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Ss. Cyril and Methodius University
Faculty of Pedagogy “St. Kliment Ohridski” – Skopje
Republic of Macedonia

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

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

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THE MODERN SOCIETY AND EDUCATION**

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SYSTEMATIC TEACHING IN MUSIC EDUCATION

Abstract

What is music? Is music significant in human life? What is music education? Does music education deserve a secure place in elementary education in R. Macedonia?

The aim of this study is review on the studies on systematic teaching in music education. In this studies, we have divided six teaching function: 1. daily review, 2. presentation of new material 3. guided practise, 4. feedback and corrections, 5. independent practise, 6. weekly and mountly reviews.

Key words: *music education, systematic teaching, teaching function.*

1. Introduction

The necessity of systematic as one of the didactic principles within the teaching process, was pointed by pedagogy educators Johan Amos Comenius (1592-1670), Johann Heinrich Pestalozzi (1746-1827) and Konstantin Ushinsky (1824-1871). They also pointed that the systematic teaching is a condition that provides student interaction in the educational process.

Systematic teaching is based on: presentation of new teaching segments step by step, forming the knowledge, skills and habits in sequences, the way that every element of the lecture will logically connect with the following one, which will lead to new logical system and creating a condition for accepting a system of science (Trnavac& Đorđević 1992).

Systematic teaching in educational programs is just an assumption that students will achieve clear and systematic knowledge. Implementation of this principle in every day education and teaching will depend on the constant follow up with the results and level of acceptance of the material by each individual student. During the systematic teaching process, teacher will select the most important points to be presented to the class and will confirm understanding. This will enable newly adopted information to fit within already established system of education which will be enriched by them. Newly acquired facts will enrich existing and previous knowledge. Because they do develop in new condition it will lead to developing a new liaisons and implementation in new situation.

It is important for a teacher to make a differentiation during the summarizing of the results and to take in consideration not only summary of the end results but level of adopting of the new knowledge and its specifics.

Continuous, balanced and rhythmical work of the students, as well as the

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teachers, is a key requirement for successful implementation of this system (Trnavac& Đorđević, 1992).

2. Systematic teaching in music education

What is music? Is music really important in human's life? What does musical education represent? Does musical education have its place in educational system of Republic of Macedonia?

Answers to the first three questions can be found in David Elliot's book "Music matters" (1995). He's main philosophy is that education is a base for better understanding and enjoyment of the music. He proposed teachers to use this as a starting point in organizing music education.

In the past 50 years in R. Macedonia, numbers of papers related to importance of the music education in the elementary schools are published. They mostly analyze the content, teaching plans, programs and school textbooks.

In teacher's handbooks for musical education by (Radevski & Radevska, 1997; Kolarovska-Gmirja, Vitanova, Stefanovska, & Angelkovska, 2007; Tanevski, 2010) and in researcher publications by (Kolarovska-Gmirja 1998; Mančeva-Galevska, 2002; Talevski, 2009) we find new directions and data on how systematically and effectively to realize given educational content.

Systematic teaching in musical education diverges based on level of education and students capacity. It is most successful when study material is new for the students and is segmented by level of difficulty. With this students are able to permanently adapt new, interlinked knowledge. (Radevski & Radevska, 1995)

Within systematic teaching in musical education we can separate six functions: daily evaluation, new educational content, practical part, results and corrections, individual practice weekly and monthly evaluations. (Rosenshine, Froehlich, & Fakhouri, 2002)

2.1. Daily evaluation

During the presentation of the program segment, effective teachers from all fields in elementary schools, start their classes with short introduction (5-8 minutes) which includes the following goals: repeat and confirm previous lessons learned, checking and correction of the home work and review of information related to the new lesson.

Reminder of the previously heard musical content, songs, terms, singing and melodically exercise, recognizing previously heard compositions are part of introduction for the music classes in elementary schools.

2.2. New educational content

As part of the daily preparation, every music teacher plans about: amount of teaching material to be presented, methods of presentation and practical part, playing the instruments or singing, as well as error correction by the students and time for specific activities.

While teaching new lessons, the teacher needs to establish the goal for the class. He needs to have a systematic approach and present the material step by step; following in details with every student and they can follow and accept the new information effectively. Experienced teacher will interrupt own presentation asking

questions to verify if students are following and if they are able to understand the lesson. This feedback should not be limited to the common “Are there any Questions?” Usually if there are none, teacher can assume that everyone fully understood the subject. Some teacher will ask student from whom they know will receive correct answers. Teacher needs to focus on one subject, idea or thought at a time and to build up on it. He should confirm that is fully understood by the students before continuing on without digressions.

2.3. Practical part

Teacher will direct the student thought modeling. Discussion regards practical part is lead by the teacher.

2.4. Results and corrections

One of the most important processes during realization of the practical part is how should teacher answer to student’s questions and trough that to understand student’s level of understanding. Some researchers (Hendel, 1995), state that it is important teacher to reaffirm and encourage students, giving correct answers. If student will give hesitant but correct answer, teacher need to confirm that answer is correct and explain one more time how to get to the right answer. When students make a mistake, it is recommended to help with simplifying the question, providing leads and hints or re-explain the question. It is not right for teacher to just correct the wrong answer and continues with the practice.

2.5. Independent practice

Independent practice of a musical part is necessary, either at home or at school. During the class teacher should move between the students and observe their work. This way each student will have a feeling of having undivided attention. With this students success is imminent (Fisher, et al., 1978).

2.6. Weekly and monthly evaluations

Weekly and monthly evaluations are necessary in systematic teaching in musical education. During this sessions teacher will have a feedback of the level of understanding and acceptance of the subjects. With this she/he can plan on how to connect future lessons which will compile in a logical system of new knowledge.

Conclusion

Good teacher is repeating previous lessons and connects them with new content, presents it step by step, methodically, supports new facts with series of questions. Presenting new musical form, teacher will support with group practice, while following individual progress of each student. This way student is enabled to complete new musical form by himself in the future.

Systematic teaching in musical education is of high importance for acquiring new musical knowledge. This is based on good concepts and skills realizing following activities: introduction with short review of the previous lessons; teaching new material with student participation; leading the students while practicing; clear instructions and explanations; active practice for all students; providing feedback and correction; systematic instruction and practice until student becomes independent and secure.

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