



Conference Proceedings

CIVAE 2025

**7th Interdisciplinary and Virtual
Conference on Arts in Education**

March 12 - 13, 2025

Edited by MusicoGuia



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The Use of ICT Tools in Training Future Music Teachers to Conduct Distance Learning for Primary School Students

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Abstract

The implementation of information and communication technologies (ICT) plays a crucial role in preparing future music teachers for effective distance education of primary school students. ICT facilitates the collection, processing, storage, and transmission of information, enabling a structured and engaging delivery of music instruction tailored to the cognitive and developmental needs of young learners. This study examines the role of ICT tools in equipping future music teachers with the necessary skills and resources to conduct distance learning for primary school students and categorizes these tools into educational platforms, social networks, additional resources, and specialized software. The research employs surveys and content analysis to assess the effectiveness of ICT in enhancing accessibility, engagement, and instructional quality for primary school students. Findings indicate that Educational Platforms support structured learning processes, while social networks foster interactive engagement between teachers and young students. Additional resources, including museum and theater websites and media stock platforms, provide essential supplementary content suited for children's music education. Specialized software, such as audio editors, sequencers, virtual instruments, video editors, and screen recording tools, enables future teachers to create age-appropriate, interactive music learning materials. This study concludes that ICT is an essential component in preparing future music teachers for effective distance instruction of primary school students. Strengthening digital competence and expanding ICT resources will enhance the quality of music education, ensuring meaningful and engaging learning experiences for young learners.

Keywords: Information and Communication Technologies (ICT), music teacher training, Distance learning, Primary school students.

El uso de herramientas TIC en la formación de futuros docentes de música para impartir enseñanza a distancia a estudiantes de educación primaria

Resumen

La implementación de las tecnologías de la información y la comunicación (TIC) desempeña un papel crucial en la preparación de los futuros docentes de música para la enseñanza a distancia eficaz de estudiantes de educación primaria. Las TIC facilitan la recopilación, el procesamiento, el almacenamiento y la transmisión de información, permitiendo una enseñanza musical estructurada y atractiva, adaptada a las necesidades cognitivas y de desarrollo de los niños. Este estudio analiza el papel de las herramientas TIC en la capacitación de futuros docentes de música, proporcionándoles las habilidades y recursos necesarios para llevar a cabo la enseñanza a distancia en la educación primaria. Además, clasifica estas herramientas en plataformas educativas, redes sociales, recursos adicionales y software especializado. La investigación emplea encuestas y análisis de contenido para evaluar la efectividad de las TIC en la mejora del acceso, la participación y la calidad educativa en la enseñanza musical a distancia para estudiantes de primaria. Los resultados indican que las plataformas educativas apoyan procesos de aprendizaje estructurados, mientras que las redes sociales fomentan la interacción entre docentes y estudiantes jóvenes. Los recursos adicionales, como los sitios web de museos y teatros, así como las plataformas de contenido multimedia, proporcionan material complementario esencial para la educación musical infantil. El software especializado, incluidos editores de audio, secuenciadores, instrumentos virtuales, editores de video y herramientas de grabación de pantalla, permite a los futuros docentes crear materiales didácticos interactivos y apropiados para la edad de los estudiantes. Este estudio concluye que las TIC son un componente esencial en la formación de futuros docentes de música para la enseñanza a distancia en la educación primaria. El fortalecimiento de la competencia digital y la expansión de los recursos TIC mejorarán la calidad de la educación musical, garantizando experiencias de aprendizaje significativas y atractivas para los estudiantes jóvenes.

Palabras clave: Tecnologías de la Información y la Comunicación (TIC), formación de docentes de música, enseñanza a Distancia, estudiantes de educación Primaria.

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The Use of ICT Tools in Training Future Music Teachers to Conduct Distance Learning for Primary School Students

INTRODUCTION

The rapid advancement of information and communication technologies (ICT) has significantly influenced the training of future music teachers, equipping them with the skills and resources necessary to conduct distance music lessons for primary school students. ICT encompasses the collection, processing, storage, and transmission of information, providing innovative tools that enhance the delivery of music education in virtual settings. By integrating digital platforms, multimedia resources, and specialized software, future music teachers can develop effective strategies for engaging young learners in an online environment.

Preparing future educators for distance teaching requires not only technical proficiency but also the ability to adapt pedagogical approaches to suit the cognitive and developmental needs of primary school students. ICT facilitates this process by offering structured educational platforms, interactive communication tools, and digital music-making applications that support both theoretical instruction and practical performance. These technologies enable future teachers to design engaging lesson plans, provide real-time feedback, and foster active participation among young students, ensuring a dynamic and immersive learning experience. Moreover, ICT-driven pedagogical strategies, such as flipped classrooms, gamified learning, and real-time performance assessments, further enhance the effectiveness of distance music education by promoting interactivity and individualized learning pathways.

METHODOLOGY

This study employs a mixed-method approach to examine how ICT tools equip future music teachers for conducting distance learning for primary school students. Quantitative surveys were conducted among music education students and teachers to assess their readiness, identify challenges, and evaluate the effectiveness of digital tools in fostering interactive music instruction. Additionally, a content analysis of online music education courses, social media platforms, and multimedia resources was performed to determine their applicability to primary school teaching, with a focus on interactive applications, virtual music-making tools, and digital assessment strategies.

By integrating survey data and content analysis, this study provides a comprehensive evaluation of ICT's role in preparing future music educators with the skills needed to deliver engaging and effective distance instruction for young learners.

RESULTS

Findings indicate that ICT tools enhance the teaching and learning experience in music education. Key results include:

- Greater accessibility to educational resources via platforms such as Google Classroom, Prometheus, and EdEra.
- The role of social networks and messaging apps (Facebook, Instagram, Viber, Telegram) in facilitating communication and collaboration between students and teachers.
- The significance of supplementary resources, including museum and theater websites and media stock libraries, in providing high-quality teaching materials.
- The necessity of specialized software, including audio editors, video editors, virtual instruments, and screen recording tools, for effective distance music education.

Main Categories of ICT Tools:

1. Educational Platforms and Services:

- Google Classroom: Organizing and managing course materials, assignments, and feedback.
- Prometheus: Online courses covering various disciplines, though limited in music education.
- EdEra: Offers multimedia content and structured online courses.

2. Social Networks and Messengers:

- Facebook: Enables group discussions, sharing materials, and organizing live sessions.
- Instagram: Used for sharing music-related content and engaging with students.
- Viber & Telegram: Messaging and group communication for educational purposes.

3. Additional Resources:

- Museum and Theater Websites: Provide access to digital exhibitions and performances.
- Media Stocks: Downloadable audio, video, and image content for educational use.

4. Specialized Software:

- For Audio Processing:
 - Audio Editors (Audacity, Adobe Audition) for sound editing and mixing.
 - Sequencers (FL Studio, Ableton Live) for composing and arranging music.
- For Virtual Music Making:
 - Virtual Instruments and Plugins (MuseScore, Sibelius) for music notation and playback.
- For Video Editing:
 - Video Editors (DaVinci Resolve, OpenShot) for creating educational music content.
- For Recording and Streaming:
 - Screen Recording Software (OBS Studio, Screencast-O-Matic) for video lessons and live streaming.

CONCLUSION

The integration of ICT tools in training future music teachers is essential for preparing them to conduct effective distance learning for primary school students. These technologies offer access to high-quality educational resources, promote interactive engagement, and enhance multimedia-based music instruction.

Despite challenges, ICT remains a key driver of modern music education. Strengthening digital literacy, expanding educational content, and improving technological infrastructure will further enhance the preparation of future music teachers for conducting distance lessons in primary schools, ensuring a more engaging and effective learning experience for young students.