

Summary

World music in the contemporary music education

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Musical meaning has two aspects. One of them refers to the musical syntax and the other one to the extra-musical connotations that music carries (social, cultural, religious and political associations). In this article we analyse *world music*, and different rationales for teaching that music in school. The need for the inclusion of the *world music* into the music curriculum is unquestionable. But, there are many obstacles to incorporating this musical genre into the classroom. Music educators feel limited in their ability to teach intercultural music due to their lack of training in this area. Another obstacle has been a lack of high-quality multicultural materials available for teachers.

In respect to the important role of the *world music* in the contemporary music program's, we suggest further investigations of children's preferences for music which originates from unfamiliar cultures, and the influence of different factors, primarily of the age, on the formation of these preferences.

Key words: musical meaning, music education, preferences, world music, intercultural education.