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Functionality of the lesson of school instruments on the profession of music teaching

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Abstract

Instrument training, benefited most by educationists, is one of the basic resources of music education. Teachers, in line with the education they take, get the opportunity to use their instruments in their classes and by this way to realise the education (Köz, 2007). The lesson of school instrument, in this sense, presents itself as a lesson of three terms with the names “School Instruments I-II-III” in the curriculums that are applied in departments of music teaching in fine arts education sections in faculties of education. In the study that screening model used, a questionnaire, developed by researches and preformed by taking the opinions of an expert, was conducted to music preservice teachers. Findings about the determination of the current situation of school instruments lesson have contributed to the specification of aspects needing change and improvement for the functionality of the lesson.

Keywords: Music education, School instruments, Music Teacher;

1. Introduction

On observing the development processes of the society, we see that development has been going parallel with education from past to present. In line with the development, reforms in the educational systems of the countries and some changes dependent on them are seen. In this day and age, in the process of shaping the information society, it can be said that knowledge has gained importance and education has a crucial importance in shaping the information society. Another fact, which gained importance in the process of the shaping of music teaching and art teaching which subbranches of teaching are, is educating teachers for that field. Moreover, the functionality of the music educationists for the process gains importance in educating the individuals. Accordingly, a music teacher should have good field knowledge and efficiency in order to teach the content that is included in music teaching. (Akbulut, 2006). As adaptation and contribution to changes may be possible with education, music teachers present themselves as one of the most important factors in the process (Can, 2009). On the education of music teachers, present music teaching departments in universities are contributing to educating teacher on that field. In line with the

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program content that is applied in in music teaching departments, it is aimed to educate preservice music teachers who can make an active music education and teaching in class music teaching.

The aim of music teaching undergraduate program is “to educate music teachers who can conduct all musical activities notably in-class and out-class also in-school and out-school effectively and efficiently as suited to the aims of general music teaching in primary and secondary schools” (Bilgin, 1998). As one of the most important factors that can contribute to the effective learning process, teacher should be active in many fields.

Another variable that should exist in an active teacher is professional qualifications. These qualifications are general culture, field knowledge, professional knowledge and communication skills. For a teacher, discharge of teaching depends on his having the features forming professional qualifications very well (Akbulut, 2006). Creativities and efficiencies of preservice teachers in the class for the class music teaching activities are correlated with the effectiveness of the lessons in the scope of program. In this line, the distribution of the lessons in the scope of program and their current implementations gain importance. Effective music teaching education depends on the determination and the implementation of learning content in a way to make them acquire basic teacher qualifications (Kalyoncu, 2005). The effectiveness of the lesson contents in the programs of music teaching in terms of its consequences for the implementations of them can be provided through the fact that program contents are related with substantial and present lessons. It can be said that the lessons in the program content has gained importance in terms of its contribution to the music teacher education. Accordingly, the lesson of ‘School Instruments I-II-III’ oriented towards class music teaching, in accordance with restructured curriculum, is instructed as 3 half-terms lesson in music teaching programs. ‘School Instruments I-II-III’ is implemented with the purpose of music teachers’ playing an instrument, apart from the main instruments, that he chose and teaching that instrument to the students effectively in class music teaching.

The implementation of multiple instruments learning in the classes enables student to choose an instrument, among school instruments, which can be suitable to his physiological and intellectual structure and with which he can express himself best. Therefore, the sufficiency of the music teachers who will conduct instrument training matters. “A music teacher has to know and use the school instruments, apart from his instrument, in a level to play and teach it. (Küçüköncü, 2006).

School instruments lesson is implemented in the result that preservice music teachers choose the present instrument oriented towards the lesson. Present instruments oriented towards the lesson can differ in universities. It is thought that the activities that can be realised with the purpose of providing an opportunity to the teachers develop students’ creativity in class music training can be acquired through the availability of the instruments. Therefore, on contributing the activities of multiple playing and by this way making students gain association, adaptation and communication, it is important that music teachers can play and teach the school instruments effectively.

The aims oriented towards the lesson are; the ability of music teacher to play the instrument they chose, to use the instrument as an accompany, and to teach the instrument to the students effectively in music training. In this study, the question “What is the functionality of the school instruments lesson in the profession of music teaching?” constitutes the problem sentence. Here is aimed to present the opinions of preservice music teachers about the functionality of school instruments lesson, which is thought to serve for the important field of instrument training in music teachers education, in the profession of music teaching.

In the study, opinions of the preservice music teachers, about the functionality of school instruments lesson in the profession of music teaching, studying in the Marmara University Atatürk Faculty of Education Music Teaching Department. This study is thought to be important in terms of serving as a model to the present situation about the field.

2.Method

General screening model was used in the study. Screening models are research approaches that aim to describe a situation in the past or present as it is. The event, individual or object are described within their conditions and as they are. No effort is made to change or affect them in any way. There is something to be known, and that is there. The important thing is to “observe” and determine it in an appropriate way. (Krathwohl, 1993, Kınca, Y. 2010, p 110).

In line with the questionnaire that is developed by researches and preformed by taking the opinion of an expert, the opinions of the music teachers about the functionality of school instruments lesson are taken. The findings that are constituted by making the analysis of the frequency (*f*) and percentage (%) analysis of the datas acquired are supporting the importance of school instruments lesson in music teaching.

3.Findings

Table 1 Frequency and Percentage Distribution of preservice music teachers in terms of their demographical features (N=120)

Variables	Groups	N	%
Gender	Male	37	30,8
	Female	83	69,2
Age	18-20 age	34	28,3
	20-25 age	72	60,0
	25 age and above	14	11,7
Before starting undergraduate education, in which institution(s) you had education?	High School (Anatolian, Science etc.)	25	20,8
	Anatolian Fine Arts High School	86	71,7
	Conservatory	9	7,5
In the institution you had education, High School (Anatolian, Science etc.), have you had any instrument training?	Yes	89	74,2
	No	31	25,8
In the music teaching undergraduate program that you study, in school instruments lesson, which terms you take the education of?	School instruments	29	24,2
	School instruments II	10	8,3
	School instruments III	16	13,3
	I took School Instruments Lesson.	65	54,2
Have you ever played the instrument that you take the education of in School instruments lesson?	Yes	36	30,0
	No	84	70,0
Have you ever attended to any course, seminar etc. about the instrument that you take education of in School instruments lesson?	Yes	24	20,0
	No	96	80,0

The distribution of preservice teachers, in terms of their demographical features, who attended the study and have education Marmara University Music Teaching Department is presented in Table 1. Of all preservice teachers, 30,8

% are male and 69,2 % are female. Of all preservice teachers, 28,3 % are aged 10-20, 60 % are aged 20-25 and 11,7 % are aged 25 and above. Of all preservice music teachers, 20,8 % are High School (Anatolian, Science etc.), 71,7 % are Anatolian Fine Arts High School and 7,5 % are Conservatory graduates. Of all preservice music teachers, 24,2 % are taking school instruments, 8,3 % are taking school instruments II and 13,3 % are taking School instruments III lesson. 54,2 % of them graduated from school instruments lesson. 30,0 % of preservice music teachers have played the instrument of which they take the education in School instruments lesson, however, 70,0 % of them have not played the instrument of which they take the education in School instruments lesson. 20,0 % of preservice music teachers have attended to some courses, seminars etc. about the instrument that they take the education of in school instruments lesson while 80,0% of them have not.

Table 2. The opinions of Preservice Music Teachers About the Usability of the gains of School Instruments lesson (N=120)

In Terms of the Usability of the gains of School Instruments Lesson		Acceptancy Level		
		Yes	No	Partially
01. Do you think that School instruments lesson can be effectively used in the profession of teaching?	<i>f</i>	63	10	47
	%	52,5	8,3	39,2
02. Do you think that the aims of School instruments lesson are fulfilled during your education?	<i>f</i>	60	15	45
	%	50,0	12,5	37,5
03. Do you think that school instruments lesson can be used as an in-class facility on teaching implementation?	<i>f</i>	95	7	18
	%	79,2	5,8	15,0
04. Do you think that School instruments lesson is effective in terms of usability in the profession of teaching?	<i>f</i>	99	5	16
	%	82,5	4,2	13,3
05. Do you think that the instrument of which you take the education in school instruments lesson can be used as an accompany instrument in class music education?	<i>f</i>	71	18	31
	%	59,2	15,0	25,8
06. Do you think that you will have difficulty in forming instrument groups in class music education in the result of the gains that you have acquired from school instruments lesson?	<i>f</i>	29	74	17
	%	24,2	61,7	14,2

Majority of preservice music teacher who attended the study, 52,5 %, think that school instruments lesson can be effectively used in the profession of teaching. 50,0 % of preservice music teachers think that the aims of school instruments lesson are fulfilled during their education. While 79,2 % of preservice music teachers think that school instruments lesson can be used as an in-class facility on teaching implementation, 82,5 % of them think that School instruments lesson is effective in terms of usability in the profession of teaching. While 59,2 % of preservice music teachers think that the instrument of which they take the education in School instruments lesson can be used as an accompany instrument in class music education, 61,7 % of them do not think that they will have difficulty in forming instrument groups in class music education in the result of the gains that they have acquired from School instruments lesson.

Table 3. The opinions of Preservice Music Teachers About the Physical Sufficiency of School Instruments Lesson (N= 120)

In terms of the Physical Sufficiency of School Instruments	Acceptancy Level		
	Yes	No	Partially
01. Do you think that the physical conditions are sufficient about School instruments lesson teaching in our school?	<i>f</i> 53	35	32
	<i>%</i> 44,2	29,2	26,7
02. Do you think that there are sufficient material for school instruments lesson in our school?	<i>f</i> 44	34	42
	<i>%</i> 36,7	28,3	35,0
03. Do you think that you can reach sufficient resources about School instruments lesson? (Book, method, literature) ?	<i>f</i> 53	26	41
	<i>%</i> 44,2	21,7	34,2
04. Do you think that the class environment that School instruments lessons are made enables for multiple instrument groups and forming chamber music groups?	<i>f</i> 57	23	40
	<i>%</i> 47,5	19,2	33,3
05. Do you think that the methods and the resources on the field are used sufficiently in in-class activities?	<i>f</i> 53	24	43
	<i>%</i> 44,2	20,0	35,8

To the question “Do you think that the physical conditions are sufficient about School instruments lesson teaching in our school?”, 44,2 % of them gave the answer ‘Yes’, 29,2 % of them ‘No’ and 26,7 % of them ‘Partially’. To the question “Do you think that there are sufficient material for School instruments lesson in our school?”, 36,7 % of them gave the answer ‘Yes’, 28,3 % of them ‘No’ and 35,0 % of them ‘Partially’. To the question “Do you think that you can reach sufficient resources about School instruments lesson? (Book, method, literature)”, 44,2 % of the preservice music teachers gave the answer ‘Yes’, 21,7 % of them ‘No’ and 34,2 % of them ‘Partially.’ To the question “Do you think that the class environment that School instruments lessons are made enables for multiple instrument groups and forming chamber music groups?”, 47,5 % of the preservice music teachers gave the answer ‘Yes’ while 33,3 % of them said ‘Partially.’ 44,2 % of the preservice music teachers gave the answer ‘Yes’ to the question “Do you think that the methods and the resources on the field are used sufficiently in in-class activities?”

Table 4 The opinions of Preservice Music Teachers About the Program Content of School instruments lesson (N=120)

Program Content of School instruments lesson	Acceptancy Level		
	Yes	No	Partially
01. Do you think that present course hours enables the realisation of the program aims?	<i>f</i> 62	28	30
	<i>%</i> 51,7	23,3	25,0

02. Do you think that program content of School instruments lesson enables to implement activities?	<i>f</i>	69	16	35
	%	57,5	13,3	29,2
03. Do you think that school instruments that you have education of fulfils the aims of the lesson adequately?	<i>f</i>	54	14	52
	%	45,0	11,7	43,3
04. Do you think that the education in school instruments lesson is supported adequately by out-class activities?	<i>F</i>	25	42	53
	%	20,8	35,0	44,2

51,7 % of preservice music teachers gave the answer ‘Yes’ to the question “Do you think that present course hours enables the realisation of the program aims?”. 57,5 % of preservice music teachers agreed that program content of School instruments lesson enables to implement activities. While 45,0 % of the preservice music teacher gave the answer ‘Yes’, 43,3 % of them gave the answer ‘Partially’ to the question “Do you think that School instruments that you have education of fulfils the aims of the lesson adequately?” 44,2 % of preservice music teachers gave the answer ‘Partially’ to the question “Do you think that the education in School instruments lesson is supported adequately by out-class activities?” while 35,0 % of them gave the answer ‘No’.

Table. 5 The Opinions of Preservice Music Teachers About The Opinions On School Instruments Lesson (N= 120)

In terms of the Opinions on School Instruments Lesson	Acceptancy Level					
	Recorder	Guitar	Orf Instrument	Mandolin	Other	
01. Which instruments are more convenient as an accompany instrument in class music teaching?	<i>f</i>	8	58	24	10	20
	%	6,7	48,3	20,0	8,3	16,7
	Usability	Convenience to Essemble Playing	The Instrument’s Being Economical	Other		
02. From which point the instrument used in class music teaching should be sufficient?	<i>f</i>	37	71	11	1	
	%	30,8	59,2	9,2	8	

48,3 % of preservice music teachers gave the answer ‘Guitar’ to the question “Which instruments are more convenient as an accompany instrument in class music teaching?” while 20,0 % of them said ‘Orf Instruments’ and 16,7 % of them ‘Other’. 59,2 % of preservice music teachers gave the answer ‘Convenience to Essemble Playing’ to

the question “From which point the instrument used in class music teaching should be sufficient?” while 30,8 % of them gave the answer ‘Usability’.

4. Conclusion and Discussion

In the field of education, as in all the fields nowadays, it is aimed to make the educated individuals effective individuals. Particularly in nowadays information society, it has gained more importance within the process. Music is accepted as an important and effective means that should be used in the education of children and seen as an important tool that affects the language, sensual and social development positively (Canakay, 2006; Yıldız, 2002). In consequence of the findings from the study, it was seen that 70% of the preservice music teachers have not played the instrument of which they have the education in social instruments and 80 % of them have not attended to a course, seminar etc. about the instrument of which they take the education. Accordingly, it can be said that their preparedness to the lesson is not completely realised. Preservice music teachers that attended the study mostly agreed on the opinions that they can effectively implement social instruments lesson in the profession of teaching and social instruments lesson is usable in class music education. About the school instruments lesson, the opinion that there will be no difficulty in forming accompany and instrument groups and holding in-class activities has gained importance. In line with these results, it is seen that preservice music teachers find school instrument lesson usable in music teaching.

It is seen that preservice music teachers have sufficient physical conditions about school instrument lesson teaching and they can reach adequate resources on the content of the lesson. However, there is seen change in the opinion of preservice music teachers that there are adequate materials for school instruments lesson. In the music teachers that attended the study, it is seen that school instruments lesson enables them to form instrument groups and chamber music groups. Also, they stated that the methods and the resources on the field are used sufficiently in in-class activities. In line with these results, it is seen that there is no physical problem for school instruments lesson.

It is seen that preservice music teachers agreed that present course hours and program content of school instrument lesson enable the activities for the implementation. However, it is seen that preservice music teachers did not agree on a sufficient level that the education in social instrument lesson is supported by out-class activities.

The preservice music teachers that attended the study agreed with the opinion that guitar, one of the instruments for the lesson, is more adequate in terms of accompanying compared to the other instruments. In a study named “Classical guitar in music teaching in our country” made by Halvaşı (2009) in related literature, it is seen that music teachers described the ‘classical guitar’ as an instrument having the ease of suitability as a class instrument. Preservice music teachers think that the instruments used in school instruments lesson should provide sufficiencies of suitability and usability to esemble playing in the profession of teaching.

5. Recommendations

1. It is required to increase the present number of instruments in the departments of music teaching in universities and to provide diversity of the instruments. The increase in abundance of instrument choosing will contribute to the creativity of preservice music teachers.
2. Courses and seminars that will be held by the units connected to the universities will benefit in terms of the attendance of preservice music teachers to out-class activities oriented towards the school instrument lesson.
3. In line with the aims of social instruments lesson, instrument groups and chamber music groups that will be formed within the body of universities will contribute to the process of the implementation of lesson aims.
4. In the lesson of “Teaching Implementation” that is applied on music teaching programs, it should be provided to implement the gains of school instruments lesson effectively. It is thought that present instruments in school instruments can be realized through the gains like accompanying and esemble playing in class music teaching.
5. It is required to provide the active participation of instrument groups and chamber music groups that can be formed for school instruments lesson in musical activities held within the body of university or international.

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