

EDITORIAL

Dear readers,

This number of our journal "Problems in Music Pedagogy" presents quite a wide range of problems identified in music education and comprises the process of music education in pre-school institutions and primary schools as well as in the field of professional music education of different level.

The study of Yun-Fei HSEE (Taiwan) is a step forward in the understanding the involvement of interns in a real working environment of a daycare center in Taiwan. The author of the study confirms the need to expand the opportunities for pre-school interns working in the daycare center along with teachers and specially appointed music teachers. Conclusion of Yun-Fei HSEE has shown that it is a positive influence for the interns to learn from the placements with hands-on teaching experience.

The focus of the study of Minna Mäkinen and Antti Juvonen (Finland) is the exploring of the experience of teachers in the classes one through six using the module of educational practice, which was conducted in the school for training teachers in Joensuu. The aim of the study was to explore the changes that occur in students' attitudes toward teaching music during the teaching practice and find explanations for the changes. Authors stress the fact that in the process of supervision, beliefs and presumptions should be open to consciousness, and, after that, their origins can be explored and contemplated; their relation to general significance perspectives can be interpreted and possibly can form a synthesis with earlier knowledge, thus, molding the knowledge in a new form. An examination of student experiences of the teaching practice module, in general, showed that the study module had produced strong self-reflection, which clearly developed the student teacher's identity and opened new approaches to teaching.

Vita STIĢE-ŠKUŠKOVNIKA & Jeļena DAVIDOVA (Latvia) show the main survey results and give an overview on the principals of vocational music education institutions in Latvia. Authors are focusing on the lower level of vocational education in Latvia, which officially represents institutions of vocation-oriented music education – so called music schools or music and art schools and its principals. As most important knowledge and skills for effective school leader the participants of the survey (80 school principals) mentioned the following necessary knowledge and skills: a) knowledge in financing, human resources, pedagogy, management and music as well as b) leadership, communication, self-development skills and modern teaching and leadership methods. Respondents noted that

they are ready to raise the level of knowledge and skills in the field of finance, management, pedagogy and psychology, since it affects the quality of education establishment management.

The study of Jurijs SPIGINS (Latvia) describes the manifestation of specific individual-psychological factors of effectiveness, namely, musical abilities and their role in the process of practical mastering of improvisator's creative skills. Author stresses that only those students who have ear for music, sense of musical rhythm, musical memory, musical thinking and musical imagination are able to understand regularities of links and relations between elements of musical form. The point is that mastering the fundamentals of musical improvisation consists of learning the theoretical basis of the didactic model for stylistic modeling as well as of the development of theoretical skills of improviser's practical activity.

The aim of the study of Fiona Mary VILNITE & Mara MARNAUZA (Latvia) was to research the development of skill connected to rhythm and intonation in violin playing using mental training in the teaching and learning process of primary school violinists. The main question was: How can mental training be included in the learning of rhythm and pitch on an instrument? Authors stress that the process of mental training deliberately alternates physical and mental practice, and in doing so creates awareness of the mental and physical connections occurring in skill learning. The construction of a student's own mental model of the task at hand appears to be paramount in learning.

I would like to acknowledge the contribution made by all the people involved in the preparation of each issue of Problems in Music Pedagogy. Our journal depends on the expertise and collaboration of authors, editorial board members, as well as managing editor and computer compose matter. I express my appreciation to all of them.

**Editor-in-chief
Jelena DAVIDOVA**