

## **Primary School Teacher Candidates' Perceptions Related to the Concept of Music**

**Aylin Mentiş K ksoy**

Faculty of Education, Niğde University

Department of Primary School Teaching, 51240, Niğde, Turkey

E-mail: aylinmentiskoksoy@gmail.com

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### **Abstract**

The general purpose of this study is to examine the primary school teacher candidates' perceptions related to the concept of music through metaphors. Within this general purpose, the answers to these questions were sought: What are the metaphors the primary school teacher candidates have related to the concept of music? Under which categories these metaphors used by the primary school teacher candidates can be grouped in terms of common characteristics? This is a qualitative study. This study was carried out within the framework of content analysis model. The study group of the study consisted of 86 senior students attending Niğde University's Faculty of Education. They were all studying at the Department of Primary Teaching during the academic year of 2013-2014. They, also, participated in this study on a volunteer basis. The data of the study was obtained by distributing students forms with the statement "Music is like ..... because ....." on and they were asked to complete the statement on the form. Content analysis of the data obtained from the forms filled by the students was done. After the examination of the students' statements, 22 forms were left out since the students did not give explanation in their statements. The process of analyzing the data was carried out in four stages: naming, elimination, categorizing, providing reliability and validity. At the end of the data analysis, 38 metaphors created by the teacher candidates were categorized under three categorized headings.

**Keywords:** Music, Primary School, Teacher Candidates, Metaphor.

### **Introduction**

Music is an indispensable part of human life. It is a branch of art that gives meaning to human life, makes people feel good, interprets feelings and helps people communicate and share. Music has many definitions. In each definition, characteristics of music are emphasized.

According to Uçan (1994: 10), music is an aesthetic whole that combines sounds with a specific purpose and method and based on a particular beauty understanding. In addition, according to Kaplan (2005: 32), music is a communication tool and a social activity that brings people together as performers, listeners and dancers and that allows people to express themselves.

Munch (2008) states that music can reach beyond what words express and beyond all the statements and concepts the mind understand. People's communicating with each other through the language of music is a great treasure that the God bestowed to the people and no one has the right to misuse this treasure (as cited in Yazıcı, 2012).

Of all the branches of art, music is considered to be the art that leaves the most profound effect on the human spirit. Music is an universal language that goes from person to person and has the power to unite people with different languages and religions in the same tune. This has given music a distinct place among the other arts ( z, 2001: 101).

Music has a very important and influential part in the life of a human being who has cognitive, affective and dynamic sides. Music can cause changes in a person's behavior and can give direction to a person's behavior. Music gives a person joy, grief, enthusiasm, calmness, strength and happiness. It is, also, a socio-cultural tie inside the society (G nc , 2002: 8).

The importance of music in human life stems from its individual, social, cultural, economic and educational function of music in a person's life. Among these functions, the educational function of music has a more vital importance because it includes musical learning-teaching activities and regulations related to these. These activities and regulations make music's individual, social, cultural and economic functions more regular, heathy, effective and useful (Uan, 1997: 13).

Music intrinsically carries an educational nature. Everybody takes something from music, learns from it and gains from it depending on the form, direction, scope and degree of his/her relationship with it. Nearly every function of music in a person's life happens, changes and develops with education (music education) (Akkaş, 1993: 7).

With the music education given in primary schools, children's behaviors like musical movement, musical hearing, musical singing, musical play (using their bodies and specific objects around themselves as instruments and make music with them) and musical appreciation come into focus and concretize (Uan, Bayraktar&Yıldız, 1999: 8).

In most of the public primary schools, primary schools teachers give the music classes. Because of this, according to Aydınlı (2007), the child's sense of creativity can come to light and can be directed by competent primary school teachers. Since primary school students between the ages of 7-12 have significant changes in their cognitive, affective, kinetic and social developments, knowing these developmental characteristics will help teachers to have effective and efficient learning and teaching activities.

Determining the perceptions of primary school teachers who give the music classes in primary schools related to the concept of music was found important.

## **Purpose**

The general purpose of this study is to examine the primary school teacher candidates' perceptions related to the concept of music through metaphors. Within this general purpose, the answers to these questions were sought:

- 1- What are the metaphors the primary school teacher candidates have related to the concept of music?
- 2- Under which categories these metaphors used by the primary school teacher candidates can be grouped in terms of common characteristics?

## Method

### Study Group

This is a qualitative study. This study was carried out within the framework of content analysis model. The study group of the study consisted of 86 senior students attending Nigde University's Faculty of Education. They were all studying at the Department of Primary Teaching during the academic year of 2013-2014. 68 (79%) of the participants were females and 18 (21%) of the participants were males.

### Data Collection and Analysis

To obtain the data in the study, forms with the statement "Music is like ..... because ....." written on were distributed to the students and they were asked to complete the statement on the forms. Later, the forms that the students filled were collected and content analysis was done on the data obtained from the forms filled by the students. The analysis of the data was carried out in four stages: naming, elimination, categorizing, providing reliability and validity (Saban, 2008). At the first stage, the papers filled by the students were numbered as TC1, TC2. The metaphors created by the students were coded according to the number. At the second stage, after the examination of the students' statements, 22 forms were left out of the process since the students did not give explanation in their statements. It was found that 38 metaphors with their explanations were created by the students. At the third stage, the statements filled by the students were revised again. The metaphors created by the students were examined in terms of common characteristics. The valid 38 metaphors were grouped under three categories in terms of their common characteristics and based on their reasons for explanation. At the fourth stage, to ensure the validity of the study, the data analysis process was explained and the metaphors obtained from the students were listed. In addition, examples that were thought to best represent each of the metaphor categories were provided. To ensure the reliability of the study, the consistency of codings done by the researcher at two separate times was examined in order to determine whether the metaphors were grouped under the right categories or not. For this purpose, the researcher did a second coding after fifteen days and tested her own consistency. As a result of this testing, the reliability coefficient of the coding was calculated as .90.

### Findings and Interpretation

**Table 1:** Primary school teacher candidates' metaphors and percentages related to the concept of music

Metaphor	f	%	Metaphor	f	%
tree	1	1.51	river	1	1.51
stream	1	1.51	medicine	2	3.03
friend	3	4.55	heart	2	3.03
love	2	3.03	hero	1	1.51
atmosphere	2	3.03	harbor	1	1.51
garden	1	1.51	meditation	1	1.51
cloud	1	1.51	seasons	2	3.03
food	1	1.51	breathing	2	3.03
language	1	1.51	oxygen	2	3.03
feeling	2	3.03	our organs	2	3.03
wave	1	1.51	freedom	1	1.51
comrade(friend)	3	4.55	psychologist	3	4.55
sea	1	1.51	colors	2	3.03

nature	2	3.03	dream	1	1.51
bread	1	1.51	water	1	1.51
home	2	3.03	lover	2	3.03
nourishment	2	3.03	sport	1	1.51
sun	1	1.51	waterfall	1	1.51
life	5	7.58			
imagination(dream)	3	4.55			
Total		64			100

When Table 1 is examined, it is seen that primary school teacher candidates created a total of 38 metaphors. They compared the concept of music to life (N=5) the most. They respectively compared the concept of music to friend, comrade (friend), imagination (dream), psychologist (N=3).

**Table 2:** Categories Related to the Metaphors

Categories	n	%
Source of Life	10	26.31
Ataractic	12	31.58
Language of Feelings	16	42.11
Total	38	100

The 38 metaphors created by the teacher candidates were grouped under three categories based on the reasons they gave.

**Table 3:** Source of Life

Metaphor	f	%
Atmosphere	2	12.5
Food	1	6.25
Bread	1	6.25
nourishment	2	12.5
sun	1	6.25
heart	2	12.5
breathing	2	12.5
oxygen	2	12.5
our organs	2	12.5
water	1	6.25
Total	16	100

The metaphors given in table 3 were grouped under the ‘‘Source of Life’’ category based on the on the reasons the teacher candidates gave. Some of the statements of the teacher candidates were given as examples below:

*‘‘Music is like nourishment because people cannot live without nourishment. Food is needed for human survival. Music feed the soul. A person rests his/her soul by listening to music. He/she connects to life more. Music gives joy’’ (TC.15).*

*“Music is like oxygen because we cannot live without oxygen. Every moment we need to breathe oxygen. There is oxygen everywhere. Oxygen is a vital necessity for us. Music is a vital necessity for us. Like oxygen. There is not a day we spend without music. It is with us all the time. At home, on the street, on the bus, on television, everywhere. I cannot imagine a life without music” (TC.32).*

*“Music is like sun because the sun is the source of life for all living things. Sun gives life to the universe. It nourishes living things. It meets our physical and psychological needs. Music gives people joy of life. It adds meaning to our lives. It speaks for our feelings. It nourishes our soul. It makes us feel good about ourselves” (TC.23).*

*“Music is like bread because we fill our stomach with bread when we feel hungry. Bread takes away our hunger. It raises our blood sugar. Music, also, takes away our emotional hunger. We listen to music when we are sad and when we are happy. Music calms our feelings. It improves our feelings. Music has an important place in our lives” (TC.5).*

**Table 4:** Ataractic

Metaphor	f	%
Friend	3	13.63
love	2	9.09
comrade (friend)	3	13.63
home	2	9.09
medicine	2	9.09
hero	1	4.55
harbor	1	4.55
meditation	1	4.55
freedom	1	4.55
psychologist	3	13.63
lover	2	9.09
sport	1	4.55
Total	22	100

The metaphors given in table 4 were grouped under the “Ataractic” category based on the on the reasons the teacher candidates gave. Some of the statements of the teacher candidates were given as examples below:

*“Music is like a friend because when we are happy or sad, we want to have one of our friends next to us. Our friend’s presence calms us. Music is like a friend. When we have none next to us, it accompanies us. It calms us. It relaxes us. It makes us feel good about ourselves” (TC.10).*

*Music is like a psychologist because when we have problems, we relax by sharing our feelings with a psychologist. Our tension decreases. Psychologists make us feel good about ourselves. Music is like a psychologist. We relax by listening to music when we are distressed and tense. We believe that music express our feelings. It makes us feel better” (TC.36).*

*“Music is like home because home is the place where we feel the most comfortable. Our own home gives us peace. We feel happy in our homes. Music is like our homes, too. Music makes us feel good. It makes us happy” (TC.8).*

*“Music is like doing sports because I relax when I do sports. I feel energetic. I feel happy. I also feel happy when I listen to music. I relax. I feel happy” (TC.25).*

*“Music is like medicine because when people are sick, they are treated with medicine. After taking medicine, people don’t have pain. Sometimes when we have emotional problems, music cures us, too. It makes us feel good. It makes us overcome our problems easier. It relaxes us” (TC.29).*

**Table 5:** Language of Feelings

<b>Metaphor</b>	<b>f</b>	<b>%</b>
tree	1	3.84
stream	1	3.84
garden	1	3.84
cloud	1	3.84
language	1	3.84
feeling	2	7.7
wave	1	3.84
sea	1	3.84
nature	2	7.7
life	5	19.24
imagination(dream)	3	11.54
river	1	3.84
seasons	2	7.7
colors	2	7.7
dream	1	3.84
waterfall	1	3.84
<b>Total</b>	<b>26</b>	<b>100</b>

The metaphors given in table 5 were grouped under the “Language of feeling” category based on the on the reasons the teacher candidates gave. Some of the statements of the teacher candidates were given as examples below:

*“Music is like a tree because sometimes trees shed leaves. Sometimes its leaves sprout. A tree changes from time to time. Music is like a tree. It sometimes makes us laugh. It sometimes makes us cry. People are not in the same mood all the time. We sometimes cry and we sometimes laugh. Music expresses our feelings” (TC.37).*

*“Music is like life because life has its bitter and sweet moments. Life sometimes makes people cry and it sometimes makes them laugh. We sometimes feel sad and we sometimes jump from happiness. Music can entertain and sadden us just like life. Life has both suffering and happiness inside itself. Music expresses our feelings both on our happy days and sad days” (TC.30).*

*Music is like a dream because dreams are sometimes beautiful but sometimes they are sad and frightening. Music is like a dream, too. Some songs entertain us. They are beautiful. Some songs make people gloomy. They trouble them. They sometimes give good vibes but sometimes make them feel pessimistic” (TC.3).*

*“Music is like a wave because music is sometimes joyful. It is sometimes troubling. The waves change all the time. Sometimes the waves are calm. Sometimes they surge like people’s feelings. Music expresses people’s feelings” (TC.17).*

“Music is like a cloud because clouds are sometimes filled with rain. They sometimes let the sun in. Music, also, sometimes makes us cry. It sometimes makes us laugh. And sometimes we even get up and dance. And sometimes it makes us sob” (TC.11).

## Result

When the metaphors created and explanation provided by teacher candidates related to the concept of music are examined, it is seen that the teacher candidates describe music more as source of life, ataractic and language of feelings. Music being the source of life, ataractic and language of feelings shows that it feed the human soul. Maybe that is why music has a therapeutic effect because when the literature related to music is examined, it is seen that music is also used to treat people. Finally, music is an indispensable part of human life.

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