

Music Education in the 21st Century: Approaches and Challenges

Dear readers,

We are pleased to present the third issue of the eighth volume of the journal *Literacy, Preliteracy, and Education*, which this time focuses on the issue of music literacy. Music is not only a means of artistic expression but also a key factor in cognitive, emotional, and social development. The contributions published in this issue reflect interdisciplinary approaches to music education and its applications in various pedagogical and scientific contexts.

The first contribution, *Translational Music Education* by Wolfgang Mastnak, presents a theoretical concept bridging the gap between neuroscience research and music pedagogy. The author emphasizes the need for an interdisciplinary approach that could enhance the scientific relevance of music education and support its systematic integration into broader educational contexts. The second article, *Pedagogical and Didactic Competencies of the Teachers* by Zuzana Selčanová and Jiřina Jiříčková, focuses on the pedagogical and didactic competencies of music education teachers. The

study provides an overview of key knowledge and skills essential for effective music education and connects theoretical concepts with practical approaches.

The third contribution, *Exploring the role of body movement in music education and choral practise through autoethnography* by Jiřina Jiříčková and Johann van der Sandt, examines the significance of bodily movement in music education and choral practice. The authors employ an autoethnographic method to explore how movement influences musical awareness, coordination, and expressive abilities of students and singers. In another paper, *Singing in music education as a tool for the development of children's communication skills* by Johann van der Sandt, the author discusses the role of singing in music education as a tool for developing children's communication skills. The study highlights not only the musical but also the social and emotional benefits of choral singing and calls for its integration into modern pedagogical methods.

This issue also includes reports from international conferences. Jan Pirner summarizes the key themes of the *Cho-*

ralia Magna 2024 conference, which focused on choral art, its educational aspects, and its role in building cultural identity. Marek Valášek and Jiřina Jiřičková provide a report from a music education conference at the Faculty of Education, Charles University (*Music pedagogical conference on research and practice of music education*), which featured stimulating discussions and workshops on the didactics of music education. Another report focuses on the interdisciplinary conference *Let Us Learn to Look and Sing* in Pilsen, which created space for dialogue between visual and music education.

Finally, we present a review of the publication *Creativity in music education or some notes on creative music activiti-*

es, prepared by an international team of authors. The review by Tatiana Zbořilová emphasizes the importance of creativity in music education and connects theoretical insights with practical models of music teaching.

We hope that this issue will bring inspiring insights not only to music educators but also to the scientific community and the wider professional public. We thank all the authors for their contributions and the readers for their interest in the field of music literacy.

Happy reading!

Editorial Team

*Jiřina Jiřičková, Monika Kadrnožková,
and Anna Kucharská*