



First International Conference - Practicum of Future Pedagogues, Teachers and Kindergarten Teachers in Multicultural Environments - Experiences and Challenges

The Importance of the Practical Work of the Future Teachers for the Subject Music Education

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The aim and the subject of the research

- Implementation of the Guideline in practical teaching on the subject of music education
- Realizing all the benefits and possible weaknesses in achieving an optimal education successfully in our environment
- Survey of student interns from the group of class teaching in Turkish language (12) - full and part-time and their mentors-teachers (5) of the school "Tefejjuz" Skopje

Methodology

SWOT analytical approach:

- Internal strengths and weaknesses of the Guideline
- External chances and development opportunities or limitations
- Dangers arising out of or related to the process of pedagogical practice in teaching
- Summary of the advantages and disadvantages in the implementation of the practice and the opportunity to develop a strong strategy.

Research and results

The target group - students who had just completed the mandatory pedagogical internship in primary schools and the mentor teachers

Questionnaire for students with three groups of the questions that reveals the influence of the social-cultural factors, music abilities, and their practice experiences

Questionnaire for the mentor teachers

The first set of questions: socio-cultural picture of the population

Preference of musical genres:

- Popular local and world music, dominated by the repertoire of pop music from R. Turkey (90%)
- Newly created Turkish folk music (80%)
- Traditional Turkish music (50%)
- Spiritual (10%)
- Visiting music events and concerts again confirms the preference of pop and newly created music (70%)

All of them listen to music through satellite, cable TV and Internet.

The second set of questions: musical skills of the participants

Standardized forms in specialized music schools in our country:

- The repetition of tone from a given chord
- Intonation of a given melody
- Repeating rhythmic pattern

Findings:

- 49% of respondents correctly intoned a tone of a given major-minor Quint-chord. 35% successfully repeated the whole melodic form, 52% have failed, and 13% repeated the same in smaller portions and in more attempts
- The most satisfying results were in terms of repeated rhythmic pattern, where 82% of the population is successful in the first attempt, and 18% in more attempts.

The third set: implementation of the Guideline

- **Can the report from the Guideline give the real picture of your practical work?**
 - (40%) partly, (20%), no (10%), I don't know (30%)
- **Are you satisfied with the cooperation with mentors-teachers?**
 - Satisfied (80%), not and partly satisfied (20%)
- **Is the realization of the practical instruction in the presence of mentors important for you?**
 - Great importance of the presence of mentors - teachers and professors in the course of the practical teaching (100%)

Questionnaire for the mentor teachers

Teachers who have already mentored this group of respondents

Five teachers from class teaching who had already followed a seminar and presentation of the Guideline, at the class of music education.

1. Предметът на Вашето изследване е предметът музикално образование

1. Колко години работен стаж имате?

24

2. Къде работите? Неделни

Високо образование

3. Дали имате поринешно изкуство се практикуващата наставна за студентите?

Да

Не

4. Броят на менторирани студенти за една календарна година?

3

5. Дали сте задоволен од новото Упатство за практикуващата?

Да

Не

Делумно

6. Што намери в не се забавя?

→ Повишена анкетна ратона
Делумно, не е забавя
Повишена за практикуващата

7. Кои се недостатъци?

✓

8. За кой предмет/и Упатството се иска на функционално?

Музикален език, Музикален
инструмент, Музикален език

9. Кои се сравненията од изразителност по предметът музикално образование?

Делумно, не е забавя
до музика

10. Дали имате наши лични предложения и sugestии за Упатството?

Не

11. Која е оптималната бројка на студенти кои менторот - наставник може да ги менторира?

2

12. В кои сугестии за начинот на реализирањето на менторството?

✓

Findings

All answers regarding the practical application of the Guideline were affirmative because of the view that it motivates students to greater attendance, engagement and meaningful activities

All this is reflected on the motivation of students, which is a great benefit for effective teaching

Surveyed teachers responded that the Guideline is functional for all the subjects, and the optimal number of mentored students should be up to three

SWOT analysis

Strengths	<ul style="list-style-type: none"> -System unified performance of practical work in all higher education institutions for teaching staff; - Clearly determined objectives and goals of the student, mentors and practical teaching as a whole; - Compulsory attendance of students; - Theoretical preparedness completely correspond with the practical teaching of music education;
Weaknesses	<ul style="list-style-type: none"> - Lack of checking music skills of the students upon enrollment; - Motivation of the mentor – teacher; - Communication between the relevant institutions (BRO, Ministry and pedagogical faculties and teachers); - Possibility of unrealistic evaluation of the mentor-teacher; - Musical instruments in schools;
Opportunities	<ul style="list-style-type: none"> -Communication between mentor-teacher, mentor - professor and the students regarding the activities and the overall process for the realization of practical teaching / activities; - Motivation of student; - Motivation of pupils; - Positive attitude about the importance of the subject; - Developing skills in musical activities; - Exploring new methods, technology materials for teaching music;
Threats	<ul style="list-style-type: none"> -Absence of coordination between local authorities on the one side and the competent ministries and universities on the other side; -Excessive competence of teachers, -Discontinuity between the time of graduation and employment; -Negative self-perception regarding the music abilities;

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Conclusion

The role of the teacher is quite complex and includes multiple segments

This implies the need to constantly improve the quality of initial education and continuously organizing trainings of future teachers, educators and pedagogues who throughout the educational process will guide future young generations

Performance of practical teaching / activity is one of the most important segments in the initial education and training of future teachers, educators and pedagogues as leading actors in the professional service at the school

Conclusion

The SWOT analysis method shows that the theoretical acquired knowledge is advantage, nevertheless the practice is disadvantage in several segments as their music abilities, playing the keyboard, the need for individualized work, and lack of instruments at home

Some of the opportunities are shown in the application of e-learning tools and methods, while the main threat students see in the discontinuity between the time of graduation and employment