

The analysis of music teacher education programmes in Lithuania and China

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Abstract

Study programmes that aim to educate music teachers have been undergoing a constant process of renewal, which is predetermined by various factors. The study programmes of music teacher education implemented in Lithuania have never been broadly analysed and compared to similar study programmes of music teacher education in China. Therefore, this study aimed to carry out an analysis of bachelor and master study programmes of music teacher education in Lithuania and China revealing their similarities and differences. The research study disclosed that the goals, intended learning outcomes, structure and curriculum of the two countries have similarities and differences, which are predetermined by philosophical aspects, humanistic ideas and national context of educational policies in both the countries. The study programmes aim to respond to needs of contemporary society, to develop competencies of music teachers, to establish conditions for successful implementation of the goals of study programmes and attainment of learning outcomes.

Keywords: Music teacher education, teacher education curriculum, study programme.

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1. Introduction

The striving for responding to challenges imposed by the 21st century, that is, to implement lifelong learning, to ensure quality in education and to prepare an individual for life and successful professional activities, under rapidly changing social and cultural conditions, has been increasingly gaining ground in contemporary theory and practice of pedagogy. All of this is also reflected in the documents regulating teacher training in Lithuania and China (Del pedagogų rengimo reglamento patvirtinimo pakeitimo, 2012; Del mokytojo profesijos kompetencijos apraso patvirtinimo, 2007; Lietuvos Respublikos Švietimo ir mokslo ministro įsakymas 'Del pradinio, pagrindinio ir vidurinio ugdymo programų apraso patvirtinimo', 2015, Lietuvos pedagogų rengimo koncepcijos projektas ir jo pagrindimas, 2016; Lietuvos švietimo koncepcija, 1992; The Law on Higher Education of the People's Republic of China, 2015; The Education Law of the People's Republic of China, 2015).

In 2001, the basic education curriculum in China was reformed to improve the quality of education and to make it more people-oriented. According to Geng (1998), high quality education promotes the individuality of the student and accelerates the process of socialisation. According to Zhou (1999), music teacher education reform was a serious task, although figuring out the specifics, deciding on the concept, content, methods and course system of the reform was not easy. The Ministry of Education in China issued the curriculum guidelines 'The guidance programme of undergraduate curriculum of music major in National Colleges and Universities' (2004), which included the music teacher education curriculum objectives, curriculum structure and credit specification. In 2006 'The National College of Music teacher education guidelines for compulsory course for undergraduate teaching' (2006) was released defining the obligatory courses required for the undergraduate curriculum guidelines, as well as curriculum implementation and evaluation. In 2007, the Ministry of Education issued documents titled 'On the development of the National College of Musicology (Teacher education) teaching pilot undergraduate course' (2007), 'The Music Curriculum Standards of High School' (2003). 'The music curriculum standards of compulsory education' (2011) was designed to provide practical guidance for the implementation of the first two documents. Music teacher education has been regarded as a serious academic field and an important research topic (Guo & Li, 2013; Lin & Zhao, 2013; Lu & Zhu, 2016; Wang & Si, 2016, Xu & Dong, 2010; Yin & Guo, 2014; Yin, Zhang & Wang, 2014). Music education as well as music teacher education has been thoroughly researched internationally.

1.1. Problem statement

The study programmes of music teacher education implemented in Lithuania have never been broadly analysed and compared to similar study programmes of music teacher education in China. Therefore, an objective is set to carry out an analysis of study programmes of music teacher education in the two countries revealing their similarities and differences.

1.2. Purpose of the study

The aim of the research is to conduct the analysis of music teacher education programmes implemented in Lithuanian and Chinese universities.

2. Method

Analysis of scholarly literature sources, legal acts, strategical documents of educational policy; analysis of study programmes of music teacher education in Northeast Normal University (China) and Lithuanian University of Educational Sciences (Lithuania).

3. Results

3.1. Peculiarities of the higher education system in China and Lithuania

The Education Law of the People's Republic of China (2015) was created in order to develop educational undertakings and promote the building of the socialist material and spiritual civilisation. The government has taken measures to promote fairness in education, to enforce a more balanced development of education, as well as to adapt to the socialist market economy needs, to the national development and social progress and to improve the level of modernisation of education. The state implemented a nine-year compulsory education system. The Law on Higher Education of the People's Republic of China (2015) stresses that the task of higher education is to prepare high level professionals with an innovative spirit and practical ability, and to build up a culture of science and technology.

According to the Republic of Lithuania Law on Higher Education and Research (2015), education is an activity intended to provide an individual with a basis for a worthy, independent life, and to assist the individual in the continuous development of abilities. Education is a means of shaping the future of an individual, the society and the country, based on the acknowledgement of the indisputable value of the individual, his right of free choice and moral responsibility, as well as democratic relationships and the country's cultural traditions. Education protects and creates national identity, guarantees continuity of the values that make a person's life meaningful, grants understanding the importance of social life and solidarity, and promotes the development and security of the country. Education serves its purpose best when its advancement leads to the overall development of society. The law establishes the educational goals of the Republic of Lithuania, the principles of the educational system, the foundations of the structure of the educational system, educational activities and educational relationships as well as obligations of the country in the area of education. The mission of higher education and research is to help ensure the country's public, cultural and economic prosperity, provide support and impetus for a full life of every citizen of the Republic of Lithuania, and satisfy the natural thirst for knowledge.

The Lithuanian policy on higher education and research guarantees the quality of higher education and research, equal access to higher education for all citizens and favourable conditions for the best of them to conduct their research, and to seek academic and creative development; the said policy ensures that the system of higher education and research satisfies the needs of the society and the economy, supports its openness and integration into the international area of higher education and research. A cohesive system of higher education and research is the foundation for the development of an intelligent society, the strengthening of a knowledge-based economy and the sustainable development of the country, a dynamic and competitive life of the national economy, and social and economic well-being. Such system cultivates a creative, educated, dignified, morally responsible, open-minded, independent and entrepreneurial personality, fosters the civilisational identity of Lithuania, supports, develops and creates national and global cultural traditions (Republic of Lithuania Law on Higher Education and Research, 2015).

The higher education system of China is based on the Law on Higher Education of the People's Republic of China (2015). The framework of higher education in China is arranged as follows Table 1.

Table 1. The framework of higher education in China

Level	Duration
Specialty education	2–3 years
Bachelor studies	4–5 years
Master studies	2–3 years
Doctoral studies	3–4 years

Table 1 demonstrates that there are four cycles in the higher education system of China. The first cycle (specialty education) is considered to be higher professional education. The duration of specialty education is 2–3 years, the basic length of undergraduate education is 4–5 years, the basic length of post graduate education is 2–3 years, and the basic length of doctoral education is 3–4 years. The Law on Higher Education of the People’s Republic of China (2015) does not outline specific numbers of credits of each cycle necessary to get an academic degree. The academic degree level is reached according to the standards prescribed by the state.

The framework of higher education in Lithuania is displayed in Table 2. Lithuanian higher education is comprised of universities and colleges, which means the country implements studies of non-university level and university level. Non-university studies lead to a professional qualification. Professional qualification does not give a student the right to enter the university’s second cycle (graduate) studies, but it can be transferred as an appropriate part of university first cycle or integrated studies provided that the student has collected an appropriate number of credits from related subjects. University-level involves first-cycle programmes equivalent to a bachelor’s programme, second-cycle (graduate) programmes equivalent to a master’s programme and PhD programmes.

Table 2. The framework of higher education in Lithuania

Level	Duration	ETCS
Professional Bachelor studies	3-4 years	180–240 ETCS
Bachelor studies	3.5–4 years	210-240 ETCS
Master studies	1.5– 2 years	90-120 ETCS
Doctoral studies	2–4 years	Depends

Tables 1 and 2 illustrate the frameworks of higher education systems in China and Lithuania. Higher education cycles in both countries are similar in duration and levels. The main difference lies in the distribution of credits which varies greatly in China and depends on various factors, whereas the Lithuanian system provides for clearly defined numbers of credits.

3.2. Study programmes of music teacher education

3.2.1. Analysis of the aims of study programmes of the music teacher education

In order to compare the study programmes of music teacher education in China and Lithuania, this article takes the curriculum structure of music teacher education at Northeast Normal University (China) and Lithuanian University of Educational Sciences (Lithuania). Lithuanian University of Educational Sciences was established in 1935, and is now one of the five universities in the country that trains music teachers. Northeast Normal University belongs to the State Ministry of Education. It was established in 1946, and the university has provided music teacher education in the Lu Xun Art Institute (The study programme in Northeast Normal University, 2015). Although Northeast Normal University cannot fully reflect the music teacher education situation in China, it is an adequate example.

Table 3. The aims of study programmes of music teacher education (Bachelor)

Northeast Normal University	Lithuanian University of Educational Sciences
The study programme of music education aims to educate a music teacher who is able to understand the basic theory and obtain the basic skills of music education; who knows the right methods for teaching music, has a creative spirit, is able to adapt to the needs of social development, to demonstrate the excellence in music to students and to help develop their moral, intellectual, aesthetic values. Primary and secondary school teachers shall have a strong sense of responsibility and dedication.	The study programme of music education aims to train a music educator, who has completed higher education studies and possesses a theoretical understanding of music education based on newest results of scientific research; who is able to creatively organise high quality music education, to communicate and collaborate when implementing it, to consider the diversity of learners (in terms of their abilities, social or economic background, etc.) and individual needs of every learner; who has obtained foundations for continuous personal and professional improvement and demonstrates a solid determination and motivation to work in music education.

According to ‘The guidance programme of undergraduate curriculum of music major in National Colleges and Universities’ (2004), the aims of the music teacher education programme in China (Table 3) are to educate a competent music teacher who is able to develop core virtues, wisdom, lead a healthy lifestyle, who is able to understand the basic theory and develop the skills necessary for music education; who has an innovative spirit and teaching research ability.

The analysis of music teacher education programme aims in both universities reveals that they are similar in content. The main goal of both programmes is to train competent music educators who will have a passion for education, strong determination and motivation to study and teach music. Northeast Normal University has very concise and specific aims: The purpose of the programme is to educate music teachers for primary school and middle school, focusing on their personal development, comprehensive abilities and innovative thinking. The aim of the study programme of Music Education implemented at Lithuanian University of Educational Sciences is linked with the importance of the role of a teacher in a contemporary Lithuanian school, which is connected with huge responsibility and nurturance of new competences such as learning to learn, information management and problem solving. The relevant issues of music teacher education in the context of general education schools have been analysed by a big number of Lithuanian educational researchers (Balcytis, 2012; Girdzijauskas, 2012; Girdzijauskiene, 2015; Piliciauskas, 1998; Rauduvaite, 2015, 2017; Seckuviene, 2004; Vitkauskas, Abramauskienė, Barisas, Kirliauskiene, & Tarnauskaite-Palubinskiene, 2012).

Table 4 demonstrates the aims of music teacher education programmes of master studies in the two higher education schools. The aim of Northeast Normal University is to educate teachers for primary and secondary schools who have good morals, theoretical knowledge, strong teaching skills, practical research and professional development abilities. Lithuanian University of Educational Sciences aims to prepare a competent music pedagogue, a researcher and a leader.

Table 4. The aims of study programmes of music teacher education (Master)

Northeast Normal University	Lithuanian University of Educational Sciences
To prepare excellent primary and secondary school teachers or educational administrators who have good professional ethics, the ability to teach others about music; who possess high theoretical and practical research abilities; who are able to develop necessary professional abilities.	To prepare a competent music pedagogue, a researcher, a leader with obtained knowledge of musical education, which is based on the fundamental and applied researches; who possesses musical expression, artistic leadership and managing competences, who can evidently support and improve the practice of formal and non-formal music education.

The aims of study programmes of music teacher education are similar in the two universities. Overall, the aims of bachelor and master study programmes of music teacher education in China and Lithuania are to educate competent music teachers who have the ability to carry out music educational activities.

3.2.2. Analysis of the learning outcomes of study programmes of the music teacher education

The methods and contents of training music teacher are different in the China Northeast Normal University and Lithuanian University of Educational Sciences. They are reflected in the learning outcomes and structure of curriculum in both of the universities (Table 5).

Table 5. The intended learning outcomes of study programmes of music teacher education (Bachelor)

Northeast Normal University	Lithuanian University of Educational Sciences
<p>The intended learning outcomes of the study programme are: to have good music literacy, good morals and vocational motivation; to have a firm and correct political orientation and a clear educational and artistic concept; to desire an artistic and educational career; to understand the basic law of education; to have the general knowledge of the subject and understand its relevance, to be open-minded.</p> <p>The student:</p> <p>will master the basic concepts of music education, basic theory and acquire necessary professional skills; will have a solid knowledge of music theory, ability to appreciate music, artistic practice skills, strong innovative sense and ability;</p> <p>will be able to improve professional abilities individually; will have the necessary IT skills and will be able to use a foreign language for effective expression and communication, to master modern information technology and use the means of modern information;</p> <p>will have a strong sense of teamwork and cooperation; the abilities of language, organisation, coordination and communication;</p> <p>will have healthy consciousness and will master the means and methods to promote physical and mental health, will have a healthy body and good mental health.</p>	<p>A student will know the scientific systematic basics of special music (music language, music history, music aesthetics, music psychology etc.) and education (education theories, philosophy, psychology, sociology) and the use of technologies in the practical musical pedagogical activities.</p> <p>A student will be able to participate in musical activities (sing, play musical instruments, value the phenomena of musical culture in the context of arts, possess good moral values).</p> <p>A student will be able to see and assess learners' different musical skills, their needs, inclinations and learning styles through the personification of the musical educational content, the environment. She/he will be able to assess learners' achievements, focusing on the learners' development of general competences.</p> <p>A student will be able to provide good conditions for every single learner (including students with special educational needs or those who are extremely talented) to participate in the educational process by maximising the learner's potential.</p> <p>A student will be able to create a safe, open, involving, tolerant for all (despite age, sex, social environment, language, nationality, culture, religion etc.), enforced, motivating, creative learning environment through self-expression and self-governed education by using the diversity of musical education process, tools and digital technologies.</p> <p>A student will be able to plan and organise a learner-oriented musical education process; systematically assess learner's efficiency, provide feedback, promote the development and evaluate every learner's musical achievements.</p> <p>A student will be able to search and analyse education documents and scientific resources, to plan and carry out researches based on the latest scientific information, to disseminate the research results to music pedagogues and the society.</p> <p>A student will be able to assume the role of a leader and take responsibility for professional activity and for the musical culture of educational institutions. She/he also be able to include the school's community into the realisation of musical education aims, cooperate with education assistance experts and social partners.</p> <p>A student will be able to develop a professional identity, improve personal effectiveness through evidence-based professional activity.</p>

Analysis of the intended learning outcomes (Table 5) of music teacher education (Bachelor studies) in both universities shows the importance of basic knowledge of music education, the development of basic theoretical knowledge and professional skills. The universities also focus on cultivating the learners' self-development ability, cooperation abilities and communicational skills as well as disciplinary research ability.

Table 6. The intended learning outcomes of study programmes of music teacher education (Master)

Northeast Normal University	Lithuanian University of Educational Sciences
To understand and grasp the country's education policies and regulations, have good professional ethics and social responsibility for the development of basic education.	A student will deepen, systematically and critically analyse, evaluate and creatively apply fundamental knowledge of music education philosophy, psychology, leadership, management and educational science in a new environment of music education.
To have high theoretical literacy, know the basics of the education reform and to be able to analyse advanced educational concepts.	A student will be able to develop and creatively apply abilities of musical expression, innovative didactics of music education, methodology for development of musical educational projects in practical activities; will be able to rally interdisciplinary teams for project development and implementation.
To have professional knowledge and research methods, have a strong educational and research ability and practical ability.	A student will be able to design, evaluate and improve education curricular, new forms of music education taking into account the diversity of learners, different roles of participants in the learning process, the complexity of the learning process and peculiarities of educational environments.
To understand the primary and secondary education reform, be a strong, independent professional.	A student will be able to apply the newest educational research methodology, innovative research methods, to autonomously conduct complex and interdisciplinary research in music education, to develop recommendations for educational policy makers, administrators, communities, to initiate changes in the practice of education and music education.
	A student will be able to reflect personal music competence, to carry out research on own activities in music education, to apply the obtained results in the personal and broader context of professional activities, to share experience, to discuss improvement of music education in the educational community.
	A student will be able to act in an international team, to participate in professional networks, to assume responsibility for the quality of own performance and that of team members and to conduct its evaluation and improvement.
	A student will be able to apply latest music information and communication technologies, to introduce innovative methods of music education, modern conceptions of integrated arts education improving the quality of music education.
	A student will be able to assume the role of a leader organising formal and informal music education that focusses on success of each learner and considers multiculturalism and diversity.
	A student will be able to think in a creative, systemic and strategical way, to independently make complex decisions, to act in an ethical way, to motivate community to attain common goals through cooperation, to envisage and critically evaluate relevant issues of contemporary ethno-cultural education in the international context, to nurture musical culture of an educational institution, town or country.

According to the analysis of the intended learning outcomes (Table 6) of master studies of music teacher education, the intended learning outcomes of China Northeast Normal University mainly focus on students' need to have a high theoretical literacy and advanced educational philosophy and ability to analyse educational problems. Lithuanian University of Educational Sciences aims to educate teachers, researchers and educational administrators, who will be able to cultivate learners' creativity, have the basic knowledge of philosophy, psychology and management of music education, have the ability to critically analyse problems, and will be capable of evaluating and improving music education (learning) programmes. Northeast Normal University focuses on cultivating future music teachers' morality, consciousness and love for education. According to Geng (1998), teachers must follow the moral norms when engaged in education and teaching activities.

3.2.3. The structure of Bachelor study programme of music teacher education curriculum

'The guidance programme of undergraduate curriculum of music major in National Colleges and Universities' (2004) issued by the Ministry of Education of China points out that the curricula of music teacher education are about 150 credits, the estimated learning time is about 2600–2800 hours. Those include general education curriculum (40 credits) with the learning time of 720 hours and subject knowledge curriculum (110–115 credits) with the workload of 1900–2100 hours. The study programmes of music education point out the aims and learning outcomes of music teacher education, and specify the rules and models of curriculum and each university can be independent to open courses based on the actual conditions. The structure of music education curriculum in Northeast Normal University is as follows Table 7.

Table 7. The structure of music education curriculum in China Northeast Normal University (Bachelor)

Curricula category	Curricula module	Credits	Percentage of the total (%)	
General education	Compulsory	Political theory	14	33%
		Sport and national defence education	6	
		Communication, Information technology	14	
		Mathematics and logic	3	
	Elective	Culture and arts, Science and society, Natural science	10	
Subject education	Compulsory	Discipline basic curriculum	25	54%
		Subject core curriculum	20	
		Application practice, Dissertation	10	
	Elective	Subject oriented & development curriculum	22	
Pedagogy and teaching training	General pedagogy, Subject pedagogy, Pedagogy practice	18	13%	
Total		142		

Table 7 shows the structure of music education curriculum in China Northeast Normal University (Bachelor). There are three parts in the structure: general education, subject education and pedagogy and teaching training. The first part of the curriculum is general education and includes 47 credits. The aim of general education is to educate students' general abilities, especially focusing on ideological and moral training, and developing comprehensive music ability. General education is a form of university education, but also a training model. The curriculum of music teacher education has been the focus of discussions concerning music teacher education for a long time. The second part is subject education consisting of 77 credits. It includes compulsory courses (55 credits) and elective courses (22 credits). The third part is pedagogy and teaching training (18 credits), that includes general pedagogy, subject pedagogy and pedagogy practice. The main problems faced in the field of music education are as follows: how to construct the curriculum of music teacher education, what kind of structure is reasonable and scientific, and how to proportionate the theoretical and practical courses. Liu (2004) points out that there are not enough music pedagogical courses in the total music teacher education programme curriculum. Analysing the curriculum guidelines of Guo and Li (2013) found that pedagogical courses accounted for 10% of the course. Pedagogical courses in Northeast Normal University accounted for 13%.

Next to the provisions of the national documents, the structure of the study programmes in Lithuanian University of Educational Sciences is regulated by 'The structure of the study programmes

at Lithuanian University of Educational Sciences' (Lietuvos edukologijos universiteto studiju programu sandara, 2013). Table 8 shows the structure of music teacher education curriculum in Lithuanian University of Educational Sciences. The content includes the module of courses, credits and the percentage of each module in the total volume of the study programme. Analysing the structures of subject education curriculum and pedagogy curriculum, the tables show that the proportion of subject education curriculum equals 54% in Northeast Normal University; the proportion of subject education (compulsory) curriculum is 39%; and the proportion of subject educational (elective) curriculum is equal to 15%. In Northeast Normal University, the proportion of subject education curriculum is larger than that in Lithuanian University of Educational Sciences. This indicates that the music curriculum setting is rich and pays attention to the cultivation of music teachers' professional knowledge and skills. The proportion of the pedagogy curriculum is 13% in Northeast Normal University. This indicator is significantly lower than that in Lithuanian University of Educational Sciences.

Table 8. The structure of music teacher educational curriculum in Lithuanian University of Educational Sciences (Bachelor)

Module of courses	ECTS	Percentage of the total (%)
Subject module	90	37.5%
Study subjects established by the Faculty(institute) and selected by a student	54 (from 45 to 66)	22.5%
Study subjects established by the University and selected by a student	9	4%
Module of general university education	15	6%
Module of Pedagogic studies	60	25%
Final Bachelor thesis	12	5%
Total	240	

In Lithuanian University of Educational Sciences, the pedagogy curriculum emphasises specialty skills. In the field of pedagogical theory and practice, the curriculum is very well balanced. The teaching practice starts from the fifth semester. This is conducive to the timely feedback on the existing problems in practical teaching. This can effectively improve the practical teaching experience helping to solve teaching problems in the following course of study.

Table 9. The structure of music education curriculum in Northeast Normal University (Master)

Type of courses	Credits	Remark
Basic degree course	12	
Subject compulsory courses	10	For the study of non-normal, professional undergraduate
Subject elective courses	6	students are required to take three courses,
Practice of teaching	8	interdisciplinary students must take two courses, the
Total	36	above are not counted in the total credits.

As can be seen from Table 9, the master's degree programme of Northeast Normal University consists of four parts. The first part is the basic degree course (12 credits). This part includes the following subjects: Foreign language (2 credits), political theory (2 credits), modern pedagogy theory introduction (2 credits), curriculum and teaching (2 credits), primary and secondary education research methods (2 credits) and adolescent psychological development and education (2 credits). The second part is professional compulsory course (10 credits). This section includes: Subject design and case studies (3 credits), frontier topics in the development of disciplines (3 credits), music courses and pedagogy (2 credits) and music education research methods (2 credits). The third part is professional elective course (6 credits) offering 8 subjects. The fourth part is teaching practice (8 credits) and its length is 8 weeks (6 credits).

The master degree programme in music education at Lithuanian University of Educational Sciences consists of the following modules: Philosophy and psychology of music education (10 ECTS), methodology for educational research in music (10 ECTS), project of music expression (30 ECTS), strategies for music education improvement (10 ECTS), writing and defence of master's thesis (30 ECTS), contemporary computer music technologies (10 ECTS), music teacher as leader (10 ECTS), contemporary strategies for music research and dissemination of research results (10 ECTS); total 120 ECTS.

The study of the legal acts regulating higher education and teacher training in China and Lithuania and the analysis of the study programmes of Music Education (Bachelor and Master) in the two countries revealed that a music teacher has to be ready to perform a big variety of functions, and the systems of music teacher education in China and Lithuania target at development of competencies necessary to respond to the requirements of the state and society imposed on teachers in both countries.

4. Conclusions

The research revealed that the goals, intended learning outcomes, structure and curricula of the bachelor and master study programmes of music teacher education in Lithuania and China have similarities and differences, which are predetermined by philosophical aspects, humanistic ideas and national context of educational policies in both countries. The study programmes aim to respond to the needs of the contemporary society, to develop competencies of music teachers, to establish conditions for successful implementation of the goals of study programmes and attainment of intended learning outcomes. In China, music teacher education cultivates all-round development of teachers, the music teachers' moral education and occupation concept is foremost. Moreover, emphasis is placed on training subject knowledge and professional skills of music teachers ignoring their educational status; the teachers' pedagogical function is weakened. Generalising, it can be stated that the activities of a teacher in Lithuania are broad and embrace numerous functions. A music teacher takes part not only in classroom activities but also organises musical life of a school, heads non-formal music education circles or clubs, communicates and collaborates with participants of the process of education. A music teacher analyses environment of musical and cultural life in a school, is continuously engaged in professional development, and is an active participant in the public cultural life. The content of music teachers' activities is best revealed through the roles of a music educator, a researcher and a manager.

Northeast Normal University and Lithuanian University of Educational Sciences are similar universities. However, the data indicate that Northeast Normal University puts more emphasis on the cultivation of professional knowledge training and professional skills of learners. They ensure that music teachers would have a wide professional knowledge and professional skills. In Lithuanian University of Educational Sciences, the pedagogy curriculum focuses on the cultivation of pedagogical skills.

The study disclosed that students' training and curriculum of music teacher education develop according to the needs of music education, the expected learning outcomes require a clear framework. These studies can help students to have necessary skills and knowledge, to enable them to obtain the ability to organise and implement music teaching activities, to have a successful career in the competitive labour market. Overall, the two compared universities have certain similarities and differences but their goals are relatively similar.

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