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Genre Diversity of Music Examples in Contemporary Textbooks of Music Education (Primary School Grades 1-4) in the Domain of Music Literacy and Development of Students' Multicultural Literacy

Extended summary

Encouraged by the facts from a segment of an earlier research of music examples according to genre in Music Education textbooks, the authors of the paper decided to analyse the content of the latest editions of textbooks published by different publishers in order to collect the most up-to-date facts and get relevant information about the diversity of music examples according to genre in the process of developing music literacy and multicultural literacy of students in the lower grades of primary school.

The subject of the research includes: a) music content for performing according to genre in contemporary printed music education (Grades 1-4 of primary school) textbooks, the latest editions and b) primary school teachers' opinions on shedding light on the phenomenon of music genres in the textbooks.

The research focuses on printed textbook units (N=24) used in the region of the South-East Serbia and published by six publishing houses: Zavod za udžbenike, Klet, Beogradski izdavačko-grafički zavod, Kreativni centar, Logos, and Vulkan znanje. Respondents (N = 132) from primary schools in four (4) cities (Novi Pazar, Raška, Sjenica, and Tutin) took part in the survey of the primary school teachers' opinions. According to our knowledge, the group of respondents - teachers (N=132) from ten (10) primary schools – “Rifat Burdžović Tršo”, “Bratstvo”, “Avdo Međedović” and “Stefan Nemanja” in Novi Pazar, “Raška” and “Sutjeska” in Raška,

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“12 December” and “Svetozar Marković” in Sjenica, “Rifat Burdžović Tršo” and “Vuk Karadžić” in Tutin participated in a scientific research for the first time.

The quantitative research of music content according to genre was conducted by using a specifically designed research instrument - *genre categorisation of music examples for performing* (categorization system with genre indicators). The teachers' attitudes towards the phenomenon of the categorized music genres in music education textbooks were analysed using a specific research instrument - *Genre Questionnaire on Music Education Textbooks* (ЖУМК 2022). Survey data collection was carried out by means of Google Forms statistical programme. Frequency measures were used for data processing, organization, and presentation: frequency (f) and percentage (%) from the domain of descriptive statistics. Mean comparison analysis was conducted as well.

The aim of the paper is to present, based on the quantitative analysis of the identified music content categorised in terms of genre and the attitudes of the primary school teachers, the facts related to the genre diversity of music examples (rhythmic, melodic, and/or rhythmic-melodic) in the most recent Music Education textbooks which are important not only for developing music literacy by means of activities such as singing/playing an instrument/movement using the method of learning by hearing and/or from music scores, but also for developing students' multicultural literacy.

The results of the combined empirical research: a) analysis of printed textbook units of different publishers for the subject Music Education and b) opinions of primary school teachers regarding genre diversity are the same in some segments and different in others. The survey of the primary school teachers attitudes was conducted using Google Forms. The match is evident in the research segment of printed textbooks and teachers' opinions in terms of almost regular representation, more or less, of the same or central genre categories (categories 1, 2, 3, 4, 6, and 7).

The difference was identified in the research segment referring to (non)representation of the genre category 11 - *songs of authors for children*, given that the publishers **do not provide** this music genre that primary school teachers expressed their opinions about in the survey. Despite the fact that one group of respondents (60 respondents or 45.0%) say that music examples from category 7 - *songs and melodies of the textbook authors* - are very useful, the analysis of the textbook content indicates a considerable presence of this genre category in the textbooks of some publishers and an undesirable tendency to replace anthological songs from our and other music cultures with this music genre. This is why the results of teachers' opinions and the analyses of the textbooks differ in segments referring to the genre category 7 and genre category 11 - *songs of children's authors*.

In the process of our research, we have concretized the facts that show that the considered publishers (ZUNS, Klett, BIGZ, Kreativni centar, Logos, and Vulkan znanje) in their music education textbooks (I-IV grade) provide music examples in both domains to varying degrees and that in all the textbooks there is an evident occurrence of multiple music examples in a varying range (ranging from 24.3% to 134.2%), given that individual examples appear in several genre categories for several methodological purposes.

We found that the representation of the content in the domain of multicultural literacy development in the discussed music education textbooks ranges from 2 to 11, that they were interconnected with music examples for performance in the domain of students' music literacy, and we specified the positive/negative characteristics of the last generation of modern music education textbooks.

We conclude that modern textbooks, although to varying degrees, possess genre diversity in the domain of students' music literacy, with more or less pronounced multicultural characteristics, and that monoculturalism as an undesirable tendency and negative side of the music education textbooks is not a characteristic of modern music education textbooks published by the above-mentioned publishing houses.

Keywords: textbook, music education, music genre, music literacy, multicultural literacy

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