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**The quality of music teaching at schools of general education from a student's perspective**

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**A quantitative study**

In the course of teacher training one treads a path which, besides a specialist education, demands a high increase of knowledge in educational science, pedagogy and specialist pedagogy.

Music teaching in general is a subject which is, based on its particular kind and its variety of contents and methods, very difficult to classify. Due to this fact, it is constantly urging for a justification of its existence in proportion to other subjects. Content specific factors are a part of music teaching. But what is “good music teaching” and what is “good teaching” in general? Are there any differences in the assessment of teaching and music teaching or is it of no importance which contents are taught and which factors describe good teaching?

Teaching, as well as music teaching, is always observed from various perspectives. However, the perspective observed least is the one of the student itself. On the basis of a qualitative survey, this study tries to explain how student approved music teaching should look like and which general pedagogical or music pedagogical factors can be used to describe it from a student's point of view.

On the one hand, the survey concentrates on the focused perception by means of videotaped sequences and thereof extracted freeze images and on the other hand a general perception is examined. Through the comparison of these perception areas it is to be clarified what constitutes “good music teaching” from a student's perspective.