

Investigation of the Musical Culture Levels of Conservatory Students in the Context of Art Literacy

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Abstract: Art literacy is a type of literacy that enables, in a globalizing world, to establish an eclectic relationship between the perception of local art of which one is a direct part and the international arts that can be accessed indirectly, to access the information that individuals who pursue art as a profession may need in their professional and individual lives, and to transfer the accessed information to the practices of which they are the subject or element. In instrument education, which is a sub-branch of art education, it is extremely important for students to develop their musical culture in the context of art literacy. The aim of this research is to reveal the level of knowledge of music history of students studying in the instrument departments of the State Conservatory in the context of music culture. This research was carried out with the survey model and was conducted with the quantitative research method. In order to see the students' musical culture levels in the context of art literacy, data were collected with the "Art Literacy Scale" developed by Yüctoker (2014) and the knowledge test prepared by the researcher, which includes baroque, classical, romantic and contemporary periods. This application was made by 60 conservatory students, the data obtained were grouped according to various variables and the findings were based on statistical solutions. Various suggestions are given in line with the results.

Keywords: Music, Music Education, Culture, Art Literacy.

1. Introduction

Teachers are one of the most important factors in the effective execution of educational programs. It is very important for the teacher to be knowledgeable and well-equipped in his field in order to increase the efficiency in the education process. The aim of music education, which is a branch of art education that raises societies to the level of contemporary civilization and enables them to be conscious, selective and creative in their perception of aesthetics and beauty; It is to bring about changes in the individual's musical perception and behavior. In order to achieve this aim, it will undoubtedly increase the quality of education if the music teachers trained have sufficient knowledge of their fields and the necessary equipment related to the teaching profession.

The goals of conservatory programs for the music profession are primarily to provide candidates with certain musical behaviors and to create certain musical behavioral changes in these candidates. While these behavioral changes occur in

cognitive, affective and psychomotor areas, it is important for each area to affect each other and to transfer knowledge. An art student's ability to relate the knowledge he has acquired in practice and theory courses will enable him to be well-equipped, successful and productive in his profession.

"Using what has been learned; It takes the learner beyond repeating what is taught word by word, from superficial to deep processing of information. Learners who engage in deep processing make information unique. Learning should not be in the form of stacking information on top of each other, as in placing bricks on top of each other when building a wall, but in the form of creating a whole by associating them with each other. For this reason, human learning goes beyond memorizing a set of information; It must reach limits such as reasoning, problem solving, processing and reproducing information" (Açıkgöz, 2007: 50-54). In programs that train music teachers, it is important to associate field courses with each other in order to prevent superficial and rote teaching of knowledge and to achieve permanent learning. Students of the State Conservatories' music department receive classical music education in theory and practice for four years and undergo a comprehensive education in the history of western music. Music history, which is one of the courses that form the basis of music education, also has an important place in terms of its relationship with other field courses.

As Say (1995) stated, there cannot be a method of thought or art movement without historical roots. Human history is the universal exaltation of creativity rising above each other. Music also has a place in this exaltation, and musicians have also contributed to it. Therefore, the history of music is the history of universal laws of development in its field. "Today, various studies are carried out in different departments of universities in almost every country in order to examine the history of music, to find and reveal the first musical works, to research music interpreters and theorists, to evaluate them and to reach a synthesis after this evaluation" (Alaner, 2000:67). According to Çevik (2009); Ensuring that prospective music teachers are trained to have the knowledge and skills to use the information learned in the music history course in other music courses increases the importance of the course and the subjects need to

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be learned permanently.

In music undergraduate programs, the content of many courses such as piano, individual instrument, individual voice training, school instruments, orchestra/chamber music, choir, music forms, etc. are based on the foundation and content of classical western music. Therefore, knowing the historical development of music, period characteristics, thoughts and styles in both theoretical and practical courses will not only affect the interpretation in the performance of the work, but will also enable the development of a more conscious approach in theory.

Teaching such a comprehensive lesson about the existence of music, its development, the phases and periods it has gone through in a permanent and effective way from the beginning of music to the present day is a process that should be spread over time in education. It is thought that this course, which is given under the name of General Music History in music teaching undergraduate programs only in the second semester of the first year, does not provide a comprehensive music history education in terms of both content and target.

Music history and culture are also related to being artistically literate. According to Yüctoker (2014), art literacy, in the globalizing world, means being able to establish an eclectic relationship between the perception of local art of which one is a direct part and the international arts that can be accessed indirectly, being able to access the information that individuals who pursue art as a profession may need in their professional and individual lives, being able to use the information accessed as the subject or element. It is a type of literacy that enables transfer to current practices. Based on this definition, it is thought that the individual should be able to combine and evaluate the artistic knowledge of his own culture with the artistic products of other countries, establish a relationship pattern and have sufficient artistic knowledge to establish this pattern.

Yüctoker (2015) states that since the types of literacy tend to gradually move towards field literacies, it is possible to come across the definition of literacy in many fields such as visual literacy, music literacy, media literacy and so on. Fine arts departments are required to take certain theoretical and practical courses during their education. The aim here can be considered as transforming theoretical lessons into practical lessons. Therefore, it can be said that art literacy is an important type of literacy for this purpose.

As a result of his study, Yüctoker (2014) stated that students are of the opinion that the amount of music history course hours is not sufficient, that sufficient course hours are needed for the music history course to achieve its purpose, that this course should be spread over time without causing congestion, and that compressing this course into one semester creates problems in understanding the essence of the subjects and in the permanence of knowledge.

2. Method

This research is a descriptive field research and was conducted using qualitative research techniques. The sample of the research consists of Music students studying at Giresun

University State Conservatory. In order to ensure a homogeneous distribution of the sample, students from each class were taken and a survey was administered to 15 students from each class. The data obtained from the applied surveys were analyzed in SPSS 17.00 Statistics Package Program. Different statistical procedures were performed on the findings for the sub-objectives. Conservatory students' success levels in music history were analyzed as descriptive statistics by looking at the mean and standard deviation values in order to show the minimum and maximum scores they received. Independent groups t test was conducted to determine variables for other sub-problems. "Independent Samples t Test is a parametric technique used to test the significance of the difference between two arithmetic means when each subpore (for example, girl and boy groups) shows normal distribution ($N_1 > 30$; $N_2 > 30$)."

(Otrar, Access Date, 2015). In addition, for the statistical findings regarding the class variable, the independent sample one-way variance test was applied to determine the significance levels of the differences between the literacy levels of both groups, and the Tukey HSD test was applied to show which groups these differences were between. The resulting data were shown in tables and the results were reached.

3. Findings

In this section, analyzing the data collected from conservatory students, evaluating the analyzes and reaching the findings are mentioned.

Table 1
General descriptive analyzes of conservatory students' music history achievement status

Success averages	n	Minimum	Maximum	Mean	Std.D
	60	6.00	22.50	12.5632	3.65894

Looking at Table 1, it can be seen that conservatory students received a minimum of 6 points and a maximum of 22.50 points from their total test scores. Since the average score of all students was 12.56, it was determined that the students' knowledge of music history was generally unsuccessful.

Table 2
T-Test analyzes performed according to the types of high schools students graduated from

High school	n	Average	S.S	S.D.	t	p
Music	35	11.115	3.25	156	1.056	0.772
General	25	10.125	2.05			

Looking at Table 2, when comparing conservatory students according to their high school graduation, there was no significant difference between the groups at the 0.05 significance level. Since the significance value is 0.772, it can be said that the knowledge of classical music history of the students coming from the music high school and the students coming from the general high school are equal.

As seen in Table 3, in the statistical results made according to the class types of the students studying in the conservatory music department, the music history achievement test averages are equally distributed among each class. Thus, there is no significant increase in students' achievements depending on their class type.

Table 3
Statistical analysis according to student's class types

Classes	n	Average	S.S
1	15	11.2562	3.26897
2	15	10.2896	2.56842
3	15	10.5289	2.45782
5	15	11.4235	3.25674

Table 4
T-test analysis based on students' book reading habits

Attitudes	n	Average	S.S.	S.D.	t	p
Yes	47	14.850	3.89	3.14	3.785	0.001
No	13	11.250	3.14			

When we look at the analyzes in Table 4, comparing music history success levels according to music history book reading habits, there is a significant difference between the groups at the 0.05 significance level. In the light of these analyses, it can be said that the success rates of students who read music books are higher than those of students who do not read music books.

4. Conclusion and Recommendations

As a result of the knowledge test administered to students studying in the music department of the State Conservatory, it was concluded that their knowledge of music history was not sufficient, based on the answers given by the students. It is thought that this result also affects the other courses of students studying in the music department. Because it is an undeniable fact that his knowledge of music history also contributes to the interpretation of the works he plays. In this case, it is recommended that music history, art history and similar courses be included more in music programs and that students' knowledge levels are increased by allocating more hours.

Some of the students studying in the music department graduate from music high schools, and some come from general high schools and pass the talent exam. As a result of the knowledge test, the music history knowledge levels of the students who studied at the conservatory and graduated from the music high school show almost the same score as the students who graduated from the general high school. Thus, it was concluded that regardless of the type of high school, knowledge of music history is insufficient. In this case, students who graduate from the music department in high school take

music lessons for four years. Renewing the curriculum of music high schools and increasing verbal courses such as music history and art education can increase success. In addition, it is recommended to have elective music courses for students who are studying in general high school and are musically inclined.

When looking at the success averages of students studying in the music department according to their grade levels, no significant difference was seen. Thus, it was concluded that success averages did not increase according to grades. When the curriculum is examined, it is seen that first graders do not have many courses that support musical culture. It was concluded that the two-hour history courses in the second and third grades were insufficient. In order to eliminate this difference, it is recommended that music history courses cover eight semesters starting from the first year.

When the analyzes regarding the book reading habits of students studying in the music department were examined, it was concluded that students who read books were more knowledgeable than students who did not read books. In the light of this result, centers that will improve students' art literacy should be established, the availability of art books in libraries should be increased, seminars should be given to students on the importance of art literacy, and it is recommended to do homework and projects by reading various books.

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