

EDITORIAL

Dear readers,

I am happy to offer our readers the new issue of the journal containing articles of different character, where the authors describe the process and outcomes of their research studies. My special thanks go to the Finnish colleagues who willingly share the results of their three research papers with the readers.

Digital era has brought about a profound change in cognitive processes leading to a gradual transformation of the whole pedagogical paradigm. Crucial changes in educational sciences involve moving away from teacher-centred paradigm towards the socio-constructivist learning. In turn, changes are taking place in the content of music education as well as in the methods of teaching/learning music. Siiri AHTOLA and Antti JUVONEN (University of Eastern Finland) stress that a modern music teacher needs both traditional skills in music education as well as technological skills. This means that new elements of music education lead to new paths that offer pupils more opportunities for self-expression and natural creativity. Finnish researchers characterise the new productive music paradigm as such that considers pupils' own musical interests, offering pupils opportunities for creative activities through composing, arranging, producing their own music, and using technology in versatile ways.

Music has very comprehensive impacts on human beings, it helps controlling emotions, and it expresses values and gives us a feeling of togetherness. Music education plays an essential part during adolescents' identity building processes. The study of Stia-Reetta PELLINEN and Antti JUVONEN (University of Eastern Finland) focused on examining what kinds of musical identities young people's musical experiences produced. Authors concluded that most of the respondents saw school music lessons as weakening their interest in music, although the significance of music was strong in their life. This raises question about the content of music lessons: How could they be developed to be more suitable for pupils' experience of the world?

Raising two research questions (To what extent does the Mozart effect impact children? If we can replicate the Mozart effect, which mechanism can produce the Mozart effect?) Mingyujia DAI and Nigel A. MARSHALL (University of Sussex, United Kingdom) attempted to explore the impact of the Mozart effect on children, and tried to understand the mechanisms behind it.

The aim of the educational developmental study by Eveliina NIKALI, Antti JUVONEN and Inkeri RUOKONEN from Finland was to develop optimal multidisciplinary studies in music education for class teacher education at the University of Turku, which could

respond to the work requirements of future teachers. Participants (student teachers) of the study offered many new ideas for the development of aims and content of the music study modules: an open and encouraging learning atmosphere, individual practicing and surviving in music teaching in the classroom etc.

I am grateful to the authors of the articles for their contribution to the development of theory and practice of music education. I hope that the ideas presented by the researchers in this issue will inspire our readers' reflections and practical actions on caring for the new generation in the 21st century.

Editor-in-chief
Jelena DAVIDOVA