one with an attempt to develop pedagogical usefulness, practice and efficient solutions in the music education (teaching and learning music). First, the distinguished technological applications can be perceives as help and support for teaching musical instruments. For example: a) teaching with video material and b) supporting programs or other similar interactive music software. Second, technology enables creative activities, such as: a) children's composition projects and b) barrier-breaking projects where a voice landscape is formed based on a picture. The third aspect is the use of network learning in different projects. The fourth possibility includes use of multimedia materials in music education (WWW и CD-ROM). The fifth aspect would be integration of the music technology, e-methods in the curriculum and the national standards.

Music technology gets developed side by side with the media and the communication technology (Kupiainen 2008; Pohjola 2009): 60s / sudio visual education / TV, film, newspapers, mass communication; 70s / mass media communication / TV, mass nedia; 80s / communication education / information technology, web technology and digital technology; 2000 / multi modal media education / digital technology, multi modality / internet music crating.

The new tools and the changes in the way of expression, also have influenced over the worries and preoccupations of the educators (Kupiainen 2007: 22). We should be especially worried about the relationship between the school

knowledge and the knowledge that surrounds us, since the schools suffer a lack of knowledge and a lack of cultural significance, thus the borderline between the formal and informal learning is disappearing (Suoranta 2003:12).This is made possible thanks to the websites on the internet which offer different educational methods for music education, such as: history of music, music groups, composing, producing music and marketing; theory of music and intonation exercises, learning different instruments.

### New horizons in the Republic of Macedonia

ICT is a growing aspect in the educational process in the Republic of Macedonia by the in troduction of the project *Computer for every child*. Analog to this, in the area of the music education first actions are taken to modernize the traditional programs with the use of computers. The first initiative for the implementation of digital content in the primary education was made with the introduction of the project e-School with digital educational software, such as ToolKid for different teaching subjects.

In the course of 2004, The Bureau for development with the Ministry of Education and Science in the Republic of Macedonia, distributed the firs computer software for learning teaching content in the elementary education. For that purpose, in the course of 2006, The Bureau  organized intensive training for the use of ICT in the education.

### 2.1. ICT opportunities or challenges?

For a system normative coordinating with the new technological achievements, ICT content should be implemented in the curriculum of the faculties of pedagogy. As a result, the competencies that the future teachers will gain will create conditions for the implementation of e-methods in the teaching content. Overcoming the challenges in the implementation of the education which educators face is even more important. We can classify the challenges in two categories: instructional and individual.

The first arise from insufficient practical education as a result of the shortening of the time in the program of music education – from for to two semesters for Music instruments and from four to two for Basics of music education with methodology. We will also mention the fact that the existent music instruments at disposal of the faculty are not available to the students for individual practice. Also, the majority of the students do not own a musical instrument with thich they can practice at home. All these facts impose the question of maintaining the continuity in playing of the instrument because of the specifics of the very matter as one of the basic needs in music education. Special categories that additionally face this challenge include the part-time students, the unemployed, as well as the people who have temporarily distanced themselves from their primary profession.

We observe the individual challenges in the education generally from the point of view of the pedagogical competencies, knowledge and skills, as well as the operation with the technical-technological aids. From the wide range, as key, we might separate the ones that are manifested as lack of self-confidence, resistance, negative attitude and rejection of novelties. These challenges are especially pronounced in individuals with weak music predispositions and represent a

secondary handicap in the mastering of certain music components, such as music intonation and rhythm. Nevertheless, there are ways to overcome this condition, among which is the use of ICT and e-methods, which could facilitate the realization of a certain part of the education.

**Bibliography**

1. Buzarovski, D.(ed). (2000). *Od prirodni do kompjuterski zvuci i tonovi* - izbor na tekstovi od psihofizikata i kompjuterskata muzika.Skopje: FMU
2. Buzarovski, D. (2001). Perspektivite na muzi:koto obrazovanie vo Makedonija vo XXI vek. *Osnovnoto muzicko obrazovanie i nacionalnata muzicka kultura - sostojba i perspektivi.*Skopje : FMU
3. Castells, M. (2000). *The Rise of the Network Society.*Oxford: Blakwell Publishers Ltd
4. Castells, M. (2001). *The Internet gaalxy.*Oxford: University Press
5. Chadabe, J.(1997). *Electric sound.* Upper Saddle River, NJ: Prentice Hall
6. Chaney, D C. (2001). From ways of life to lifestyle: rethinking culture as ideology and sensibility. *Superculture for the communication age.*pp. 73-89.London: Routledge
7. Cox, C& Daniel W. (2005).*Audio Culture.* New York: The Continuum International
8. Publishing Group Inc
9. Јанг, С. (2003). Предэвиците на муэичкото образование во глобалното опкружување. Конференција на тема: *Современи трендови во муэикологијата и етномуэикологијата.* Стр. 99-108- Скопје: ФМУ/ИРАМ
10. Kupiainen, R. &Sintonen, S. &Suoranta, J. (2007). The decades of the Finnish Media Education
11. Kupiainen, R. &Sintonen, S. &Suoranta, J. (2008). Decades of the Finnish Media Education.
12. Publication of the Finish Assocation on Media Education
13. Niekerk, M.J. van.1992.Music videos as cultural artefacts of the eighties.
14. *Communicare*, vol. 11, no.1 jun 92. p. 44-57. Boston: Libraries Worldwide
15. Ojala, J. &Salavuo, M. &Parkkila, O. (2006). Music Education Technology.Keuruu: Otava
16. Pohjola, K. & Johnson, E. (2009). Children's Media Culture and School in interaction.Koulutuksentutkimuslations 2009
17. Salavuo, M. &Ojala, J. (2006). The Research of Music Education Thechnology.Keuruu: Otava
18. Suoranta, J. (2003). Education in Media Culture. Tampere: Vastapiano
19. Taylor, D.Timothy. 2001. *Strange sounds-music,technology&culture.*London: Routledge
20. http://www.musictechteacher.com/flash_piano_practice/flash_piano_lesson_the_donkey.htm
21. http://www.musictechteacher.com/flash_piano_practice/flash_piano_lesson_jingle_bells.htm
22. http://www.zebrakeys.com/lessons/intermediate/learnsongs/
23. http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/index.htm
24. http://pianologist.com/wp-content/uploads/2007/06/electronic-piano-25-freeware-screenshot.png
25. http://www.flashmusicgames.com/keyboard/piano_keyboard%281%29.swf
26. http://www.ababasoft.com/music/notepair.html
27. http://www.flashmusicgames.com/index.html
28. http://www.musictechteacher.com/sitemap.htm
29. http://www.ladymeadvpa.com/images/MusicPosters/Musical%20%20Notes.jpg
30. http://www.flashmusicgames.com/music_type2.html
31. http://itunes.apple.com/us/app/music-drawing-lite-id358888782?mt=8

Translated by:
Filip Petkovski.