

## **The importance of Preparing and Training a Music Education Teacher to Teach Music Education Curricula in the Ministry of Education in Jordan**

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### **Abstract**

The research aimed to identify and emphasize the importance of preparing music education teacher and the need to provide him with some ideas that help him fully perform his role in the educational process, choosing the scientific material, organizing it, and communicating it to the learner in the appropriate way, as well as the importance of providing the teacher with the knowledge and techniques that keep pace with the development of modern teaching tools, to be used and employed in education. Through this research, the conditions that must be met in the process of selecting music education teacher were identified, as well as the importance of preparing and training him, and the preparation of the teacher for the different stages of education was studied according to the objectives required for each of them in this research, methods, procedures, and objectives of preparation and training for music education teacher were also identified, and then some recommendations were proposed that the researcher believes are appropriate for developing the teacher's performance in line with the development of modern tools.

**Key words:** *Music teacher, Preparing and training, education, modern teaching Education, teach music, knowledge, educational pro.*

evident in the field of music than in other educational fields.

With modern technology and modern means of communication, as well as e-learning, or what is often called distance education, we live in a state of rapid development, which requires teachers to enhance their performance through the responsibility they bear to their students to remain current with what has arrived to us in this era, Which is the focus of the teaching-learning process in terms of skills that exceed what teachers have been prepared for in a previous period, especially since we are talking about a steady acceleration that does not stop, and a technical revolution that can only be matched by working institutions and individuals to raise the efficiency of teachers and provide them with everything that the technology of the age has reached. Otherwise, the gap will become large between the teacher and the learner and the entire educational process will lose its value, philosophy and entity.

### **Introduction**

Education process effectiveness is primarily influenced by the level, ability of, and capabilities of those working in this field and what they possess of educational capabilities. Among these abilities are those related to the personal aspects of those responsible for education, such as self-confidence, enthusiasm, patience, and perseverance, and being responsible. It also includes a teacher's familiarity with the culture of the society in which he resides, as well as theoretical and philosophical knowledge acquired by this teacher as well as methods and approaches to education, especially when we are dealing with a vital and active field of education like music.

In the field of music, theoretical knowledge does not meet the necessary requirements for success, as this can only be attained by possessing practical musical skills, such as playing and singing, and by being able to prepare, innovate, and update activities in a manner consistent with each student's abilities and individual differences, which are more

they are in line with the rapid developments that have taken place in the educational field.

### **Questions of the research**

- 1- In light of our current circumstances, what are the conditions that a teacher of music education must meet?
- 2- How important is it to prepare and train the music educator to deal with these conditions?

### **Limits of the Research:**

The limits of this study are concerned with preparation and training of the music education teacher.

### **Methodology**

The researcher used the descriptive analytical method, where he surveyed some of the educational literature and previous studies related to the subject of the study in order to find out the latest trends and systems used in the preparation and professional development of the music education teacher.

### **Procedural definitions:**

**Music education teacher:** procedurally defined as the person who is academically qualified and prepared professionally, pedagogically and emotionally to teach music education in public and private schools in Jordan.

**Basic educational stage:** it is defined procedurally as the ten-year stage extending from the first to the tenth grade of the educational system in the Hashemite Kingdom of Jordan.

**Musical Education Curriculum:** A musical education curriculum is defined procedurally as the curriculum approved by the Ministry of Education in Jordan for the purpose of providing students with musical knowledge and skills to meet the objectives of the curriculum for the basic education stage, and is implemented in the academic year (2020-2021).

**Training:** It is defined procedurally as providing the music education teacher with the experiences, knowledge, and skills that will enable him to teach the music education curriculum efficiently and effectively.

### **Theoretical framework and previous studies:**

Teachers are the most important foundational element of the educational process, so it is the most in need of development, and the international institutions

Sustainability in education is concerned to some extent with the development of teacher competences, as well as establishing friendly attitudes among teachers towards the teaching profession, by giving them modern skills that keep pace with the spirit of the times, in order to bridge the gap between what these teachers learned in the past, and what the generation of their students have reached in light of an unlimited and accelerating technological revolution.

### **Problem of the study**

Teachers serve as the link between learners and the scientific material, and it is imperative that they prepare the appropriate materials to deliver the scientific material in a manner that is appropriate for the learner's perception of music. Since the perception of music is directly related to how musically ready the learner is, the music education teacher must make sure that the materials they use are appropriate for the learning style. In addition to being prepared to learn some skills related to music education, preparing a music education teacher is more than that of other educational materials with some elements that help him prepare the appropriate scientific material and deliver it in the right and appropriate way for the learner's awareness.

### **Objectives of the study**

This research aims to identify the conditions and capabilities that a teacher of music education must meet in order to effectively deliver instruction to the learner, especially since we are in a phase of change due to the so-called Corona pandemic, which has forced the world to search for methods and technologies to be used in distance education operations, a method that has become an urgent necessity globally. Then, the purpose of the research is to identify the conditions and capabilities required of a teacher of music education.

### **Importance of the study**

The importance of this study stems from the fact that it presents a visualization of the conditions that must be met by the music education teacher to be able to perform his teaching tasks successfully. The study also emphasizes the need to pay attention to programs for preparing and training music education teachers and developing them so that

levels in public schools in Brazil, as well as the need to take into account the social and economic environment as well as the educational process.

In their study, Ballaktyne and Packer (2004) wanted to make sure that music teachers had the information and abilities they needed to be effective in the classroom. The findings of their study proved that the quality of education in schools is closely tied to the quality of teacher preparation. While Cutiette (2007) claims that the curricula for preparing music specialists have remained unchanged for decades, and he believes that at this time, all disciplines are moving toward preparing specialists to teach, and that the task of teaching music is entrusted to non-specialized teachers who are not professionally and technically qualified to teach music, and he believes that this is unrealistic and does not keep pace with the demands of specialization and certification.

In a study on the use of technology in music education by (Ghawanmeh et al, 2014), they emphasized the important role of various computer programs in communicating the educational message, and they cautioned that most of the software that can be used in music education, and even in the labor market, is not appropriate for children. It was originally intended to serve Western music, which is one of the most significant issues confronting music education in the Arab world, as this fact limits the use of this technologies to service Arab music in terms of education and employment. The researchers demonstrated a variety of instructional applications based on Arabic musical software analyses and models.

### **Previous Studies**

Al-Daghimat (1997) conducted a study to uncover the training needs of music teachers in Jordan's Ministry of Education, as well as the impact of the variables of experience, educational qualification, and gender on those needs. The study was divided into six areas: planning, development, and teaching methods, classroom management, relations with teachers, students, and society, professional growth, and the field of professional development. He created it using his knowledge of teacher education and educational supervising. The researcher also consulted prior studies and profited from papers presented at teacher training conferences, as well as the

that are involved with education are directly responsible for working to raise the efficiency of teachers by all means, using the best available technologies, so that they can carry out their educational responsibilities, and accomplish their tasks and missions to prepare a generation for tomorrow that will occupy the most important advanced positions in the world in which we live (Al Harahsheh, 2010).

Therefore, the issue of teacher preparation, training and working to raise teachers' professional aspect is a preoccupation for those in charge of setting educational policies and in the teaching profession in particular all over the world. It is necessary, then, to identify the training needs and priorities for this category in the light of the overall quality so as to develop the necessary training plans to raise the level of their performance, and raise the productive efficiency for them in particular, and for the educational system in general (Al Harahsheh, 2010).

The quality of education is first and foremost determined by the teacher's quality and competency. He is in charge of developing and implementing instructional plans. If we want to educate our children and provide them with the most up-to-date and important sciences, knowledge, and skills, we must first provide them to their teachers and provide them with the greatest preparation and training possible.

Many studies have shown the shortcomings of teacher preparation programs and their reliance on that in the traditional form, which cannot emulate the spirit of the age and its tools, and thus the teacher preparation process must include the most up-to-date means and methods that simulate and keep pace with technological development, particularly in terms of communication and new technologies in education (Al-Mafarrej, Al-Mutairi and Hamada, 2007).

Forest (1995) emphasizes the need of preparing music teachers for technical literature in order to prepare students for the twenty-first century in his study. Music education is really important.

Grossi (2006) explained several areas of work Musicians and music schools in his research in the field of music education in Brazil, "Teacher Training and the World of Work," the need to form teachers at various

teacher's experiences, musical and practical skills, and how these can help him become more efficient, competent, and knowledgeable in teaching skills.

Yourn (2000) conducted a study in which novice music teachers, mentor teachers, supervisors, and researchers as an important guide in understanding the "learning process of how to learn," which included providing a special understanding of the process of beginning music teaching.

Holden and Button (2006) conducted a study that looked into the status of music teaching by non-specialized teachers in primary schools, focusing on the following topics: the trend toward teaching music, the factors that affect teacher confidence, the factor between trust and training, and support for teaching music, teaching experience, musical background, and study tools included interviews with teachers and a questionnaire. The study's findings revealed a substantial flaw in programs for preparing non-specialized music teachers, indicating the need for a long and effective training program that improves program graduates' musical knowledge and skills so that they can teach music.

The most important findings of (Davies, 1991) revealed that teachers with little or no training tend to stick to a narrow range of school activities and rely heavily on curricula, and that if teacher preparation programs are planned, teachers with little or no training tend to stick to a narrow range of school activities and rely heavily on the curricula. As a result, students who perform very well in their field will receive a diploma. The study recommended formulating standards that must be met by a successful teacher in order for a novice teacher to see it, as well as involving lecturers with students in the sequential application of educational programs, so that the theory, then the application, and finally the review could begin.

Martin (1991) conducted a study to reveal the dimensions of quality in teacher preparation programs by studying the specifications and characteristics of a small sample of teachers who were chosen, the study results revealed that in order for teacher preparation programs to be characterized by quality, the following criteria must be met: -

opinions of experts and competent arbitrators. The sample included all music teachers at Jordanian schools affiliated with the Ministry of Education, both male and female teachers (N=255), as well as the general public. The study came to a number of conclusions, the most important of which is that music teachers in Jordanian schools affiliated with the Ministry of Education responded positively to all six areas of the questionnaire, and the order of their arithmetic averages from their perspective was as follows: development and teaching methods, classroom management, research and evaluation, planning, relationship with teachers, students, community, and professional responsibilities.

Chong (1991) set out to evaluate the performance of music education teachers in Singapore's primary schools during the years 1989-1990, using the general foundations of the music teaching program, which included: objectives, principles, teaching philosophy, class time, availability of musical instruments and equipment, and teacher qualification. The study yielded a number of conclusions, the most important of which are: -

- Music teachers do not have sufficient training to develop a meaningful and effective music program,

- Music education in Singapore's primary schools is more focused on the lyrical aspect, whose music is imported from outside the civilization of the motherland.

Haddad (2002) conducted a study to determine the training needs of teachers in the first three grades in the subject of music and songs in the Ajloun Governorate from their perspective, taking into account academic qualification, gender, and years of experience, as well as the opinions of the sample members regarding their training needs. The study revealed that teachers require training in a variety of skills, which were listed in descending order according to the questionnaire paragraphs: class administration, preserving order, activities, professional growth, and musical talents. There were statistically significant differences in favor of experience, but no statistically significant differences in favor of gender or academic qualification independently, according to the study. This study connects to our research in the field of expertise and what can be learned from the

task that requires an excellent teacher and a wise student, as well as a variety of resources, such as books, musical instruments, tapes, films, and other media (Al-Mallah, 2002).

Music is an important part of the foundations of education since it develops a person's mental talents from an early age. Musical education is deemed vital because of its efficient function in constructing and developing the learner's personality in all religious, intellectual, social, artistic, patriotic, aesthetic, and psychological sectors, all of which are broad foundations for musical education.

As a result, musical education in Arab schools in general, and Jordanian schools in particular, should not be considered less important than other subjects, whether literary or scientific, and it should not be limited to a particular group or segment of society, but rather should be considered a right of every individual, and thus music cannot be considered inferior to other subjects, a component that leads to the educational process's delay in school, as some claim. Music is important because it reflects the reality of peoples, their customs, traditions and values, and it also contributes to the development of their feelings and feelings (Ben Ayel and Owayyed, 2003).

Because sustainable development in this century has been recognized as a holistic process that will not be effective unless it is, the artistic and literary movements in general are social manifestations that cannot be integrated unless the society is integrated.

It is critical to stress the importance of music in the classroom since school life will become unpleasant for kids if it does not include a degree of pleasure and happiness that provides learners with a sense of continuity and optimism. Students engage their minds in movement and thinking, muscle training and coordination, and their lungs and larynx when practicing music (Hamam, 1996).

## **2- The foundations of the teacher preparation program in general:**

In general, teacher preparation programs vary, but they are similar in terms of their components and essential parts, which are as follows: (Atiya and Al-Hashimi, 2008)

- Distinguishing features that must be available in student teachers who have been selected for the teaching profession.

- The lecturers who participate in the teacher preparation process.

- Important information for future educators.

- Students' reactions on the program's influence on new teachers.

The study came up with a number of recommendations that can be used as a quality guide in teacher preparation programs, including:

- In order to prepare teachers, a higher level of awareness is required.

- Instructors should have a lot of experience and be very good at what they do.

- Concentrating on the cognitive aspects of exploration.

- Paying close attention to new teacher training in schools under the supervision of experienced classroom instructors.

Martin (1991) referred to one of the reports that dealt with the standards of quality and effectiveness of teacher preparation programs that there is a guide that presents 33 standards that must be available in teacher preparation programs in California; these standards have been grouped into five main groups to issue accreditation certificates for these programs:

- 1- Human resources.

2. Services for students.

3. The course of study.

4. Domain-specific knowledge.

5. The candidate's ability and performance at the level or program.

## **1- Music Education:**

In order to achieve the desired goal of education in terms of preparing an educated generation equipped with science and knowledge and qualified to assume future responsibilities, the teaching-learning process in general requires adequate preparation as well as the necessary conditions and capabilities. Special circumstances, capabilities, and material components are more important in music education than in other disciplines, because teaching music education is a difficult

- An overview of educational and educational objectives, including categories, levels, the foundations for their derivation, formulation, and measurement.

- Understanding the psychological, cognitive, and skill requirements of learners, as well as the features of their growth, inclinations, and trends.

- A briefing on new teaching approaches and educational technology findings.

- A briefing on the most recent findings of educational research and studies, as well as the most up-to-date teaching practices.

- An overview of educational and educational objectives, including categories, levels, the foundations for their derivation, formulation, and measurement.

**Fourth, Practical Education (Professional Preparation):** The preceding elements are insufficient for teacher preparation unless they are supplemented by a practical education program that lays the theoretical foundations that place the student teacher in a position of actual practice in his field of work, allowing him to acquire the skills needed to perform his roles in the teaching profession. Practical education plays a vital role in teacher training programs, and it is considered as an integrated program that runs parallel to the theoretical study program, and it is the true criterion for measuring a program's performance.

### **3- The characteristics and properties that must be available in the teacher of music education:-**

Realizing the theoretical or historical information about music, or performing some musical pieces on a musical instrument or singing, is insufficient for a music education teacher's success, because there are many more features and qualities to consider. As a result, music education teacher is responsible for raising a creative, open-minded generation capable of keeping up with the features of the modern era with all of its life details at the level of what surrounds it in a classroom. As a result, the music teacher must be well-educated, creative, adaptable, knowledgeable about the history of his topic and teaching methods, and possess a strong and likable personality, so that, he can reach the level of his students' thinking

**First:General subjects:** This field necessitates that the teacher be aware of and knowledgeable about general issues (general culture) that may concern students in various fields and for which the teacher seeks convincing answers (such as cultural materials; scientific, literary, historical, religious, or philosophical materials), so the teacher preparation program must include the following:

- General cultural elements and general human transactions that the student will require in his public life (the culture of the age).
- Providing the teacher with the most recent scientific and technological advancements, allowing him to combine traditional teaching methods with computerized digital communication technology and the latest technologies in numerous spheres of life.

**Second, specialist subjects:(academic or specialized preparation):** It is vital to give all of the concepts, facts, and principles relevant to the teacher's expertise, which are ready to be taught in schools in an effective and capable manner. As a result, this field's vocabulary must be chosen from the teacher preparation program in light of the need for it in schools, as well as the material required to teach the subject of his expertise.

The major goal of this preparation is to ensure that the instructor has complete control over the information he is learning, as well as the ability to analyze it and connect it to other knowledge that must be merged with it in order to achieve unity of thought.

**Third, educational materials (educational behaviors):** This is the most important field of the teacher preparation program, as it includes providing the teacher with the necessary modern educational behaviors that keep up with the spirit of the age (such as educational psychology, development psychology, learning theories, foundations, and so on). Education, curricula, and advanced teaching methods) that enable the teacher to understand learner traits and individual differences.

music education teacher (Sabri and Mukhtar, 1987).

If the educational process lacks a competent teacher who is capable of bearing its consequences and fulfilling its responsibilities, it will be ineffective unless the teacher's capabilities are developed, whether in the areas of curricula, teaching methods, teaching aids, or school activity that must include environmental reform.

#### **5- Levels of preparing and training the music education teacher and its objectives:**

Preparation and training are dependent on the teacher's good choice, and the methods of preparation and training are compatible with the educational objectives of each stage of musical education, so that the natural educational system, which can be expressed in a circle, is integrated, and its factors interact in all directions, and the components of that educational system can be considered the goals. Educational objectives, i.e. predicted changes in students' behavior, are implemented by teachers who use scientific information, instructional aids, teaching methods, and procedures, as well as evaluating the goals to determine their success or failure.

The goals of university music education are distinct from those of the nursery stage, as well as those of basic and secondary school. While educational music's goals for the nursery kid are confined to growing his conduct, sharpening and expanding his cerebral ability, increasing his ability to self-expression and sound social development, as well as building his physical skills, We discovered that the goals of educational music in the first and second stages of basic education must be consistent with the local environment, that the musical education class be a means of raising a good citizen, that it aids in the development of the mind, kinesthetic sense, and coordination, and that the goals of music education integrate with the goals of the rest of the school subjects, and that the goals of music education integrate with the goals of the rest of the school subjects (Shawky and Saeed, 1995).

Secondary school educational music objectives have an impact on the education of order, cooperation, and respect for the group's spirit, so that each individual is complementary to the rest of the group. As for the university

to discover their diverse abilities and tendencies, aware of the art of beauty and psychology of students of all ages and educational levels, thus achieving the desired goals of the musical education class (Sabri and Mukhtar, 1987).

In order to achieve the goals of music education, a music teacher must have certain qualities, such as familiarity with the latest lyrical and percussive methods, singing folk melodies, and education related to childhood and school life, familiarity with the elements of music, its theories, rules, and various sciences, and the ability to play one of the keyboard instruments, such as the piano or keyboard, and an oriental instrument, such as the zither, for example, as well as understanding of Arabic music's history, and a general musical culture that serves as the incubator for this entire theoretical and practical framework, allowing the teacher to communicate and convey information to his students in a sophisticated artistic manner, because without this culture and intellectual level, the teacher would have become a musician only, unable to teach (Darwish, 2003).

#### **4- Conditions that must be met by the teacher of music education:**

In order for a music education teacher to develop the qualities of a successful teacher, he must possess certain personality traits, such as inventiveness, flexibility, honesty, and tranquility with firmness. And to be able to sing songs and solfage while studying a Western or Arab musical instrument, and to be familiar with the latest methods of teaching music education materials, the principles of general education, and the stages of psychological development, and to be attuned to the latest Salvaism methods in terms of educational sequencing, and to have extensive experience with educational means and methods Clarify, and to have a good collection of small pieces of music, such as marches, chants, band pieces, and popular and international tunes (Sabri and Mokhtar, 1987).

It is possible to point out the error of allocating the most competent instructor to teach older pupils, because it must be remembered that children under the age of nine have a strong sense of music, and so the younger children require the most effective

in teaching and learning, as well as their use in education, self-learning, and continuing education.

10- Recognize and develop various ways of evaluation.

11- Providing service to the community and the environment.

12- Learning about the teacher's roles, rights, and responsibilities.

13- Music teacher preparation should be a continuous process that involves pre-service training, in-service training, and continuing education throughout one's career.

14- It is critical to prepare a music education instructor in order to provide students with the knowledge and culture they require, as well as to improve the educational process and the conditions of public and private pupils (Shawki and Saeed, 1995).

#### **6- The necessity of identifying the training needs of music education teachers:**

As a result of recent changes in the flow of knowledge and technology, as well as the necessity to invest in education, educational institutions should focus on educating teachers for a "self-learning" system of continuing education throughout their careers.

"It is not possible in any way to separate teacher preparation and training, as both are two sides of the same coin, which is the process of teacher formation," Bishara (1983) writes, identifying the duality dilemma in teacher preparation and training. This development necessitates serious consideration of the question of what is. Is there a teacher preparation program and a training program, or is there only one training program? To be more specific, do the planners and authors of teacher preparation curricula need to keep in mind the need to include all of the experiences required for teacher formation in the curriculum, resulting in the preparation and training curricula becoming one integrated approach, so that the student/teacher acquires all of the necessary skills, while the other part is acquired during service, provided that this takes place within the framework of one institution, which is the formation of the teacher" (Al-Mafarrej, Al-Mutairi, and Hamada, 2007).

level, on the other hand, prepares students professionally. Colleges of education prepare students for careers as teachers, whether as music educators or teachers of diverse subjects. Cognitive goals connected to the transfer, growth, and application of knowledge in various areas of life, as well as social goals that support social and moral ideals are the purposes of university education. It should aid in the resolution of societal issues.

Economic goals are related to the university's duty to achieve the desired economic growth in accordance with the needs of society.

One thing that those interested in preparing a music teacher agree on is that the preparation program must be a translation of the goals for preparing this teacher, and one of the facts in this field is that preparing the Arab teacher suffers from a lack of clarity in vision in relation to the current goals set as a basis for its preparation, and this is due to the lack of a clear philosophy. As establishing or formulating goals for teacher preparation in the institutions that carry out this preparation process must come from defining the teacher's job or functions in the society in which he works, this preparation guides him, directs his steps, and defines these aims, Which bears the character of rapid change, and must move and be active within a clear framework, and the following are some of the necessary objectives for preparing and training a music education teacher:

- 1-Acquire a variety of musical and educational abilities.
- 2- Improve the abilities to deal with teachers.
- 3- Develop the ability to translate educational experiences into goals.
- 4- Training on a variety of musical activities.
- 5- Training on how to use educational aids.
- 6- Make human resources more efficient by developing and utilizing them.
- 7- Activate the teacher's intellect by providing him with the most up-to-date information and educational systems.
- 8- Getting people ready for various jobs and professions.
- 9- Developing the necessary abilities for dealing with technology breakthroughs



10- Review of prior studies: with the goal of depending on their findings in defining the goals.

11- Extrapolating projected workplace developments: determining the duties that will be required of workers in the near future.

All of this is based on a set of scientific tools, such as statistical cards, observation cards, visit records, or job performance evaluation, as well as all available scientific tools and help in classification, and then we have a preliminary conception of the reality of teachers, as well as future needs for developing their skills, and developments such as computer programs, educational strategies, teaching techniques, and evaluation methods. It is also feasible to convene a meeting with a group of eminent music educators to discuss the preliminary strategy and programs that can be formed in light of the needs and available resources (Jareka, 1981).

#### **8- The foundations to be adopted for preparing a music teacher:**

The program for preparing and training music education teachers must be appropriate for the era and stage in which we find ourselves. Depending on the educational stage, the process of preparing and teaching the music education instructor differs. The rest of the educational stages are linked to the educational stage's objectives, primarily for the teacher, while not neglecting the other educational stages, as re-training aims to enable the teacher to take on a new job or take on new responsibilities, and the music education teacher can move from one educational stage to another or work in multiple stages at the same time.

The following aspects contribute to the preparation and training of music education teachers, taking into account the teacher's encouragement:

1- Lectures, debates, micro-teaching, practical and scientific research are used in training courses.

2- Regular meetings and conferences.

3- Bulletins that provide access to the most up-to-date information.

4- A variety of musical education programs.

5- Seminars and workshops for discussion.

The following are some of the reasons why assessing training needs is critical:

1- It is the foundation for identifying the training objectives, planning the training program's content and activities, and assessing the training program.

2- It aids in concentrating on the best performance and the trainee's main goal in the organization.

3- It is beneficial to understand the individuals who will be trained, the type of training required, and the desired outcomes.

4- Failure to accurately identify training requirements wastes time, effort, and money.

5- One of the key tasks that training and development departments or current trainers should play is determining and analyzing demands (Durra, 1991).

#### **7- The foundations and bases for determining the training needs of music education teachers:**

1- Workplace analysis: precise determination of the required work competencies for a music education teacher.

2- Analyzing teacher performance: recognizing knowledge, skills, and patterns in their performance to find flaws and shortfalls.

3- Personal interviews: tries to gather verbal information regarding parts of the teacher's job from him.

4- Discussion groups: Identifying job competencies, requirements, and roadblocks from the trainee's perspective (meeting with a team of distinguished music teachers).

5- Data collection: to gather information about performance elements, conditions, requirements, and competences from a wide number of teachers.

6- Expert judgments are surveyed by hosting seminars, conferences, and concerts for specialists on many elements of work.

7- Making use of tests (written, practical, oral).

8- Investigating community viewpoints: assessing public opinion's attitudes toward some workers' practices in order to discover flaws from the community's perspective.

9- Examining managers' and mentors' reports: determining the strengths and flaws in performance from their perspective.

7- Periodic training and follow-up with the teacher to keep him informed of changes and developments in his environment.

8- Establishing and expanding specialized institutes for training music education teachers in order to enable and prepare them to teach music education curricula approved by the Ministry of Education.

9- Encouraging scientific research in the realm of music and prioritizing in-service teacher education.

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6- Missions both inside and outside the company.

7- Mobility between educational departments and exchange visits with other governorates, all while receiving enticing monetary reward.

### Results and Recommendations

By reviewing the theoretical literature and previous studies that discuss the importance of preparing and training the music education teacher, as well as developing him professionally, because of the importance and necessity of increasing his efficiency in order to keep up with the process of developing the curriculum, particularly in terms of the musical aspect, as well as keeping up with all the new means and methods of teaching and learning associated with music education. With current technology and what meets the educational process's aims, particularly given that we live in a time when technological development processes are accelerating at an unprecedented rate, which is reflected in all curricula and teaching methods and approaches. To improve the entire educational process and, as a result, the study concluded the following:

1- It is vital for the teacher to be familiar with his or her scientific subject; the theory and practice must be well-developed in order for the instructor to be able to deal with it and effectively explain it to the students.

2- The importance of preparing music education teachers and providing them with the tools they need to use new technologies, modern modes of communication, and available educational platforms.

3- The need of teacher preparation in order for them to be able to produce modern educational practices that stay up with current events.

4- The shift from classical to contemporary (electronic) education, particularly in light of recent events that have necessitated the use of online education and new technologies in education.

5- Rethinking music education curricula and trying to create them in a way that keeps up with the advancement of modern tools and methodologies.

6- The requirement for educational institutions to supply current technology (the Internet) and to enable teachers and students to use it in a simple and cost-effective manner.

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