

THE IMPORTANCE OF METACOGNITION RESEARCH IN MUSIC

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Background

Over the last twenty five years research in metacognition has become increasingly important. Metacognition addresses one's own cognitive awareness, and affects critical thinking, learning efficiency, and problem solving. In addition, it improves the acquisition, comprehension, retention, and application of what is learned. To date there has been relatively little research that has investigated the metacognitive strategies of performance students. Traditionally, classically trained performance students are taught using a model that is based mostly on imitation. By and large, many performance students learn to play their instruments by observing the studio teachers and trying to implement the teachers' performance suggestions. Although the behavioral nature of this model has produced excellent musicians, research has shown that studio lessons tend to leave relatively little room for questions on the part of the student.

Aims

This paper discusses the value of conducting metacognitive studies in music. Moreover, it illustrates ways in which performance students could develop their own metacognitive awareness and strategies.

Main Contribution

Research has shown that some beginners and intermediate performance students seem to lack definite, clear plans on how to practice their instruments, and how to integrate aspects of their musical knowledge. It is suggested that introducing students to metacognitive awareness and metacognitive strategies could help them learn more effectively.

Implications

It is recommended that seminars on metacognitive strategies become part of every music students' curriculum.