

ONLINE FLUTE TEACHING
-knowledge and experience -

Angelina Katmerova Aleksova
DMUC "Sergej Mihajlov" Stip

Abstract: Digitalization in society, the dominance of the Internet, and the created virtual world have pervaded the entire community. It also affected flute teaching. The instructional model called online instruction for flute teaching has its own characteristics, advantages and disadvantages. This research presents the knowledge but also the practical experiences from the preparation and realization of on-line flute teaching. Such knowledge leads to the creation of a new model of flute teaching in which the advantages of online flute teaching will help overcome the shortcomings of direct teaching, which will increase the efficiency and effectiveness of flute teaching in general.

Key words: distance learning, flute, student, teacher.

A few introductory words

The advancement of teaching practice is a goal that all direct and indirect participants in the process strive for. The intention is to modernize the teaching process for greater efficiency and effectiveness, more lasting knowledge, encouraging creativity and inventiveness, meeting the cognitive needs and initiating the cognitive interests of students. Today, modern teaching uses the Internet and modern techniques and technologies in practice. Current practices in education, regardless of level, are inextricably linked to technology. The rapid development of technology now allows quick access from home computers and mobile devices via the Internet to huge amounts of information on any topic. In today's education system, including music education as a whole, the appropriate pedagogical application of technology is necessary for the delivery of quality online education to any student with access to the Internet, regardless of its physical location. These perceptions apply equally to flute instruction.

For online teaching in general

On line teaching is distance learning through the Internet application. It also refers to online learning. For its part, online learning is synchronized virtual learning that takes place in real time. Online learning is distance learning. Distance learning can be defined as the process of learning mediated by information technology without the physical presence of the source of information (1). The basic idea of this type of learning is to use a computer and the Internet. Distance learning is actually a new type of learning that allows students to adopt real-time learning content. The use of the Internet is a precondition for the student's interaction with the content, the teacher and other students in the student community.

Creating an online teaching system can be exciting. The exciting part is the freedom to shape and develop the dynamics in the classroom with the students. The good news is that we can take advantage of the richness of educational technology in simple terms. Thanks to online teaching, students can simultaneously view and listen to teachers, monitor presentation and illustration of new teaching content, and actively participate using all the available features of the system. On the other hand, online teaching requires an online teacher.

To be a successful online teacher, you need to have certain qualities:

- desire and passion to be an online teacher. The teacher's passion for teaching on the Internet is divided into two categories: passion for teaching / learning and passion for the subject matter. The first category, which refers to the passion for teaching, indicates that the online teacher is a teacher-enthusiast, whose passion is naturally expressed and confirmed during the online classes. Enthusiasm in teaching enriches personal traits such as patience, self-confidence and professionalism. The students of that teacher recognize his/her attempts to evoke a smile on their faces. The second category refers to passion for the subject matter. The teacher who possesses this trait creates conditions and opportunities for rational transfer of the necessary package of information for each teaching content during the realization of the online classes. This teacher realizes that distance learning through the Internet network should have quality knowledge for the content of the subject he teaches.
- Using the acquired expertise, in fact expertise and readiness, the teacher should create conditions for increased interaction during class and provide students with active participation in classes in order to understand the content more easily. In that sense, the teacher will show a reliable, valid and updated set of knowledge in the subject area in the realization of the classes on the Internet. In this way, he/she will build his reputation as an Internet teacher, while students will thoroughly understand the content they are learning.
- The syntagm of lifelong learning puts teachers in the position of lifelong learners, and that notion also applies to online teachers. The fact that we live in an age of constant change results in the realization that processes, tools, technologies, and practices continue to evolve every day. As an online teacher, it takes dedication to learn and follow that knowledge. In other words, successful teachers in online teaching should be "intellectually alive", present and responding to any changes that occur in their area of expertise. The willingness to adapt and learn helps them to effectively convey the latest knowledge and information to students with confidence.
- High level of developed communication competencies. A characteristic of distance learning is that most of the time is spent in verbal, oral communication with the students. However, this does not mean that the power of written communication should be neglected. The key to successful distance learning is the equal representation of oral and written communication. Written communication is especially emphasized in class preparation, combined with joint activities with students, graphics and multimedia and helps to impart their own knowledge to students. Verbal communication has a great impact and importance in distance learning because the transmission of relevant information through verbal acts creates an enthusiasm for learning in students, stimulates interest and focuses attention. Of course, even in this type of teaching, the teacher's abilities for effective communication are important.

Online flute teaching - knowledge from experience -

Online flute teaching is far from easy and simple. It is not enough to just have an internet connection. The teacher has many questions: how to teach effectively online, how to communicate with students, how to keep their concentration and how to focus their attention. Teaching through the Internet requires additional independent work and great self-discipline. The following text will present some of the experience in the realization of online flute classes. Flute teaching is individual, and the duration of the class is determined by the age of the students. In this study we talk about a second-year high school student.

In order to realize an online flute class, proper preparation for teaching is needed. According to the previously prepared annual, thematic, monthly planning for each student individually, planning and preparation for a daily operating class is planned and created. According to the flute curriculum for the second year of secondary music education, content related to scales, etudes, sonata, concert and flute play is provided. Within one class of 45 minutes, only one of these teaching contents can be worked on. On the other hand, most video communication media allow unlimited video communication, while the Zoom application only allows 30 minutes free meeting. In order to realize an online lesson, it is necessary for the student and the teacher to have uninterrupted access to the Internet and to create appropriate working conditions, in order to establish a quality sound transmission. Classes are usually realized according to the already existing schedule of classes, but sometimes with an internal agreement between the teacher and the student, they are realized at time that suits both parties. The student should have an instrument (flute), notes of the work being worked, a metronome and a pencil to mark the teacher's directions. The lesson begins with a discussion of how much the student has done and accomplished the tasks of the previous lesson and whether he has encountered any problems during the exercise. Depending on the content being worked on, the parts to be worked on are analyzed. The activity alternates, so at one point the student plays a part of the composition, the teacher listens to it. This is followed by comments from the teacher. In particular, the parts of the compositions can be worked in many ways, with articulation, to master a certain technical issue, tonal exercises can be done to achieve the appropriate tone quality required and the dynamics to be achieved. The same place can be repeated several times, until the set goal is achieved. Using the demonstration method, the teacher plays the specific part that is being worked on, which shows the student how to play the specific place, and then the student repeats it by imitation, playing the same part until he has mastered it.

Due to the poor quality sound that is transmitted through the Internet platforms, I often insist that the students record and send me the recordings. When I listen to them, I ask them first to comment on their interpretation, to evaluate themselves, and then I tell them my opinion. This type of communication works great, because the recordings remain to be listened to occasionally and thus the students are encouraged to be self-critical and also to develop the ability to self-judge. By comparing the recordings from the previous classes, we get a clear picture of the students' progress, of the insufficiently prepared tasks, of the degree of adoption of the performance technique and we make an analysis for further quality work. Before giving directions for further practice, the student plays the work he is doing from beginning to end to connect the whole work.

Recommendations for the next lesson are always an explanation of how to continue exercising and the goals to be achieved.

The previous experiences from the preparation and realization of the online teaching of flute are perhaps modest but rich in certain knowledge and sufficiently innovative for the next innovative activities in teaching flute. The application of on-line flute instruction has actually shown numerous advantages and disadvantages.

Advantages and disadvantages of on-line instruction after flute are:

- High degree of interactivity, direct answers to questions, intensive interaction with more participants at the same time.
- Unlimited access to a range of educational services with text, video and audio content. Inclusion of courses, webinars, lectures, as well as active monitoring and listening to master classes by top flutists and impeccable performances of the material being worked on.
- Saving time, which is spent on transportation to and from school. The same time can be used in teaching, practice or preparation for teaching.

- A mitigating circumstance is that the possibility to learn and improve knowledge through existing videos or direct communication with the mentor, is done from anywhere, but with mandatory access to the Internet.
- During the class there is an option to record it, which remains a video or audio recording of the lesson, which can help in the learning process.
- These classes helped to creatively apply the game method. Learning through various games and quizzes and other fun tools has made a significant contribution and is a huge help in the learning process and the stage of repetition and verification. On the other hand, they helped to cultivate the collective spirit, social skills, teamwork and motivation.

On the other hand, online flute instruction has some shortcomings, weaknesses and restrictions such as:

- Online learning implies a mandatory Internet connection to establish communication.
- lack of direct physical interaction. A key moment in flute instruction is direct non-verbal communication between the teacher and the student. The placement, the holding of the instrument, the body language, cannot be monitored and corrected in the virtual teaching. The reaction of the teacher and the student in the classical, direct teaching, cannot be compared with the online teaching, where the sound is primarily late and the quality is very low. The student is focused only on playing correctly, without having the opportunity to use the body when expressing his moods, feelings and emotions, so as not to reduce the sound quality, which contributes to the unreliable interpretation of the composition. The same applies to the teacher. Direct communication is incomparable to indirect communication. The question is how will the student experience and receive the quality of the teacher's interpretation, which in the same way, in the same conditions should interpret a certain teaching content of the student. After all, real-time video can't be compared to YouTube's already recorded videos. Those videos, tutorials on how to play and interpret compositions are recorded in studio, professional conditions and the sound is incomparable in every way with the one presented through "Viber", "Skype", "Zoom" or "Messenger".

Conclusion

The availability of knowledge and the erasement of spatial boundaries in a new virtual world is a product of the development of technology. Advances in technological development have produced highly efficient online learning and learning systems and the creation of a new virtual world in which knowledge is available to all. In that world, there are opportunities to learn different content, which does not exclude the possibility of conducting flute lessons.

Online teaching of flute has certain advantages and disadvantages that were previously presented. Here we will add that the most efficient and successful teaching of flute will be organized and realized if a combination of direct face-to-face teaching and online teaching of flute is applied so that the shortcomings of one model will be excluded with the other model and vice versa.

REFERENCES:

- [1] Bélanger, F., Jordan H. Dianne, 2000, Evaluation and implementation of distance learning: technologies, tools, and techniques, Hershey, Idea Group Inc
- [2] БРО, 2013, Наставен план и програма за флејта (II година) музичко средно образование, Скопје, БРО

- [3] Годишна програма за работа по флејта за II година музичко средно образование, за учебната 2019/2020 година на ДМУЦ „Сергеј Михајлов“ Штип
- [4] Little M. D., *Characteristics of online music courses: a survey of music faculty*, The Faculty of the Moores School of Music University of Houston достапно на <https://uh-ir.tdl.org/bitstream/handle/10657/913/LITTLES-DISSERTATION-2014.pdf?sequence=1&isAllowed=y>, прочитано на 06.04. 2020
- [5] <https://www.sagemusic.co/top-8-qualities-look-great-music-teacher/>