

EDITORIAL

Dear readers,

It is a great pleasure and honour to present the new issue of the international scientific journal "Problems in Music Pedagogy".

Mauro CARBONI from Music Conservatory of Perugia (Italy) analyzes cognitive functioning in music students with Specific Learning Disorders (SLD) through a linguistic and lexical framework that engages and connects different areas of the brain, producing both a virtual and objective understanding of the world. The author emphasizes the fact that a) various musical learning difficulties associated with SLD should be viewed as difficulties related to internal organization and processing, and b) music educators encounter interpretive challenges related to the various actions and interactions that make up the complexity of the musical experience. This study examines the theoretical and methodological prerequisites for an embodied and intersubjective music pedagogy, in order to understand actions, intentions, and emotional dynamics as emerging cognition.

Lenita HIETANEN, Anu SEPP, Vesa TUISKU and Heikki RUISMÄKI (Finland) organised a case study on remote piano lessons for primary school teacher training in Finland. The results of the research show that co-teaching encourages music teacher educators to creatively face and overcome the challenges related to voice transmission and through enabling student teachers' more active participation, to trust diverse co-reflection. In co-teaching, they highlighted need for openness, humbleness and recognition of own imperfection to share and receive new ideas.

The aim of the study of Noura ALI and Nigel A. MARSHALL from University of Sussex (United Kingdom) was to establish an understanding of how parents negotiate and justify the legitimacy of music education and music teaching as a professional choice for their children in Kuwait. The analysis of semi-structured interviews with parents show that they perceive music as purposeful, educational, emotionally beneficial, or institutionally regulated, while expressing caution toward forms seen as purely entertainment-oriented or morally questionable. Authors also found that parents performed key identity positions, such as acting as a) the Morally Responsible Gatekeeper who looks out for the overall well-being of their children; b) the Culturally Aligned Guardian and c) the Institutionally Guided Parent who demonstrates alignment with the legal and formal structures of society. The results of the study show that parental involvement in music education is multi-layered and discursively mediated, characterised not by simple acceptance or refusal, but by conditional, socially aligned justification.

On behalf of editor-in-chief of the journal, I express my appreciation to the authors, Editorial Board, Editorial Staff and Council of Science of Daugavpils University for successful teamwork, perseverance and valuable support to the continuation of this periodical.

Editor-in-chief
Jelena DAVIDOVA