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# Views of preservice music teachers regarding the lesson of personal instrument (guitar) that is involved in the undergraduate program of music teaching

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## Abstract

“Personal instrument training” stands as one of the lessons constituting basic dimensions of music in the programs applied oriented towards educating “teacher” in Faculties of Education Fine Arts Education Sections Music Teaching Departments that serve in the field of professional music training. In the lesson, it is aimed to make preservice music teachers acquire qualifications avocationally, and to realise the educational opportunity which will enable them to play and teach the instruments. The increase in the interest towards the guitar in our country ensured that the instrument takes place in the curriculums of many agencies and institutes that are within formal-common education. With the advantages it carries, guitar has ranked among the instruments that are educated in “Personal Instrument (Guitar)” lesson in the institutes educating music teachers. In the study, with reference to the importance of instrument training and guitar training which is educated in this field, an answer is sought for the question “What are the views of preservice music teachers about “Personal Instrument” (guitar) lesson?”. The lesson of “Personal Instrument” (guitar) in Music Teaching Department is analyzed in terms of its usability, physical sufficiency and program content.

Keywords: Music , music teacher, instrument education, guitar;

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## 1. Introduction

Music that can affect every field of our life or that can be the indicator of all the effects in every field of our life, is a branch of which training should be made with scientific methods by competent people in appropriate environments. (Özyörük, 2006). Uçan (1997) expressed music training as “the process of intentional change and development of the individual’s musical behavior through his own life.” Music teacher constitutes one of the basic elements of music training which is, along with being a whole, separated into various arms and in each arm is separated into various branches. The qualification and the quality of the training on a large scale are directly proportional with the qualifications of teachers. Accordingly, the fact that the teachers who will take charge in educational system should train and be trained both before-service and in-service carries importance in terms of the quality of education services. (Celep, 2004 ). Music teaching, a subbranch of avocational music education, is a big and comprehensive fact in which the notions of art education, music education technique, music science education and teaching training are synthesized. Hence, music teaching education draws attention as a versatile and multidimensional field of education with the reason of having the opportunity to benefit from every kind of technological instruments that this age requires as well as being grounded on an interdisciplinary scientific/ artistic base with its institutes, rules and working. (Albuz, 2004).

The knowledge and skills of the program applied to the preservice music teachers consist of three main domains comprising professional teaching knowledge and skills and general knowledge. As a versatile and multidimensional field of education, it aims to educate qualified teachers having adequate fund of knowledge about music education.

Within the scope of instrument training that existing in the program and constituting one of the basic dimensions of music education is one of the basic resources of professional development of preservice music teachers. “In this lesson aiming to make the behaviors oriented towards cognitive, kinetic and affective fields that contemporary education requires, along with laying the base of some basic techniques and behaviors about playing the instrument, the perception of music as an art comprising real emotions and lives and provision of musical thinking are the prominent aims” (Ercan, Ekinçi, 2000).

Whether solo or group work, instrument training initially contributes to the constitution of music culture as well as making people develop self-confidence to them. With the group works, the sense of cooperation and co-production are developed (Halvaşı, 1999).

The increase in the interest towards the classical guitar in our country ensured that the instrument takes place in the curriculums of many agencies and institutes that are within formal-common education. With the advantages it carries, classical guitar has ranked among the instruments that are educated in “Personal Instrument” lesson in the institutes educating music teachers. Classical guitar training as a part of instrument training is a systematic and deliberate process to make the students acquire the skills to play, accompany and teach to play the guitar by teaching them the playing techniques.

It is necessary to conduct this process meticulously due to the fact that it guides the students to have sense of aesthetics and musicality, by this way acquiring musical identity and expressing themselves via music. (Önder, Yıldız, 2008). Another domain that required necessity within the aims of the lesson is the analysis of the lesson in terms of its usability of the gains, physical sufficiency and program content.

### **1.1. Related Studies**

The opportunities that guitar carries in the study of Elmas (1986) named “Shape Evolution of Guitar in Music History” are a corroborative to the importance and dissemination of “Personal Instrument” (guitar) lesson in music teaching programs.

In the study that was made by Halvaşı (2009), the place and the importance of guitar in music education was emphasized.

### **1.2 Purpose and Research Questions**

In the study, with reference to the importance of instrument training and guitar training which is educated in this field, the question “What are the views of preservice music teachers about “Personal Instrument” (guitar) lesson?” is our problem sentence. In the sub-problems that are constituted with reference to the problem sentences, answers are sought in this present condition to the questions;

-What are the views of preservice music teachers about the usability of the gains of “Personal Instrument” (guitar) lesson?

-What are the views of preservice music teachers about the physical sufficiencies of “Personal Instrument” (guitar) lesson?

-What are the views of preservice music teachers about the program content of “Personal Instrument” (guitar) lesson?

## 2. Method

Study was made by using screening model. General screening models are the screening arrangements, which are made for the purpose of taking a general measure about the universe in a many elements-consisting universe, made on the whole universe or taking a sample group (Bailey, 1982, akt; Kıncaç.Y. 2010).

In the study, the views of preservice music teachers taking “Personal Instrument” (guitar) lesson in 2011-2012 education year within the scope of Faculties of Education in Karadeniz Technical University Fatih Faculty of Education Music Teaching Department, Marmara University Atatürk Faculty of Education Music Teaching Department and Trakya University Faculty of Education Music Education Department. Assessment of “Personal Instrument” (guitar) lesson in Music Teaching Departments is made in terms of usability of the gains, physical sufficiency and program content.

### 2.1 Sample

Table 1 Frequency and Percentage Distribution of preservice music teachers in terms of their demographical features ( $N=60$  )

Variable	Groups	N	%
Gender	Male	39	65,0
	Female	21	35,0
The university you study in	Karadeniz Technical University	9	15
	Marmara University	36	60
	Trakya University	15	25

### 2.2. Data Gathering Instruments

Study datas are obtained through questionnaire method. Questionnaire questions are arranged under three sections about the views of preservice music teachers in terms of the usability of the gains, in terms of physical sufficiencies and in terms of program content of “Personal Instrument” (guitar) lesson. In the result of the assessment made in line with the views of an expert, the questions are preformed by making the necessary arrangements. Options are leveled as “Agree”, “Partially” and “Disagree”. In the questionnaire, there is a personal information form developed for the purpose of determining the demographical features of preservice music teachers.

### 2.3. Data Analysis

Data results acquired by the questionnaire was analysed by SPSS for Windows 17 program. The views of 60 preservice music teachers, studying in Faculties of Education Music Teaching Departments, are observed. The distribution of the frequency (f) and percentage (%) of the datas acquires were calculated.

## 2. Findings

Table 2 The Views of Preservice Music Teachers About the Usability of the gains of “Personal Instrument (Guitar)” lesson (N=60)

In terms of the gains of “Personal Instrument” (guitar) lesson	Acceptancy Level			
	Yes	Partially	No	
01. Do you think that “Personal Instrument (Guitar)” lesson contributes to your personal development as a preservice music teacher effectively?	<i>f</i>	52	7	1
	<i>%</i>	86,7	11,7	1,7
02. Do you think that you can use the lesson of “Personal Instrument (Guitar)” which you have the education of effectively in the profession of teaching?	<i>f</i>	46	12	2
	<i>%</i>	76,7	20,0	3,3
03. Do you think that the aims of “Personal Instrument (Guitar)” lesson are fulfilled during your education?	<i>f</i>	28	29	3
	<i>%</i>	46,7	48,3	5,0
04. Do you think that “Personal Instrument (Guitar)” lesson can be used as an in-class facility on teaching implementation?	<i>f</i>	46	12	2
	<i>%</i>	76,7	20,0	3,3
05. Do you think that “Personal Instrument (Guitar)” lesson is effective in terms of usability in the profession of teaching?	<i>f</i>	52	8	-
	<i>%</i>	86,7	13,3	-
06. Do you think that the instrument of which you take the education in “Personal Instrument (Guitar)” lesson can be used as an accompany instrument in class music education?	<i>f</i>	47	13	-
	<i>%</i>	78,3	21,7	-
07. Do you think that you will have advantage in forming instrument groups in class music education in the result of the gains that you have acquired from “Personal Instrument (Guitar)” lesson?	<i>f</i>	42	15	3
	<i>%</i>	70,0	25,0	5,0
08. 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 “Personal Instrument (Guitar)” lesson?	<i>f</i>	8	22	30
	<i>%</i>	13,3	36,7	50,0

Of preservice music teachers, 86,7 % think that the lesson contributes to the personal development, 76,7 % think that they can use it effectively in their profession and 46,7 % think that the aims of their education are fulfilled. Of all preservice music teachers, 76,7 % state that guitar lesson can be used as an in-class activity on teaching implementation, 86,7 % state that it can be effective in terms of usability in teaching profession and 78,3 % state that guitar can be used as an accompany instrument in class music education. 70,0 % of them think that they will have advantage in forming instrument groups in class music education in the result of the gains that you have acquired while 13,3 % of them state that they do not think that they will have difficulty in forming instrument groups.

**Tablo 3 The Views of Preservice Music Teachers About the Physical Sufficiencies of “Personal Instrument (Guitar)” lesson (N=60 )**

In terms of The Physical Sufficiencies of lesson		Acceptancy Level		
		Yes	Partially	No
01. Do you think that the physical conditions are sufficient about “Personal Instrument (Guitar)” lesson teaching in our school?	<i>f</i>	23	24	13
	%	38,3	40,0	21,7
02 Do you think that there are sufficient material for “Personal Instrument (Guitar)” lesson in our school?	<i>f</i>	23	24	13
	%	38,3	40,0	21,7
03. Do you think that you can reach sufficient resources about “Personal Instrument (Guitar)” lesson? ( Book, method, literature) ?	<i>f</i>	34	18	8
	%	56,7	30,0	13,0
04. Do you think that the class environment that “Personal Instrument (Guitar)” lessons are made enables for multiple instrument groups and forming chamber music groups?	<i>f</i>	21	24	15
	%	35,0	40,0	25,0
05. Do you think that the methods and the resources on the field are used sufficiently in in-class activities?	<i>f</i>	28	26	6
	%	46,7	43,3	10,0

Of all preservice music teachers, 38,3 % think that the physical conditions are sufficient in lesson teaching, again 38,3 % of them think that there are adequate material in their school, 56,7 % think that they can reach adequate resources on the lesson, 35 % think that the class environment that lessons are made enables for multiple instrument groups and forming chamber music groups and 46,7 think that the methods and the resources on the field are used sufficiently in in-class activities.

**Table 4** The Views of Preservice Music Teachers About the Program Content of “Personal Instrument (Guitar)” lesson (N=60)

In terms of the Program Sufficiency of “Personal Instrument (Guitar)” lesson	Acceptancy Level			
	Yes	Partially	No	
01. Do you think that present course hours of “Personal Instrument (Guitar)” lesson enable the realisation of the program aims?	<i>f</i>	24	16	20
	<i>%</i>	40	26,7	33,3
02. Do you think that program content of “Personal Instrument (Guitar)” lesson enables to implement activities?	<i>f</i>	36	20	4
	<i>%</i>	60,0	33,3	6,7
03. Do you think that “Personal Instrument (Guitar)” lesson that you have education of fulfils the aims of the lesson adequately?	<i>f</i>	32	28	-
	<i>%</i>	53,3	46,7	-
04. Do you think that the education in “Personal Instrument (Guitar)” lesson is supported adequately by out-class activities?	<i>f</i>	24	26	10
	<i>%</i>	40	43,3	16,7

Of all the preservice teachers 40 % of them state that present course hours of the lesson enables the realisation of the program aims. Again 60 % of them state that the program content of the lesson enables to implement activities, 53,3 % of them think that “Personal Instrument (Guitar)” lesson fulfils the aims of the lesson adequately. 40,0 % of the preservice teachers think that Personal Instrument (Guitar)” lesson is supported adequately by out-class activities

#### 4. Conclusion and Discussion

The datas acquired show the result that “Personal Instrument” (guitar) lesson is an active lesson in terms of the usability of the gains. Guitar is seen as an instrument that contributes to personal development, effective in teaching implementation, can be used in in-class activities in teaching implementation, can be used as an accompany instrument and enables to constitute instrument groups. The study that is made by Ulucak and Tufan (2010) in order to measure the effect of the use of guitar as a teacher instrument on the music lesson success of the primary school students is a corroborative to the effectiveness of guitar in this field. When music education is taken as a process, the beginning of this process is music teaching education programs for preservice music teachers. In music teaching education programs, the instruments trained under the name of “Personal Instrument” lesson should serve for the active use of the teacher. In this sense, guitar does not exists commonly enough within the structure of “Personal Instrument” in music teaching departments over the country.

Findings acquired through the views of preservice teachers present the result that physical sufficiencies of “Personal Instrument” (guitar) lesson are not so good. It is a necessity to constitute physical conditions, materials, class environment that enables for multiple instrument groups and forming chamber music groups for the success of present program. The constitution of these conditions are inevitable on adapting the information age in which change rapidly takes place and which causes new arrangements in education.

The views of the preservice music teachers on “Personal Instrument” (guitar) lesson program content present the result that present course hours are insufficient. The fact that guitar education is not adequately supported by out-class activities is another resultant. These may cause trouble in realisation of the program aims. That is why, it is important to constitute “Personal Instrument” (guitar) education in order to fulfil the aims of the lesson sufficiently. The opportunities that the instrument provides to the effective use by preservice music teachers make it profoundly essential.

## 5.Recommendations

- 1.“Personal Instrument” (guitar) lesson should be disseminated in music teaching departments.
- 2.Educating academicians on that field should be given importance.
- 3.It is important to disseminate the guitar lesson in Fine Arts High Schools which prepare substructure of music teaching departments and to staff teachers who will give education on that field.
- 4.It is important that the opportunity created by the features that the guitar have should be presented to the preservice music teachers effectively.
- 5.The constitution of necessary physical conditions should be provided for that “Personal Instrument” (guitar) lesson should reach its aims.
- 6.In this information age that we live in, reaching of preservice music teachers to the knowledge and resources on the field should be provided.
- 7.Implementation activities and out-class activities with the purpose of fulfilling the aims of the lesson should be disseminated.
- 8.An education should be formed oriented towards fulfilling the aims of the lesson.

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