

핀란드 음악교사 양성과정 연구: 시벨리우스 아카데미를 중심으로

Music Teacher Education Course in Finland: Focusing on Sibelius Academy

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초록 본 연구는 핀란드의 전문음악대학인 시벨리우스 아카데미를 중심으로 음악교사 양성 과정의 구조와 특징을 파악하고, 우리나라 음악교사 양성과정에 주는 시사점을 탐색하는 것에 목적을 두었다. 음악교사 양성과정을 검토한 결과, 음악교사가 되기 위해서 석사 이상의 학위를 요구하고 있으며, 교사의 연구역량을 강화하기 위한 과목들이 체계적으로 편성되어 있음을 알 수 있었다. 그리고 교사교육기관과 현장실습학교의 긴밀한 연계를 통한 교육실습이 운영되고 있었다. 이를 통해, 우리나라 역시 음악교사의 연구역량을 강화하고 자기성찰을 할 수 있도록 돕는 교육과정이 운영될 필요가 있으며, 교과내용학과 교과교육학의 균형, 교사교육기관과 현장실습학교의 긴밀한 연계 등을 통해 예비교사의 실천적 역량을 함양할 수 있는 체제를 구축해야 함을 시사 받을 수 있었다.

주제어: 핀란드 교사양성과정, 음악교사양성 교육과정, 교육실습

Abstract The purpose of this study is to identify the characteristics of the music teacher education course focusing on the Sibelius Academy and to explore the implications for the Korean music teacher education course. The results are as follows. First, pre-service teachers are required to have a master's degree or higher. Second, the education courses are organized systematically for research skill. Third, teaching practice is operated in a close connection between teacher education institutions and teacher training schools. Based on the results of this study, it could be drawn that a curriculum needs to be operated to help music teachers to strengthen their research skill. In addition, it could be necessary to establish a system that develops their practical competency, keeping the right balance of musical skill and pedagogy, and the close connection between teacher education institutions and teacher training schools.

Key words: Finnish music teacher education course, curriculum of music teacher education, teaching practice

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I. Introduction

The quality and direction of school education are closely related to the professional skills and qualities of teachers, which can be cultivated through systematic and structured education in teacher education institutions. Therefore, the teacher education course could be said to be the core task of improving the quality of school education and innovating school. This is because the selection method of pre-service teachers, the objective of teacher education, and the structure and program of the education course are the basic foundations for teacher professionalism. In this context, the researches on teacher education have been actively conducted, and various efforts have been made to examine teacher education course in other countries and to find implications for the Korean teacher education course.(Jo, 2019; Kim, 2008; Kim, 2009; Lee, 2017; Sim, 2002).

Particularly, the world's attention has been drawn to the education of Finland, which has made high educational achievements in the OECD's Program for International Student Assessment (PISA) since 2000. Finnish teacher education with equal education and high quality education has been noted as one of the main factors of educational success. Based on the position that education should be regarded as the basis of social welfare and support all people with equal opportunities. Finland provides free education fees from pre-primary to high school, and has tried to foster high quality teachers(<https://minedu.fi/en/education-system>). Particularly, Finnish education is focused on cultivating comprehensive competencies in accordance with the 2016 National Core Curriculum, and the "Finland Teacher Education Development Plan" was established to cultivate teachers' competencies to implement the plan of education. High quality teacher education is a prerequisite and a major foundation for Finnish education.

Many studies have been conducted on the Finnish education and teacher education system from various perspectives (Kim, 2008; Kim, 2009; Kim, 2010; Kim, 2015; Lee et al, 2012; Lee, 2012; Lee, 2013), but little has been done on music teacher education course.

Finnish music education's aim is to enable all students to experience music and art in their daily lives and to develop creative self-expression, understanding and communication with others, and to grow as a cultural citizen for the future society.

Furthermore, its aim is to help students have a natural and musical experience according to individual characteristics and levels, so that interest and learning in music can be continued. Ultimately, it makes students to be aware of their relationship to music and learns to use music to promote their well-being.(Finnish National Board of Education, 2015) For this, high-level music teacher education is being conducted, and accordingly, there is a high degree of trust in teachers in Finland. Therefore, it is considered that the study on Finnish music teacher education course could offer implications in the Korean music teacher education course.

As of 2019, three universities in Finland-Sibelius Academy, University of Jyväskylä, and University of Oulu- provide a music teacher education course. Although these universities have some difference in terms of operation, they are similar in setting standards for degree and credits and organizing categories of subjects. Among them, Sibelius Academy is a only music specific university and provides a wide range of music educational programs. Above all, Sibelius Academy states “The Sibelius Academy is the cornerstone of the Finnish music culture through its expertise in teaching, research and artistic activities”(https://www.uniarts.fi/en/sibelius-academy), it is believed that this has many implications for Korean music teacher education.

In this context, this study aimed to identify the structure and characteristics of the Finnish music teacher education course focusing on Sibelius Academy and to find out the implications for the Korean music teacher education course.

II. Teacher Education Program in Finland

1. Teacher Education's Objectives in Finland

In 2012, the Finnish National Agency for Education decided that it was time to look for changes in education as the world around us changed rapidly, and to reform the national curriculum. After the complementary period for 4 years, the national core curriculum was applied to all of Finland in 2016. The new national core curriculum has been developed with a particular focus on the development of broad-based competencies to support integrated thinking skills, emphasizing learner-centered education. These competencies are transversal competencies that cross different disciplines and

spheres, as opposed to those offered in previous curricula. They consist of seven areas: ‘thinking and learning to learn’, ‘cultural competency, interaction and expression’, ‘taking care of oneself, managing daily life’, ‘multi-literacy’, ‘digital competency’, ‘working life competency, entrepreneurship’ and ‘participation involvement, building a sustainable future’(Finnish National Board of Education, 2016, p.20-24). It aims to develop abilities as competitive citizens who can actively respond to the changes in the environment surrounding the school and lead creatively.

In addition to reform of the national core curriculum, the development of a teacher education program was also carried out through the cooperative work of Finland’s universities with the department of teacher education and local governments under the supervision of the Finnish National Board of Education. Based on the idea that “academic and research-based studies are unquestionable strengths and challenging areas for improvement in Finland’s teacher education”(Vahtivuori-Hänninen, et al., 2019, p.21), it provides guidances on the objectives and directions of teacher education. The objectives of teacher education program are presented in some competencies that teachers should have, as follows (Vahtivuori-Hänninen, et al., 2019, p.22).



[Figure 1] Objectives of teacher education in Finland

The three objectives presented above mean that teachers should be an educators with a broad range of basic competencies such as in-depth knowledge of their field, pedagogical aptitude and skill of their field. And they mean teachers should be

future-oriented and broad-based experts who create new pedagogical innovations and diversely utilize new learning environments. They also emphasize that research-based teacher education should continue to be developed in collaboration with the community.

In order to achieve these objectives, the directions of teacher education are presented as follows (Vahtivuori-Hänninen, et al., 2019, p.22).

1. Teacher's competency into an entity
2. Attractive teacher education with well-functioning structures, anticipation and successful student admissions
3. Teachers as experts creating new pedagogical innovations-focus on the learners
4. Strengthening teacher education through collaboration
5. Developing educational institution and community with professional management and leadership
6. Strengthening the research-based teacher education

First, teacher's competency will be compiled into a systematic entity including admissions, basic education and introductory training as well as development of professional competency and learning during the career rather than through short-term teacher education. Second, it is about the administrative and educational support of teacher training institutions. Through financial and educational support, competent pre-service teachers should be selected from the time of university admission, and the curriculum and credits should be managed more flexibly while maintaining the attractiveness and value of the teaching profession. Third, it is about the contents of teacher education. The teacher education program on learning environment and working methods to develop educational expertise creating new outcomes should be developed and operated. Fourth, teacher education should be strengthened to build a close cooperation and culture of working together. Fifth, professional management education should be developed for the operation of schools and educational institutions to strengthen the strategic leadership and management system of educational institutions. And finally, all teacher education should be research-based. Teacher education should be provided to foster teachers as educational experts who study and develop their own work.

The objectives and directions of teacher education in Finland can be divided into

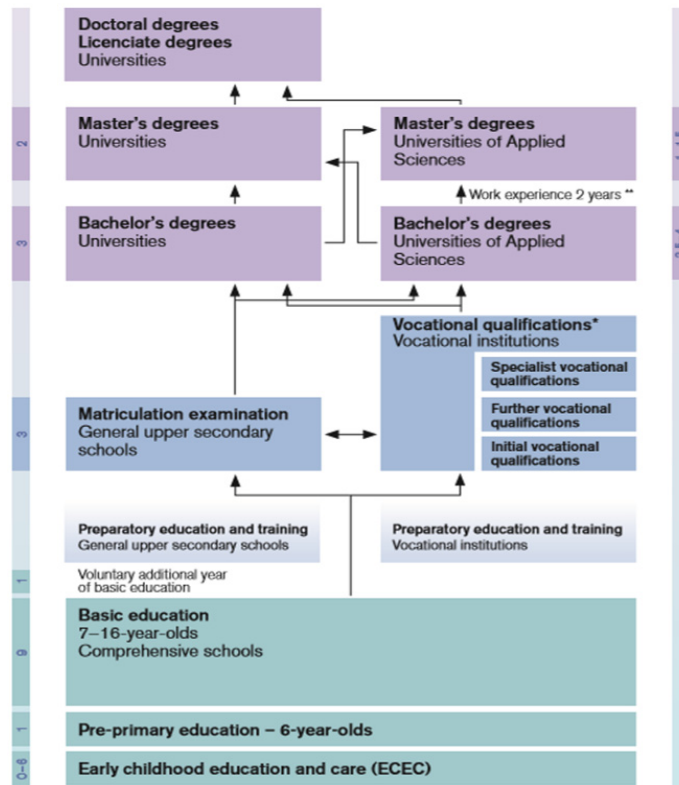
two aspects: teacher competency and teacher education support. First, in terms of teacher competency, it can be seen that the emphasis is on the role of educational experts who can view and deal with knowledges and skills in an integrated manner rather than in discrete subjects. It emphasizes the active and future-oriented teacher competency of creating and applying new innovations rather than staying current. Teacher competencies are designed to be achieved through research-based teacher education, which aims to cultivate high-quality educational experts who study and develop their own work and integrate theory and practice. Next, in terms of support for teacher education, active institutional support and operation of universities and other educational institutions is necessary for fostering high-quality teachers. Also connection and cooperation among educational institutions, regions, and teacher communities in various hierarchies are considered important for the development of teacher competency, and the institutional strategy for teacher education is established to enable more integrated and collaborative competency to be developed.

2. General Structure of Teacher Education Course in Finland

A. Education System in Finland

Finland's current education system includes pre-primary education (1 year), basic education (9 years), upper secondary education (3 years) and higher education (bachelor, 3 years; Master, 2 years; Doctor, 3 years) and adult education (<https://minedu.fi/en/education-system>). Basic education is compulsory and is provided at comprehensive school¹⁾. Comprehensive school is classified into 1st to 6th grades led by the class teachers and 7th to 9th grades taught by subject teachers. During upper secondary education, students are taught by subject teachers.

1) This system corresponds to the integrated course of elementary and middle school in Korea. It was established in 1968 when a law was passed to ensure that all children and adolescents receive a high standard of education and compulsory education, regardless of their housing or parental wealth. 'Comprehensive school' that nine grades are integrated is a term in the education system. Not all compulsory education is provided in comprehensive schools, and in practice elementary and middle schools are separated.



[Figure 2] Education system in Finland
(<https://minedu.fi/en/education-system>)

B. Teacher Education System in Finland

According to the Finnish Ministry of Education and Culture, as of 2019 there are 14 universities²⁾ and 25 universities of applied sciences (<https://minedu.fi/en/universities>). Among them, 10 universities run teacher education courses. The 8 general universities -Helsinki, Eastern Finland, Jyväskylä, Lapland, Oulu, Tampere, Turku and Åbo Akademi³⁾- have a department of teacher education for training class and subject teachers. The 2 Art universities-University of the Arts Helsinki, Alto University- offer

2) 13 of the 14 universities operate within the Ministry of Education and Culture's administrative branch, and the Finnish National Defence University operates under the defence administration.

3) Åbo Akademi University offers teacher training course in Swedish. Kokkola University Consortium Chydenius has a department of a teacher education for adult.

teacher education courses in the art.

In Finland, there are no separate institutions for training class and subject teachers. The department of teacher education at university operates and manages teacher training programs for class and subject teachers. However, in terms of the process of training including university admission requirements and studies to be taken, there is the difference between course for class teacher and for subject teacher.

Students in a class teacher's course choose to major in teacher education from the time they enter the university. They complete courses of the basics of pedagogy and majors in the department of teacher education, and complete courses of basic compulsory subjects such as math, science, and music and other electives in general college within the university. On the other hand, students in a subject teacher's course choose a major from a general college within the university when they enter the university. They can apply for the teacher education program of the Department of Teacher Education during doing their degree or after completing the master's course to get credits and obtain a school teacher's qualification.

All students in training for a class teacher and a subject teacher must complete at least three years of bachelor's course and two years of master's. According to decrees issued in 1979, teacher recruitment standards were raised to master's degree(Niemi, 2016, p. 19). Students should get over total 300 credits of 180 credits in the bachelor's course and 120 credits in the master's course, with an average of approximately 60 credits per year.⁴⁾ Based on this, 5 years are required to complete the courses, but in practice the average period for students to graduate is about 6~7 years.

Teaching practice is one of the most important courses in Finnish teacher education. Its aim is to support students to acquire professional skills in researching, developing and evaluating teaching and learning processes. According to Niemi, Professor of Education at University of Helsinki, the more active learning, the higher the professional skills. Teaching practice is a very important forum for active learning(Niemi, 2011, p. 60). Teaching practice is integrated with pedagogical studies from the beginning of teacher education courses. Teaching practice generally consists

4) Finland's credit rating unit is the European Credit Transfer System (ECTS), which aims to standardize universities' credits and qualifications across Europe so that they can be exchanged with one another, and to promote student exchanges to maintain a high level of education. One credit is about 27 hours.

of four stages: orientation, basic practice, advanced practice, applied practice. (<https://www.jyu.fi/ops/fi/edupsy/kasvatustieteiden-ja-psykologian-tiedekunnan-erilliset-opintokokonaisuudet#opettajankoulutuslaitoksen-erilliset-28297>) Teaching practice courses consist of a minimum of 20 credits in total. Each course(5~10 cr.) takes about 7 ~ 8 weeks to complete. A teacher training school is a place that is run by a department of teacher education, which is a specialized school for teaching practice and teacher training. In the teacher training school, only students who pass a test can be selected as educational trainees.

In Finland, teachers are recruited under the jurisdiction of each local government without teacher recruitment exam. Public school teachers are hired by the local government in an open recruitment manner, and private school teachers are hired in an open recruitment manner in accordance with the regulations set by the board(Lee, 2013, p.34-35). If there is a need for recruitment of teachers in the local government, the education committee decides the recruitment intake, announces the details of the recruitment, and selects final applicants through the first document screening and the second interview. Because teacher recruitment isn't done through public competitive examination, participation and completion of teacher education courses within the university is difficult and thorough, providing a foundation for high-quality teacher training. The Finnish National Agency of Education is responsible for the overall process of teacher development and retraining. The Higher Education Evaluation Committee evaluates teacher education courses conducted at universities and universities of applied sciences, and verifies how they have been implemented, and makes suggestions for improvement and development based on the results of this assessment(Kim, 2009, p.206).

III. Music Teacher Education Course in Sibelius Academy

To become a public music teacher in Finland, students have to major in music education or complete a separate teacher education program while majoring in other music fields. As of 2019, three universities in Finland-Sibelius Academy, University of Jyväskylä, and University of Oulu- provide a music teacher education course. Although

these universities autonomously operate their own curriculum according to the characteristics, circumstances, and educational purpose and directions of the universities, they are similar in setting standards for degree and credits required to obtain a music teacher's qualification and organizing categories of subjects in the Department of Music Education's course: music education studies, pedagogical studies, research studies, language studies, elective studies. Of the three universities, Sibelius Academy is a only music specific university in Finland and one of the largest music academies in Europe. It provides a wide range of educational programs from general music education, early and adult music education to instrumental pedagogy, music technology, pop and rock, jazz, classical music, global music, folk music, arts management, etc. Sibelius University's Department of Music Education suggests that it "gives you the chance to become a multi-talent in music education", because it offers a wide range of music experiences and activities(<https://www.uniarts.fi/en/study-programmes/music-education-degree-programme/#why-study-here>). Also, Sibelius Academy is actively training music teachers than the other two universities, because students majoring in music(e.g. instruments, composition) as well as in music education, can obtain a music teacher's qualification. This chapter examines the basic direction and curriculum of music teacher education, focusing on Sibelius Academy, Finland's representative music teacher education university.

1. The Basic Direction of Music Teacher Education Course

Sibelius Academy is a part of University of the Arts Helsinki and the only music university in Finland. Sibelius Academy was established as the Helsinki Music Institute in 1882 through a private initiative. One of its students was Jean Sibelius, in 1939 the name Sibelius Academy was introduced. Sibelius Academy became a state organization in 1980 and a university in 1998. Since its founding in 1882, classical music has been predominantly taught, but gradually other genres such as jazz and folk music have been added in the early 1980s and music technology in the early 1990s. It works in two faculties: the Faculty of Classical Music and the Faculty of Music Education, Jazz, and Folk Music. The faculties consist of 13 departments, which provide teaching in the various studies related to music.

Sibelius Academy states "The Sibelius Academy is the cornerstone of the Finnish

music culture through its expertise in teaching, research and artistic activities. ... Our primary mission is to foster and renew musical culture.”(<https://www.uniarts.fi/en/sibelius-academy>) In addition to the musical skills, they are trying to cultivate the best music teachers in Finland, including music teachers in general school, teachers in Finnish local music school and conservatories, and other music education experts.

The department of music education in Sibelius Academy suggests the following objectives.(<https://opinto-opas.uniarts.fi/en/degree-programme/181>)

A student who has completed a master's degree is expected to be qualified for a music subject teacher's job and other music pedagogy duties requiring a school teacher's qualification and be able to undertake other duties requiring expertise in music pedagogy; be conversant with the school subject specified in the curriculum (music as a school subject) and be able to recognize and use his/her pedagogical and artistic strengths in various contexts of music education and arts education; have a broad-based ability to operate flexibly and creatively in various arts education learning environments, collaborating with professionals in various fields; be capable of reflective and responsible pedagogical activities; have the capability to undertake music education research and critical thinking; have adopted a reformative and active attitude to how culture and society at large should be developed in a changing world, acknowledging the challenges of sustainable development; and be a responsible music education professional capable of constructive interaction, communication and functioning in a community.

The stated objectives exhibit six contents following the first sentence, “A student who has completed a Bachelor's degree and master's degree is expected to be qualified for a music subject teacher's job.” This could be compared with “objectives of teacher education” and “directions of teacher education” described in section 1, chapter 2 as follows.

<Table 1> Objectives of Sibelius Academy and teacher education

Objectives of Sibelius Academy	General teacher education	
	Objectives	Basic Directions
1. Pedagogical and artistic strengths	Extensive basic competency	Teacher's competency into an entity
2. Flexible and creative collaboration in various fields	Expertise and agency to create new innovations	Teachers as experts creating new pedagogical innovations

Objectives of Sibelius Academy	General teacher education	
	Objectives	Basic Directions
3. Reflective and responsible pedagogical activities	Continuous development of personal competency and community	Strengthening the research-based teacher education
4. Music education research and critical thinking	Continuous development of personal competency and community	Strengthening the research-based teacher education
5. Reformative and active attitude	Expertise and agency to create new innovations	Teachers as experts creating new pedagogical innovations
6. Constructive interaction, communication in a community	Continuous development of personal competency and community	Strengthening teacher education through collaboration

As the table shows, the objectives of Sibelius Academy reflect three teacher competencies described previously: ‘extensive basic competency’, ‘expertise and agency to create new innovations’, ‘continuous development of personal competency and community’. The first objective of Sibelius Academy is related to development of extensive basic competency including musical knowledge and music pedagogical competency. The second and fifth objectives are about creative competency through integration with various fields and related to creation of new innovations⁵⁾. The third, fourth are about research-based teacher skill that emphasizes reflecting his or her pedagogical activities with responsibility beyond just conveying musical skills and knowledge. The sixth objective means strengthening music education through cooperation on interaction and communication in the community.

2. Curriculum of Music Teacher Education

Sibelius Academy's music education course consists of 3 years of bachelor's degree and 2.5 years of master's. This course requires 180 credits for the bachelor's program and 150 credits for the master's program. Students can also obtain a music teacher's qualification by majoring in music-related studies and completing 60 credits of teacher

5) The second objective is relevant to the “Building blocks for learning future art” project currently being conducted by University of the Arts Helsinki. This project is a part of the “Projects to develop teacher education”, which aims to develop professional and creative competency through collaboration between arts and various subjects and disciplines(Finnish Ministry of Education and Culture, 2018, p. 2).

education program. Because Sibelius Academy is not a multi-field university, teacher's pedagogical studies are organised jointly with Tampere University and Aalto University. Some studies are organised jointly by Academy of Fine Arts and Theatre Academy within University of the Arts Helsinki.

A. Music Education Studies

Subjects in music education course of Sibelius Academy are divided into three areas: basic studies, subject studies, and language and elective studies.

Among them, the basic studies are mainly offered to the first graders every year, and are divided into 'orientation studies (7 credits)' and 'music education instrument performance basic studies (20 credits)' as shown in <Table 2>.

<Table 2> Basic Studies

	Studies	Course		Cr.
		B	M	
Orientation studies	Introduction to technology in music education	2	-	2
	Voice use and care	2	-	2
	Art education project pre-school children	3	-	3
Music education instrument performance basic studies	Basic studies in voice performance	6	-	6
	Free accompaniment and improvisation 1	4	-	4
	Ensemble 1	10	-	10
Total(Cr)		27	0	27

* B = Bachelor, M = Master

(<https://opinto-opas.uniarts.fi/en/degree-programme/120>, <https://opinto-opas.uniarts.fi/en/degree-programme/181>)

'Orientation studies' aim to acquire basic study skills for music education studies, interactive skills, ICT skill, abilities for the care of voice and capabilities to undertake inclusive artistic activities, which are needed in a music educator's work.

The purpose of 'introduction to technology in music education' is to learn to use music technology as a teaching method, and to deal with basic notation software on a computer/tablet, and a sequence program. In 'voice use and care', students learn some knowledges of healthy use of the speaking voice and of elements influencing the

voice so that they can recognize various functions in their own voices and use their voice in a healthy way. In 'art education project pre-school children', students learn examples of integrated artistic activities for early childhood and then design art performances. To conclude, the purposes and contents of 'orientation studies' show that the basic of Finnish music teacher education are composed to be future-oriented and pursue arts integration.

'Music education instrument performance basic studies' aim to improve basic performance skills, understand teaching and learning, artistic expression and technology, which can be regarded as the process of laying the foundation of instrument, voice and ensemble performance within subject studies.

Next, the subject studies are divided into 'music education instrument performance subject studies', 'other music education subject studies', 'research skills', and 'subject teacher's pedagogical studies', as shown in <Table 3>.

<Table 3> Subject studies

	Studies	Course		cr.
		B	M	
Music education instrument performance subject studies (23Cr)	Instrument studies aiming for a level examination	23	-	23
Other music education subject studies (66Cr)	Music and movement	3	-	3
	Free accompaniment and improvisation 2	8	-	8
	Ensemble 2	7	-	7
	History of music	6	-	6
	Music perception skills	20	-	20
	Choral conducting	4	-	4
	Orchestral and ensemble conducting	5	-	5
	Folk music in Finland	5	-	5
	Music cultures of the world	4	-	4
	Arrangement	4	-	4
Research skills (74Cr)	Research methods	4	-	4
	Bachelor's(Master's) thesis seminar	8	8	16
	Master's thesis, music education	-	40	40
	Reflection	2	-	2
	Maturity Essay	0	0	0

	Studies	Course		cr.
		B	M	
	Supporting studies for the Master's thesis	-	6	6
	Research-based teaching project	-	6	6
Subject teacher's pedagogical studies (60Cr)	Basic of music teaching	2	-	2
	Subject didactics 1	5	-	5
	Subject didactics 2	5	-	5
	Introduction to teaching as a profession	2	-	2
	Basic of music education	3	-	3
	Teaching practice 1	5	-	5
	Teaching practice 2	5	-	5
	Academic discussion between the arts	3	-	3
	Curriculum and assessment seminar	-	3	3
	Current issues in music education	-	3	3
	Final teaching practice	-	6	6
	Special education in the arts	-	4	4
	Social, historical and philosophical basics of education	-	4	4
	Conceptions of human development and learning in arts education	-	4	4
	Pedagogical specialization	-	6	6
Total(Cr)		133	90	223

(<https://opinto-opas.uniarts.fi/en/degree-programme/120>, <https://opinto-opas.uniarts.fi/en/degree-programme/181>)

First of all, 'music education instrument performance subject studies' are specified as an instrumental subject for level test. Students take individual lessons for instrument and voice performance according to their level.

In 'other music education subject studies', students learn the theoretical, social, cultural and historical aspects of music, and do creative music activities. Among studies, 'music and movement', 'free accompaniment and improvisation 2', 'ensemble 2', 'history of music', 'music perception skills' are encouraged to take classes mainly in the first and second grades of the bachelor's degree, 'choral conducting', 'orchestral and ensemble conducting', 'music cultures of the world, and arrangement' in the third grade of the bachelor's degree. Most studies are graded pass/fail. From this fact, we

can see that music training system in Sibelius is rigorous in developing the necessary knowledge and skills for music education.

It is important to note that 74 credits are allocated to the studies of ‘research skills’. In the first year of the bachelor's degree, by ‘research methods’(4 credits) students can understand the philosophical, theoretical basis and methodological trends of qualitative and quantitative research, and learn various methods of information search and analysis and apply the methods to their own research on music education. ‘Thesis seminar’ (8 credits) helps students to be familiar with music education literatures and think critically about them, and to learn the basics of academic research to carry out individual and group projects.

In particular, ‘reflection’, a course in the field of research competency, aims to reflect relationship between knowledge and skills acquired in the field of research, to develop the ability to apply acquired skills and knowledge to the teaching process, and to express one's own pedagogical point of view. It shows that the reflective and analytic competency as a researcher plays an important part in the practice of education as well as theoretical research in Finnish teacher education. Throughout the bachelor course the students are required to complete some portfolios for teaching method and teaching practice(e.g. written tasks, learning diary), a bachelor's thesis. Therefore, students can take the course after completing 'basic of music education' (3 credits), 'academic discussion between the arts' (3 credits), 'introduction to teaching as a profession' (3 credits), ‘subject didactics 1-2’ (10 credits), 'teaching practice1-2' (10 credits). Through this course, students will use their portfolios to reflect on the relationship between teaching methods and research fields, and how their teaching methods have been developed through bachelor courses.

In this way, subjects related to research skill are opened from bachelor's degree: learning of the research methods in the bachelor course, reflective writing of the bachelor's thesis, supporting studies for the master's thesis, writing of the master's thesis through the research-based teaching project. It shows that the Finnish teacher education course is well equipped with the research-based teacher education⁶⁾ system.

6) Research-based teacher education is characterized by 1) the training process is structured according to the systematic analysis of education, 2) all teaching activities are based on research, 3) the teacher education program is organized so that the pre-service teachers can practice the arguments, decision-making, justification, etc. required to explore and solve the teaching problems, and 4) the pre-service teachers learn various research techniques during their academic institutions until they write master's papers(Toom, et al., 2008).

The research methods are included in the program from the early stage of bachelor, and focus on developing the overall research skill for the pre-service teachers to understand the research methods and to properly apply the research method to teaching practice(Kim, 2010).

In addition, subject teacher's pedagogical studies with 60 credits is dealt with 'subject didactics', 'teaching practice', 'current issues in music education', 'academic discussion between the arts', 'special education in the arts', 'social, historical and philosophical basics of education', 'conceptions of human development and learning in arts education', and 'pedagogical specialization'. The study aims to integrate the content knowledge of music subject in the practice of education and to lay the foundations for the reflective understanding of education and human being.

As shown in <Table 4> below, students should complete 10 credits for language studies, which include 'foreign language', 'writing skill', etc. Language studies is the compulsory subject for Finnish university students.

<Table 4> Language & Elective studies

	Studies	Course		cr.
		B	M	
Language studies (10Cr)	Foreign Language 1	2	-	2
	Foreign Language 2	3	-	3
	Second official language	3		3
	Writing skills	2	-	2
Elective studies (70Cr)	Musical education advanced instrument studies/ Other optional studies	10	30	40
	Secondary subject module	-	30	30
	Total(Cr)	20	60	80

(<https://opinto-opas.uniarts.fi/en/degree-programme/120>, <https://opinto-opas.uniarts.fi/en/degree-programme/181>).

Among the elective studies, 'musical education advanced instrument studies' are composed to have more diverse and deepened performance skills in connection with 'instrument studies aiming for a level experimentation' of the subject studies.

Especially, students majoring in music education are encouraged to use piano, vocal music, wind instruments and kantele. Among the electives, 'other optional

studies' offer 26 courses including 'introduction to music therapy', 'voice pedagogy in popular music', 'music and movement as a specialization', 'ensemble pedagogy', 'advanced vocal technique', and 'accompaniment'. 'Secondary subject module' is operated in a module that can be selected as a secondary subject in the department of music education or a module that has undergone some modifications.

B. Teacher's pedagogical studies

At the Sibelius Academy, the teacher's pedagogical studies work with the University of Tam Pere, and some studies are also linked to the art colleges within University of the Arts Helsinki. Music pedagogical studies is a teacher education program, which is compulsory for students majoring in music⁷⁾ if they want to obtain music teacher's qualification. They must complete 60 credits of pedagogical studies for a separate teacher education program during or after the bachelor's and master's course. Pedagogical studies consist of 25 credits of basic studies and 35 credits of subject studies.

<Table 5> Music teacher's pedagogical studies

	Studies	Cr.
Basic studies (25cr)	Introduction to pedagogy	1
	Instrument and voice pedagogy 1-2 or comparable studies in the student's own department	20
	Basic of music teaching	2
	Introduction to music teaching as a profession	2
Subject studies (35Cr)	Conception of human development and learning in arts education	4
	Special education in arts subjects	4
	Social, historical and philosophical basics of education	4
	Interactive skills	3
	Current issues in music education	3
	Practicum(advanced practice)	5
	Research methods	4
	Seminar and final paper	8
Tatal(Cr.)		60

(<https://opinto-opas.uniarts.fi/en/offering/PEDI60/5186>).

7) There are 14 majors in music education, including accordion, brass band, coral conductor, church music, clavichord, composition, early music, piano, guitar, harp, jazz composition, jazz musical instruments and vocals, and music technology.

As shown in <Table 5>, music pedagogical studies can be classified into three categories. The first category is on the philosophical, psychological and social basis of teaching and learning. It includes 'basic of music teaching', 'conception of human development and learning in arts education', 'special education in arts subjects', 'social, historical and philosophical basics of education', and 'interactive skill'. The second category relates to the theoretical background and practice of teaching. It includes 'introduction to pedagogy', 'instrument and voice pedagogy', 'current issues in music education' and teaching practice. The third category relates to the research skills that includes 'research methods', 'seminar and final paper'.

In 'introduction to pedagogy', students learn to analyse teaching situations and mastery of teaching methods. In 'instrument and voice pedagogy 1-2 or comparable studies in the student's own department', they learn how to teach classes in all areas of music education such as playing instruments, singing, music theory and listening skills. In 'basic studies', students learn the ethical and comprehensive issues of education such as teaching method and education administration law, teacher culture, equality, and gender problem in general music education. They academically discuss social, historical, and philosophical meanings from an educational point of view and reflect on the meaning of art, and learn linguistic expressions to acquire interaction skills, body languages, and various workshop techniques in group situations.

In this regard, the basics of Sibelius Academy's teacher's pedagogical studies are to emphasize the various teaching methods based on personality, cooperation, humanity and the creative ideas and comprehensive skills for them, and furthermore to cultivate the competency to solve problems and to understand the various meanings of art in the real world.

IV. Characteristics and Implications of the Finnish Music Teacher Education Course

1. Characteristics of the Finnish music education course

As a result of studying, the characteristics of Finnish music teacher education course are as follows.

First, in order to become a music teacher, students must enter the department of music education at the time of university entrance, or major in music at the university and complete 60 credits of teacher education program. Teacher education program is completed in the department of education because the teacher training course in Finland is mainly operated and managed in that department. Students who don't major in education have to take credits of major studies except pedagogical studies at colleges within the university. For music subject, three colleges offer music education major course.

Second, the degree requirement for teacher's qualification is raised to master's degree, and institutionalized to receive more than 300 credits for at least five years. Sibelius Academy requires students to complete 180 credits (for 3 years) in bachelor's program and 150 credits (for 2.5 years) in master's program.

Third, the purpose of the music teacher education course is to help students acquire music pedagogical knowledges and skills. For this students have to take 60 credits for the teaching methods of music. It aims to integrate the knowledge of music-related studies into a wider educational context and focus on laying the foundation for reflection on education and human beings. For this, students have to take 60 credits for the teaching methods of music.

Fourth, based on the research-based teacher education, studies that emphasize competency as researchers are organized systematically by grade level. In particular, it emphasizes writing papers in order that "the students can not only have a more objective view of what they teach through the paper writing process, but they can also reflect on their teaching experiences and connect knowledge and actual experiences that they have learned from the literature." (Mikkola, 2005). The focus is on developing research skills for pre-service teachers to understand research methods and to apply them appropriately to their work. Music teachers are expected not only to teach, but also to study for themselves, to develop their own work and to integrate theory and practice.

Fifth, in close connection between teacher education institutions and teacher training schools, teaching practice courses are being operated systematically so that students directly apply the knowledge and theories learned in university to teach the class. Basically, students have to complete 20 credits (about 500 hours) of teaching practice for five years, and the teacher training school, which has an agreement with the

teacher education institution, is operated by accepting them through examinations. This is to cultivate teachers who steadily grow by reflecting their theory and practice on their own while emphasizing practical knowledge by linking theory and practice based on research-based teacher education.

2. Implications

This study could draw out the following implications, even though there are differences between Korea and Finland in the historical background, social system, and education system.

First, music teacher education course should be constructed to reinforce the research skills of music teachers. It is necessary to train teachers as field researchers who can share with colleagues while exploring the causes and solutions of problems encountered in the field beyond conveying a simple knowledge, implementing and improving the results of their research. In order to cultivate more competent teachers who continue to study and to explore themselves after entering the teaching profession, music teacher education course is expected to be systematically organized for pre-service teachers to learn research methods and write their degree's thesis with a reflective attitude during university. The reinforcement of research-based education system for music teacher education could enable music teacher to actively learn and explore various types of music and teaching methods, and to create new educational methods and directions instead of settling for their current music knowledge and skills. Furthermore, education for these competent music teachers could help students to accept new musics and cultures, and to develop their creative competency.

Second, through the integration of various aspects of pedagogy such as philosophy of education, psychology, sociology, history of education, discussion on major issues and the ultimate direction of music education, reflection on their own learning process, and lesson planning and execution, it is necessary to help students develop their own pedagogical theory. In modern society, the role of teachers, which has been limited to class, is being expanded into active participation in school management and establishment of effective communication channels with local communities. Accordingly, there is a need for teachers who can contribute not only to schools but also to the community based on a distinct pedagogical perspective.

Third, it should go in the direction of pursuing practical integration of theory and practice through the closer connection between music teacher education institutions and teacher training schools. Teaching practice is the core of the music teacher education course because it is a process where pre-service music teachers think educationally, grow as professionals, and apply practical theories in education-related problems. To do this, the professors of the music teacher education institution and the teachers in the training school should cooperate closely, and help students to have the chances to apply the theories and to develop their ability to think and judge what they have learned.

This study has limitations in studying Finnish music teacher education course focusing only on the Sibelius Academy. In the follow-up study, it is hoped that a study will be conducted to compare and analyze the music teacher courses of the three universities in Finland. In addition, in connection with this study, it is expected that further research will be conducted on comparative analysis of Korean and Finnish music teacher education course and examination of the training system to improve the professionalism of current teachers in Finland.

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