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Factors of Effective Class Management in Elementary School Music Teaching

Extended summary

This paper deals with the questions and factors of success of music teachers in class management, and as such, by opening the fields of both music and general pedagogy, aims to define the effective factors of class management and their application in primary education. Theoretical considerations are based on the current and relevant scientific and professional literature and cover the topics and issues related to the specificity of teaching music in primary school and the factors of an effective class management through the ability of teachers to create a social learning environment.

The introductory part of the paper defines the concept of class management in the higher grades of primary school. The factors of an effective class management are represented through the following topics: “School context of learning”, “Social context of learning”, “Attributes of music teachers relevant for a successful class management” and “Students in teaching”. The “School context of learning” considers three main segments of the educational process which directly or indirectly condition the realization of a constructive work atmosphere in teaching the school subject Music Culture. These are *Curriculum, Teaching Methods and Forms of Work, and Organization of Teaching*. Through the “Social context of learning” (social-pedagogical and social-psychological contexts), the key social aspects of managing teaching activities are considered (class discipline, shaping the behaviour and ways of class management). The topic “The attributes of music teachers relevant for the successful class management”, examines the management styles which correspond to teachers’ personal profile and their value system. “Students in teaching” is the fourth topic which discusses the problematic student behaviour that can disrupt class discipline and interfere with an efficient work atmosphere during certain mu-

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sic activities. The theoretical part of the paper presents the conceptual framework of the empirical research which is presented in the second part of the paper. All the factors are viewed from the aspect of music, as well as the pedagogical and psychological regularities with the aim of understanding better the teaching process, and, subsequently, the place and role of teachers and their success in teaching and managing the class.

The empirical part of the paper presents the results of an explorative research, viewed from the perspective of teachers and students. The research was conducted on 30 music teachers from the various cities in Serbia and 689 of their primary school students. The results of the empirical research identify the status of individual aspects within each of the described class management factor groups, thus presenting the profile of the data about the conditions and ways of music teaching in primary school, how music teachers manage the class discipline and how the students perceive it. In this manner we got an insight into the teaching environment and working conditions of teachers of Music Culture, as well as the status of the class management factors in a specific educational milieu which indirectly influence the quality of work and educational outcomes. This is the first empirical research of these topics in the music pedagogy in Serbia, which helped us acquire the first findings which reflect the problem of the class management in primary schools.

The theoretical significance is reflected in the unification of the literature which constitutes the concept in which class management links the personality of teachers and their professional behaviour aimed at achieving all of their professional roles, as well as the processes which take part in a group of students they work with and the effects – the outcomes of that process. The empirical research confirmed that the teacher should deal with the ways of creating a social and physical learning environment by examining class management in all segments of the teaching process, which is considered to be the one of the main duties of a teacher. Pedagogical implications initiate the creation of the model of class management in music teaching in primary schools through linking the music content with the ways teachers work, and then linking the unwanted behaviour of an individual or a group of students with the work style of music teachers in class management.

Keywords: elementary school, music teaching, class management.

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