

Achievement Goals: Music Education

Graduates of the music education program are qualified to be teachers at secondary and higher schools, instructing their chosen subjects. They are capable of fulfilling their duties according to the school education regulations (educating, instructing, examining and advising students and parents, as well as participating in the development of school programs). The teacher's official competency to be prepared and able to appraise and deal with pedagogical situations in school is guided by professional ethics, based on comprehensive knowledge of theory and experience as well as well-thought-out guidelines at one's disposal (how to act in particular situations). During the course of study, these qualifications are formulated in theory only and must be further developed by practical instruction. They are refined even more by further education pursued independently during the professional career. The comprehensive scholarly and artistic career preparation also qualifies graduates of the music education program to enter a number of other professional fields, for example, in the area of general and specific educational training, as well as in other, non-school learning institutions (adult education).

In detail, graduates of the music education program acquire the following qualifications:

a. Professional and didactic aspects

In order to be able to meet the complex demands of teaching music and instruments at secondary and higher schools, graduates of the music education course of studies are able to demonstrate, in addition to all-round knowledge, abilities and skills in such areas as musicology, practical arts, music pedagogy and professional didactics.

In particular, they are qualified:

1. To understand music

- as a historical and social phenomenon,
- in the different manifestations of its systems and structures, its styles and genres, in both the past and the present,
- in its historical, sociological, psychological, aesthetical, global, economical, physical and physiological conditions and effects.

2. To produce music

- vocally and instrumentally, by means of dance and movement, using technical means or other generators of sound, in both creative and recreative ways, in solo or group actions.

3. To teach music

- on the basis of a scholarly-grounded understanding of the problems involved in the educational goals, content and methods of music instruction, and on the basis of the sociological, psychological and aesthetical determinants of teaching and learning. Graduates are therefore qualified:
 - to recognize and judge different didactic theories and positions as well as methodological approaches,
 - to apply such categories of instruction as planning, organization and control,
 - to integrate educational theory, music and teaching practice
 - to plan, realize and evaluate educational units (also extracurricular projects). This also utilizes the ability to observe and analyze courses about teaching.

b. Personal relationships and social competency

This involves: the ability to make judgements and decisions, to take independent action, and also to deal objectively and critically with information and situations in daily school life; competent use of clear spoken language, teamwork, creative and prudent solutions to problems and conflicts; readiness to employ reciprocal values and understanding in cooperating with parents and students within the framework of school partnership.

c. Competency in educational knowledge

This involves: the ability to structure teaching processes so that the personality development of students as citizens in a democratic society is influenced in a positive way; extensive capabilities to use a broad palette of teaching methods that fit the situation; the readiness and ability to observe individual and collective learning requirements in the planning and shaping of instruction, based on the knowledge and recognition of

developmental, social and psychological learning situations, and the ability to take into account the specific needs of childhood, youth and adolescence in the teaching process; the readiness and capability to participate in committee work involving schools and to participate in school development.