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# Classroom teacher candidates' efficiency on the music culture and their music preferences

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## Abstract

With reference to Turkish Linguistic Society, “Culture is defined as the total means of which the material and spiritual values are created in the historical and social development process that is used for conveying and creating these values to next generations and demonstrates the measurement of the domination of the people’ natural and social environments.

Anatolia has survived variety of prosperous cultures with its background of thousands of years. We have been developing being affected by the cultural prosperity as a nation living in this country. Our prosperity on the general culture has naturally affected our music culture.

Classroom teacher candidates are responsible from educating future of persons who are eligible, contemporary, inquisitive and open to improve and question themselves. Thus, the teachers have to obtain same qualifications. This paper has studied that the candidate classroom teachers’ efficiency on the music culture, their tastes in music and music preferences depended on their musical information and background acquired by their primary, secondary and high schools. The students from Marmara University studied in Atatürk Faculty of Education participated in this research at the beginning of their third term when they have not just taken the lessons relating to music and teaching of it.

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## 1. Introduction

“Culture is the group of complete behaviours that should be protected and developed and it is a learned behaviour that conveyed into new generations by people sharing same tradition and background.”(Erkal;2009).

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Culture has a progression in its side. This progression includes tradition, custom, education, experience, background, art and life. Culture changes and develops on the basis of social structure. Societies have been developing, renovating and affecting their countries and they have been also affected.” Culture is not limited with the specific period of a community” (Erkal; 2009). Culture is learned and become a habit. It continues its existence during the life of a community. “Every culture has three main resources; these are geographical area, human and society” ( Özcan, Özer, 2007)

Anatolia has survived variety of prosperous cultures with its background of thousands of years. We have been developing being affected by the cultural prosperity as a nation living in this country. Our prosperity on the general culture has naturally affected our music culture. We have been developing being affected by the cultural prosperity as a nation living in this country. This development also comprises art. Art, theatre, literature, architecture and music are the important elements which enable the interaction and development between cultures.

“Some musicologists and historians has mentioned about Turkish music and art history which has lasted for 6000 or 9000 years” (Arslan 1996).

This prosperity in our cultural structure has naturally affected our music culture. Music is integrated with us as having different tastes in the different periods of our lives. Many of us have listened to different songs, admired and embraced different artists in the different periods of our lives being affected by our environment, education, the social and economical conditions.

Do we think that the music which deeply engages with our lives is only the art of the expression of ourselves with the sounds or should we benefit from it affecting rich and cultural structure as an intellectual means of background. I think that these questions complete each other. Music is both the conveyance of the feelings and the background of science and art which should be analysed in a deeply way. Owing to this feature, we can also benefit from music in the education.

From the early childhood, we can activate more the possibility of the developments of the personal, social and emotional, intellectual and psychomotor with the music. The teachers of preschool and classroom have a big duty in this point. Classroom teacher candidates are responsible from educating future of persons who are eligible, contemporary, inquisitive and open to improve and question themselves. Thus, the teachers have to obtain same qualifications. This study has revealed that the candidate primary classroom teachers’ efficiency on the music culture, their tastes in music and music preferences depended on their musical information and background acquired by their primary, secondary and high schools. The students from Marmara University studied in Atatürk Faculty of Education participated in this research at the beginning of their third term when they have not just taken the lessons relating to music and teaching of it.

## **2. Method**

In this research, open-ended questions were asked and the analysis of qualitative data was applied.

### *2.1. Problem*

The future candidates of the primary classroom teaching have not enough background knowledge about music culture acquired by primary, secondary and high schools.

### *2.2. Purpose*

The candidates of the primary classroom teaching have a facility to practise and improve themselves about the music culture and the taste in music. Besides, it educates the teacher candidates about the qualified music as developing taste in music.

### *2.3. Importance*

- To increase the intellectual background of the teacher candidates.
- To educate the teacher candidates about the choice of the qualified songs in accordance with children’s age.
- To enable to have a spirit of researcher through music culture

- To enable the teacher candidates to learn the history of the music in our country and world and to convey it to the next generation.
- To enable the teacher candidates to meet the different cultures through music culture and taste in music.

#### 2.4. Assumptions

The research was applied on 144 Primary Classroom Teaching students. The questions were accepted on the basis of evaluation of the candidate teachers' music culture and tastes in music.

#### 2.5. Data Analysis

The research was made up 144 students whom 53 are boys and 91 are girls. The participants' high schools are shown on the table;

Types of School	Anatolian Teachers' Training High School	Anatolian High School	General High School	Foreign Language Intensive High School	Private High School	Technical High School
The number of the Students	35	21	51	32	4	1

Question -1 Have you ever had music education in your primary school?

Answers	Yes	No	Partially	Unanswered	Total
The number of persons	82	28	34	-	144
Rate %	56.9	19.4	23.6	-	100

Question– 2: Have you ever had music education in your high school?

Answers	Yes	No	Partially	Unanswered	Total
The number of persons	74	42	28	-	144
Rate %	51.4	29.2	19.4	-	100

Question– 3: Did you take music lessons depended on a book?

Answers	Yes	No	Partially	Unanswered	Total
The number of persons	31	80	32	1	144
Rate %	21.5	55.6	22.2	0.7	100

Question– 4: Did you pass the lesson by doing only homework?

Answers	Yes	No	Partially	Unanswered	Total
The number of persons	51	63	27	3	144
Rate %	35.4	43.8	18.8	2.1	100

Question– 5: Did the teacher mention about the history of music?

Answers	Yes	No	Partially	Unanswered	Total
The number of persons	13	97	34	-	144
Rate %	9.0	67.4	23.6	-	100

Question– 6: Which one is the composer of the Baroque Period?

Answers	Beethoven	Bach	Tschaikowsky	Unanswered	Total
The number of the persons	24	18	7	95	144
Rate %	16.7	12.5	4.9	66.0	100

Question– 7 What is the full name of Mozart?

Answers	True	False	Unanswered	Total
The number of the persons	12	13	119	144
Rate %	8.3	9.0	82.6	100

Question– 8 Which composer is not the “Turkish Five”?

Answers	A.Adnan Saygun	Cemal Rey	Reşit Muammer Sun	Unanswered	Total
The number of the Persons	5	14	18	107	144
Ratio %	3.5	9.7	12.5	74.3	100

Question– 9 Write one of the ballads of Aşık Veysel.

Answers	True	False	Unanswered	Total
The number of the persons	114	7	23	144
Ratio%	79.2	4.9	16.0	100

Question – 10: Who is Minür Nurettin Selçuk?

Answers	True	False	Unanswered	Total
The number of the persons	18	5	121	144
Rate %	12.5	3.5	84.0	100

Question – 11: Write one of the songs composed by Zeki Müren.

Answers	True	False	Unanswered	Total
The number of the persons	62	1	81	144
Rate %	43.1	0.7	56.3	100

Question– 12: What kind of music do you listen stated below? Put in order according to its priority.

	Girl Student	Boy Student
1	Pop Music	Pop Music
2	Rock Music	Folk Music
3	Folk Music	Turkish Protest Music

Question – 13: Do you follow Popular Music?

Answers	Yes	No	Partially	Unanswered	Total
The number of the persons	38	23	83	-	144
Rate %	26.4	16.0	57.6	-	100

Question – 14: Who is your favourite pop music singer you would like to listen?

	Girl Student	Boy Student
1	Sezen Aksu	Sezen Aksu
2	Funda Arar	Emre Aydın
3	Candan Erçetin	Kenan Doğulu

Question – 15: How many times do you go to the concerts?

The frequency of time:	Once in a week	Once in a month	Once in a six month	Once in a year	Total
The number of the people:	-	6	24	114	144
Rate %		4.2	16.7	79.2	100

### 3. Results (Findings)

Individual's improvement about learning is limitless. The important thing is the presentation and assimilation of the knowledge. For that reason, the techniques of the teaching and learning have to be selected depended on a deep analysis. Nowadays, the knowledge is easy to obtain. Everything is learned and consumed in a quickly way. The importance of structuralist teaching should be understood and implied so that the knowledge will be permanent. "The teaching of one subject does not mean putting it into the learner's brain. On the contrary, it is the contribution of the learners' information process. Knowing is a process "(Açıkgöz; 2002). " Whatever the innovation is, the teachers should improve themselves about it"(Açıkgöz;2002). The implementation of the structuralist teaching also enables both teacher and student to the extension of their knowledge and getting permanent knowledge.

As it is looked at the search from the general view, it is observed that music lessons in the primary, secondary and high schools are done irrespective of curriculum. The teacher leads the music curriculum on the basis of his background knowledge.

Thus, it reveals that students are lacking in the music culture. Their knowledge about the culture of Western Music does as little as not know anything. It is observed that their knowledge about Classical Turkish Music and Turkish Folk Music is not also efficient enough. Their familiarity in the popular culture is in a higher position contrary to other music areas. As a result of my observations, the students do not perceive music as a culture. Music is perceived as the entertaining means of which helps only students to relax themselves and have a good time. The high rate in the pop music derives from their only listening of the music not performing it. Thus, it should be designed a program which enables the classroom teacher candidates to be interested in cultural structure of music.

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