

EDITORIAL

Dear readers,

I would like to present to our readers the new issue of the journal which includes articles focusing on problems of different character, revealed and described by the researchers from various countries. This issue of "Problems in Music Pedagogy" contains studies reflecting theoretical/practical experience and methodological propositions in music education originated in the Baltic region (Estonia, Finland and Latvia).

The teaching and learning of creative subjects in an integrated way is today considered as a builder of general and domain competences. The article by the researchers of Tallinn University's Baltic School of Film, Media and Art (Estonia) presents and describes the Model of Integrated Teaching and Learning of Creative Subjects, which is based on innovative didactic solutions that would help teachers of creative subjects to integrate music, art, dance and film. Authors believe that the Model is beneficial for teachers and school management to use the connections between creative subjects in the school curriculum and the process of planning events and creative projects. As a result, it opens up the opportunity to foster parents and society in general about the nature and possibilities of arts integration.

In her research, student of the doctoral study program "Educational Sciences", Alina Lapinska (Daugavpils University, Latvia, describes formal, non-formal, and interest education on global and national scale, its structure, and importance in the context of the development of emotional, spiritual, and social well-being.

The social music education program El Sistema, which was created in Venezuela, has been used by the Vantaa Tempo Orchestra (Finland) since 2009 and is a key tool in achieving musical and social goals in Finland. The results of the study by Antti Juvonen and Maija Puromies from University of Eastern Finland suggest that the use of this system promotes partnerships between children from different backgrounds and a good and meaningful life with playing music as an important part of it.

We are grateful to the authors of the articles in this issue for their contribution to the development of theory and practice of music education. At getting acquainted with the research findings of our colleagues from various countries, we enrich our own experience, broaden our vision of a music study process and reach the conclusion that we have much more in common than different: the experience of any music teacher, student and scientist is unique. I wish inspiration, perseverance and consistence on the way toward the innovative music teaching/learning for all of researchers, musicians and music educators.

Editor-in-chief
Jelena DAVIDOVA