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Evaluation of the music workbook and teachers’ guide books’ of the 4th grade of the primary school from the perspective of the ability of creative thinking by the opinions of the classroom teacher candidates

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Abstract

Music is the one of the factors which helps the person to express himself. Research indicates that music has an important role in the developmental stages of the children. From the early childhood, the music education contributes to the increase of success in many different areas for children. That’s why the music education books which serve this area are needed to be capable of serving to the goals of education.

The goal of this research is to analyze the 4th grade music workbook and teachers’ guide books from the perspective of ability of creative thinking with the candidates of classroom teachers. The research shows the contribution of the interrelated usage of the music workbook and teachers’ guide books and its importance for the future candidates of classroom teachers.

The research is conducted to 185 candidates of classroom teachers as part of the music education class and the results are evaluated based on the qualitative research procedure.

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Keywords: Music education, music workbook, creative thinking.

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1. INTRODUCTION

In 2012-2013 educational year a new educational system was accepted and the system was organized as 4+4+4. The school starting age of primary schools was lowered from 7 to 5 and half. That’s why, there should be new arrangements which are appropriate for the developmental stages of the children in the system.

In today’s world the fast changes and developments in the field education with the usage of interactive whiteboards, ability to access the new information quickly, fast renewal and consumption draws attention to the importance of learning. “Learning is an art, more than a science and it is a kind of development. In this development, slow but continuous changes take place starting with the beginning of the individual’s life. Learning is a product, produced by connecting mental connections between various senses and reactions” (Telman, 1988).

The development of the children who starts the primary school education in such an early age with a heavy burden of lectures. Primary school’s academic timetable and the implementation of these timetables should be prepared according to the developmental stage of the children. That’s why, schoolbooks should be prepared with the aim of helping the children express themselves better and improving the ability of creative thinking.

The ability of creative thinking is constructed with the different interpretations of an existing ideas, products, projects, with achieving original ideas in different environments and with the thinking and interpreting differently. “Creativity is a strategy developed by Gordon and his colleagues to find creative solutions to the problems in the industrial organizations” (Açıkgoz, 2002).

“Creativity is a way of thinking and it is closely related to the imagination. We can find creativity in most of the emotional and mental activities, work and occupations. Power of creativity is the basis of the all human life and development. In the last 50 years, creative thinking which has significant scientific research conducted, is a mental ability. When a person has this mental ability he is rewarded. When a person does not have this ability, special educational programs executed for this person to develop this mental ability” (Aslan, 2002). Developing this ability is quite important to prepare the individual to his life and give him the ability to think sophisticated.

Sometimes it is inevitable to go out of a frame of mind which is accepted as normal to be able to solve the problems in the life. When an individual stays in the boundaries of a given thinking pattern, he/she cannot perceive the problems correctly and cannot find solutions. To be able to thinking creatively, a person should avoid the limitations of his mind. An individual will be able to think comfortably, perceive the events better and evaluate the relationships better as he let his subconscious to rise to the surface (Özden,1997).

The musical education which is received from the beginning of the early childhood contributes to the increasing success of the child in different areas. The music lecture books which contribute to this area should be prepared accordingly to this aim. That’s why, the contents of the academic schedule and the lecture books which are the practice tools of the academic schedule should be prepared in way to develop the ability of creative thinking of the students with the help of the experts’ opinions.

There are the students’ workbook and teachers’ guide book to apply the music lecture. There is no textbook in the educational system. “Teachers’ guide book helps teachers to conduct a series of activities, shows how to conduct the activities and helps the teachers to guide to the students. It provides a good preparation. It helps the teacher for a more planned lesson” (Kılıç, Seven, 2002).

In this research process, the topics in 4th grade music workbook and teachers’ guide book are analyzed and implemented with different teaching methods.
2. CONTENTS OF MUSIC WORKBOOK AND TEACHERS’ GUIDE BOOK

The 4th grade music workbook is organized with twelve topics. Here is a list of the topic’s headings and numbers of guidance by teachers.

1. Sing the Independence March (the Turkish national anthem) right: Explanations about the topic and an activity.
2. Let’s show the sounds with graphic: An activity.
3. Let’s learn the basic musical writing and units: Four activities.
4. Sounds and their basic characteristics: Four activities.
5. Let’s create rhythms and tunes: An activity.
6. Different rhythmic compositions: Two activities.
7. Let’s dance: An activity.
8. Speed changes in music: Two activities.
10. Special days and weeks: Three activities.
11. Different genres of music: Four activities.

In addition, 4th grade teachers’ guide book of music contains the notes of 27 songs.

Problem: Are the activities in the 4th grade music books prepared in the manner that support the ability of creative thinking?

Purpose: The purpose of this research is to perform an analysis of the 4th grade music workbook and teachers guide book by the classroom teacher candidates who have the lecture of music teaching in the academic year of 2012-2013 from the perspective of the books’ capability of improving creative thinking.

Significance:
- To improve the creativity of the children with music.
- To help the development of personality and self-confidence of the children with music.
- To draw the attention to the importance of the music workbook and teachers’ guide book’s impact on the development of the creative thinking.

Premises: In research, classroom teacher candidates are asked questions to show that music books’ capability of creative thinking. Teacher candidates gave frank answers.

Constraints: The research is conducted on the classroom teacher candidates who have the music education class in 2012-2013 academic year.

3. METHOD

Research Model: This research is conducted with survey method. It is an analysis of qualitative data.

Group of Participants: Population of the research consists of the students of Marmara University, Department of Classroom Teaching. Sample consists of 185 teacher candidates who study in the 4th term.

Data Collection: Data is collected by survey.

Data Analysis: Frequency and percentage analysis is performed.
### 4. RESULTS

<table>
<thead>
<tr>
<th>Question</th>
<th>Frequency</th>
<th>Certainly Agree</th>
<th>I agree</th>
<th>Partially Agree</th>
<th>I don’t Agree</th>
<th>No idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Let’s get to know our book page is designed well for the usage of the book.</td>
<td>Frequency</td>
<td>21</td>
<td>102</td>
<td>44</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>11.4</td>
<td>55</td>
<td>23.8</td>
<td>4.3</td>
<td>5.4</td>
</tr>
<tr>
<td>2. The notes in the workbook are organized orderly and systematically.</td>
<td>Frequency</td>
<td>26</td>
<td>115</td>
<td>30</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>14.1</td>
<td>62.2</td>
<td>16.2</td>
<td>2.2</td>
<td>5.4</td>
</tr>
<tr>
<td>3. Activities in the workbook and teachers’ guide book are good enough and organized well in order to sing the Independence March correctly.</td>
<td>Frequency</td>
<td>37</td>
<td>80</td>
<td>46</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>20</td>
<td>43.2</td>
<td>24.9</td>
<td>3.2</td>
<td>8.6</td>
</tr>
<tr>
<td>4. “Let’s show the sounds with graphic” topic contains appropriate activities for improving the ability of creative thinking.</td>
<td>Frequency</td>
<td>20</td>
<td>69</td>
<td>59</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>10.8</td>
<td>37.3</td>
<td>31.9</td>
<td>8.6</td>
<td>4.4</td>
</tr>
<tr>
<td>5. “Let’s learn the basic musical writing and units” topic contains appropriate activities for improving the ability of creative thinking.</td>
<td>Frequency</td>
<td>22</td>
<td>59</td>
<td>62</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>11.9</td>
<td>31.9</td>
<td>33.5</td>
<td>10.3</td>
<td>12.4</td>
</tr>
<tr>
<td>6. “Sounds and their basic characteristics” topic contains appropriate activities for improving the ability of creative thinking.</td>
<td>Frequency</td>
<td>27</td>
<td>81</td>
<td>49</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>14.6</td>
<td>43.8</td>
<td>26.5</td>
<td>8.6</td>
<td>6.5</td>
</tr>
<tr>
<td>7. “Let’s create rhythms and tunes” topic contains appropriate activities for improving the ability of creative thinking.</td>
<td>Frequency</td>
<td>46</td>
<td>63</td>
<td>48</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>24.9</td>
<td>34.1</td>
<td>25.9</td>
<td>9.7</td>
<td>5.4</td>
</tr>
<tr>
<td>8. “Different rhythmic compositions” topic contains appropriate activities for improving the ability of creative thinking.</td>
<td>Frequency</td>
<td>35</td>
<td>70</td>
<td>55</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>18.9</td>
<td>37.8</td>
<td>29.7</td>
<td>8.1</td>
<td>5.4</td>
</tr>
<tr>
<td>9. “Let’s dance” topic contains appropriate activities for improving the ability of creative thinking.</td>
<td>Frequency</td>
<td>27</td>
<td>69</td>
<td>59</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>14.6</td>
<td>37.3</td>
<td>31.9</td>
<td>5.9</td>
<td>10.3</td>
</tr>
<tr>
<td>10. “Speed changes in music” topic contains appropriate activities for improving the ability of creative thinking.</td>
<td>Frequency</td>
<td>23</td>
<td>81</td>
<td>49</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>12.4</td>
<td>43.8</td>
<td>26.5</td>
<td>13</td>
<td>4.3</td>
</tr>
<tr>
<td>11. “Volume changes in music” topic contains appropriate activities for improving the ability of creative thinking.</td>
<td>Frequency</td>
<td>34</td>
<td>61</td>
<td>56</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>18.4</td>
<td>33</td>
<td>30.3</td>
<td>11.5</td>
<td>6.5</td>
</tr>
<tr>
<td>12. “Special days and weeks”</td>
<td>Frequency</td>
<td>26</td>
<td>77</td>
<td>49</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Topic</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
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<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Topic contains appropriate activities for improving the ability of creative thinking.</td>
<td>23</td>
<td>12.4</td>
<td>81</td>
<td>43.8</td>
<td>54</td>
<td>29.2</td>
</tr>
<tr>
<td>“Different genres of music” topic contains appropriate activities for improving the ability of creative thinking.</td>
<td>26</td>
<td>14.1</td>
<td>75</td>
<td>40.5</td>
<td>53</td>
<td>28.6</td>
</tr>
<tr>
<td>“ Atatürk and music” topic contains appropriate activities for improving the ability of creative thinking</td>
<td>37</td>
<td>20.0</td>
<td>71</td>
<td>38.4</td>
<td>53</td>
<td>25.4</td>
</tr>
<tr>
<td>Topics in the student workbook and teachers’ guide book supports each other well enough.</td>
<td>52</td>
<td>28.1</td>
<td>75</td>
<td>40.5</td>
<td>33</td>
<td>17.8</td>
</tr>
<tr>
<td>Songs in the student’s workbook are chosen with taking the children’s age into account.</td>
<td>36</td>
<td>19.5</td>
<td>74</td>
<td>40.0</td>
<td>57</td>
<td>30.8</td>
</tr>
<tr>
<td>Topics in the student’s workbook are organized well enough to help children to perceive, understand and practice music.</td>
<td>34</td>
<td>18.4</td>
<td>84</td>
<td>45.4</td>
<td>44</td>
<td>23.8</td>
</tr>
<tr>
<td>Student’s workbook and teachers’ guide book are organized in a way to let teachers use and practice them easily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. FINDINGS AND COMMENTS

Here is the answers given to the scale:

1. Let’s get to know our book page is designed well for the usage of the book. 102 participants out of 185 answered as “I agree” to this statement.
2. The notes in the workbook are organized orderly and systematically. 26 participants answered as “Certainly agree”, 115 participant answered as “I agree” and 10 participants answered as “no idea” to this statement.
3. Activities in the workbook and teachers’ guide book are good enough and organized well in order to sing the Independence March correctly. 80 participants answered as “I agree”, 46 participants answered as “partially agree”, but 16 participants answered as “no idea”.
4. “Let’s show the sounds with graphic” topic contains appropriate activities for improving the ability of creative thinking. 69 participants answered as “I agree”, 59 participants answered as “partially agree” to this statement.
5. “Let’s learn the basic musical writing and units” topic contains appropriate activities for improving the ability of creative thinking. 59 participants answered as “I agree”, 62 participants answered as “partially agree”, 19 participants answered as “I don’t agree” and 23 participants answered as “no idea” to this statement.
6. “Sounds and their basic characteristics” topic contains appropriate activities for improving the ability of creative thinking. 27 participants answered as “certainly agree”, 81 participants answered as “I agree”, 49 participants answered as “partially agree” and 16 participants answered as “I don’t agree”.
7. “Let’s create rhythms and tunes” topic contains appropriate activities for improving the ability of creative thinking. 63 participants answered as “I agree”, 18 participants answered as “I don’t agree”.
8. “Different rhythmic compositions” topic contains appropriate activities for improving the ability of creative thinking. 70 participants answered as “I agree”, 55 participants answered as “partially agree” and 15 of the participants said that they do not agree.
9. “Let’s dance” topic contains appropriate activities for improving the ability of creative thinking. 69 participants answered as I agree, 59 participants answered as “partially agree”, 19 participants answered as “no idea” to this question.
10. “Speed changes in music” topic contains appropriate activities for improving the ability of creative thinking. 81 participants answered as “I agree”, 23 participants answered as “certainly agree. In total, 32 participants answered as “I don’t agree” or “no idea”.
11. “Volume changes in music” topic contains appropriate activities for improving the ability of creative thinking. 34 participants answered as “certainly agree”, 61 participants answered as “I agree”, 56 participants answered as “partially agree”, 22 participants answered as “I don’t agree” and finally 12 participants answered as “no idea”.
12. “Special days and weeks” topic contains appropriate activities for improving the ability of creative thinking. 77 participants answered as “I agree”, 20 participants answered as “I don’t agree”.
13. “Different genres of music” topic contains appropriate activities for improving the ability of creative thinking. 81 participants agreed, 54 participants agreed partially and 15 participants said that they do not agree to this statement.
14. “Ataturk and music” topic contains appropriate activities for improving the ability of creative thinking. 75 participants answered as “I agree”, 53 participants answered as “partially agree”, 26 participants answered as “certainly agree”. 18 participants said that they do not agree and 13 participants answered as “no idea”.
15. Topics in the student workbook and teachers’ guide book supports each other well enough. 37 participants answered as “certainly agree”, 71 participants answered that “I agree”, 47 participants answered as “partially agree”. 10 of the participants answered the question as “I don’t agree” or “no idea”.
16. Songs in the student’s workbook are chosen with taking the children’s age into account. 32 participants answered that “certainly agree”, 75 participants answered as “I agree”, 33 participants answered as “partially agree”, 15 participants answered as “I don’t agree” and 10 participants answered as “no idea”.
17. Topics in the student’s workbook are organized well enough to help children to perceive, understand and practice music. 36 participants answered as “certainly agree”, 74 participants answered as “I agree”, 57 participants answered as “partially agree”, 12 participants answered as “I don’t agree” and 6 of the participants answered as “no idea”.
18. Student’s workbook and teachers’ guide book are organized in a way to let teachers use and practice them easily. 34 participants answered as “certainly agree”, 84 participants answered as “I agree”, 44 participants answered as “partially agree”, 9 participants answered as “I don’t agree” and 14 participants answered as “no idea” (Yaşar, Çelik, Şendağ 2012).
In addition to the answers given to the survey, candidates of classroom teachers said that the number of activities in the guide book should be higher. They also claimed that the teachers who don’t have a habit of practice the features structuralist education can have a hard time practice the activities in the music books.

When the answers given to the survey analyzed, teacher candidates answered closer to the idea that music books are well organized to develop the creative thinking. I think that, this is because of structuralist model is practiced in the academic program. In the process of teaching music teaching class, different music teaching methods were practiced independently from the guide book.

In research, teacher candidates mainly agreed certainly to the statements “songs in the student’s workbook are chosen with taking the children’s age into account” and “topics in the student’s workbook are organized well enough to help children to perceive, understand and practice music”. In 2012-2013 academic year, 4th grade primary school students are started to the school in age 7. However with the new system, the 4th grade students will be in age 9 in the future. That’s why the songs and topics in the music books should be reviewed and they should be compatible to the student’s age in the future.

6. CONCLUSION AND SUGGESTIONS

As a result to the research classroom teacher candidates mostly think that music workbook and teachers’ guide book are improving the creative thinking. However, because the starting age to the school is changed, the music books should be reviewed and reorganized. The topics like teaching song teaching, rhythm studies and composining tunes should be supported with the usage of educational and creative plays. The songs which children will dance and can be performed with motions, also the songs with easy melodic structures should be included. Students can create activities with writing new lyrics to the melodies they know. With these activities educational lyrics could be written from interdisciplinary areas to help student to learn from both music and other areas.

Music lecture has a structure which helps students to express themselves better. Therefore, classroom teachers should not see this lecture as an area of talent, but they need to make music attractive as a area of pleasure with the activities.

References