

EDITORIAL

Dear readers,

With great pleasure, I would like to introduce you to the new issue of the PMP Journal, which includes studies reflecting theoretical/practical experience and methodological propositions from South Africa, Greece and Latvia.

With an emphasis on individualised and self-directed learning approaches pertinent to Generations Z (1997–2007) and Alpha (2010–2025) students, study by scientists from University of the Free State (South Africa) Johannes COETZER and Frelet de VILLIERS offers a practical example of adaptation of the Music curriculum at Swedish Grundscola using mobile technology. The adaptation was supported by the Seamless Learning Experience Design system, which promotes an environment for today's students. It focuses on a careful balance between digital and physical learning environments to promote the development of students' skills, cultural sensitivity, and their continuous engagement. The authors particularly note the importance of continuous professional development of music teachers, laying emphasis on training educators for successful technology integration, a strong IT infrastructure, and committed support to guarantee reliability and equitable access.

The study by Greek researcher May KUKKIDOU (University of Macedonia) focuses on aspects of music teacher-student interaction during the process of music learning. Analysing the concepts of several scholars, the author has explored essential aspects: students' rights, democratic education, formal and informal learning, their perceptions outside of school, power dynamics between students and teachers, as well as well-being. Based on a student-centred approach, the author points out that carefully listening to and understanding students' opinions, as well as analysing data about their experiences, behaviours, beliefs, ideas, values, and ideals, opens windows into their thinking.

Promoting inner hearing is important in any musical activity. Gaļina ZAVADSKA, Ilona BAGELE and Agrita PONTAGA from Daugavpils University (Latvia) in their research have elaborated and approbated the levels and indicators as well as designed diagnosing tasks for the development of inner hearing for the 1-st grade learners during the sol-fa teaching process at music school. In the frames of the case study, validation of diagnostic tasks was carried out, and the data obtained were used to develop a strategy and methodology for the development of inner hearing.

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***