



MUSIC LESSONS AND APPLICATIONS IN CLASSROOM TEACHER EDUCATION

(Research Article)

İlhan Özgül^{*a}

^a *Kastamonu University, Faculty of Education, Department of Fine Arts Education, Division of Music Education,
Kastamonu, 37200, Türkiye*

Received: 22.08.2023

Revised version received: 08.11.2023

Accepted: 10.11.2023

Abstract

This research examines the current state of music lessons within the scope of subject knowledge courses in the Department of Elementary Education, classroom teacher education Branch. It uses the multiple case study pattern of case study methods. In the qualitative dimension of the study, the credit/hours allocated to music lessons in teacher training programs for classroom teachers in faculties of education from 1992 onwards were examined. The findings suggest that the credit/hours allocated to music lessons in teacher training programs for classroom teachers are adequate in the recent revisions. Similar to other disciplinary areas in universities, music lesson program designs are of a "descriptive" program nature. In the quantitative dimension of the study, a "knowledge" test (n=97) consisting of 20 questions was used to measure the students' level of entry to music lessons. It was determined that students' cognitive entry levels regarding fundamental music knowledge as outlined in the music lesson program design were insufficient. Moreover, there was no change in the "knowledge test" scores between 1997 and 2023 concerning cognitive entry levels for fundamental music knowledge. Consequently, recommendations for the improvement of music education were proposed to the teaching staff conducting music lessons within the Classroom Education Branch, the program development committees, and institutions affiliated with the Ministry of National Education.

Keywords: Teacher training, classroom teacher, music education, program development, prospective students, entry levels.

© 2021 IJETS & the Authors. Published by *International Journal of Education Technology and Science (IJETS)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

*Corresponding author: Assoc. Prof. Dr. İlhan ÖZGÜL. ORCID ID: <https://orcid.org/0000-0002-5615-7934>
E-mail: ilhanozgul@kastamonu.edu.tr

1. Introduction

In primary schools, music lessons are taught by music teachers in middle schools and by classroom teachers in elementary schools. Programs for training music teachers are specialized in musical education. The quality of music education implemented in classroom teacher training programs is of a nature based on "professional music education grounded in general music education." Therefore, classroom teachers responsible for teaching music lessons in elementary schools can also be referred to as music teachers. A debated issue in our country and globally is whether classroom teachers or music teachers are more suitable for conducting music lessons in elementary schools. However, in most educational practices in various countries, classroom teachers are seen as more suitable for teaching music in elementary schools due to spending most of their time with the same students and being more inclined to link music with other disciplines (such as Turkish language, mathematics, social studies, art education, etc.). The potential extra cost of introducing music teachers in place of classroom teachers to conduct music lessons in elementary schools, and the inability to have music teachers in all elementary schools nowadays, suggests that current practices might need to remain stable for a while (Aróstegui, 2011; Bresler, 1993; Hash, 2009; Seddon & Biasutti, 2008; Figueiredo, 2002). It is essential to conduct research and planning to ensure that elementary school teachers responsible for teaching music receive more qualified education during their undergraduate studies.

The practices related to music/music education in classroom teacher training programs differ from professional music education practices. In these programs, the teaching staff handling the courses are compelled to deal with numerous issues such as course content, the number of students in classes and schools, credit/hour applications related to music lessons, levels of musical readiness for entry and completion/learning, methods of music learning and teaching, attitudes, self-confidence, and self-efficacy perceptions. There is limited research available regarding the music education process for classroom teacher candidates. In recent years, a few studies have been conducted related to music education for classroom teaching program students. These studies cover topics such as music lesson curricula, music teaching practices, problems (Bal & Dinç, 2023; Umuzdaş & Işıldak, 2019), attitudes of students and teachers toward music lessons (Açılmış & Kayıran, 2021; Kineşci & Keleş, 2023; Özgül, 2017), and students' self-efficacy perceptions (Mentiş, 2017).

Among the recent studies, there hasn't been a study examining the entry levels of classroom teachers in music lessons and program changes. Therefore, the following questions were posed to understand the current music education process in classroom teacher training, to get to know the students, and to contribute to structuring the music education process.

1.1. Problems

- How are the credit hours allocated to music lessons and the distribution of music lessons in teacher training programs for classroom teachers in faculties of education?
- What is the appearance of the music lesson program designs defined in the teacher training programs in education faculties concerning the type and expression?
- What are the entry levels of classroom teaching program students regarding the fundamental music knowledge predicted in the music lesson program designs?

2. Method

2.1. Purpose of the Research

The aim is to determine the current state of music lessons within the scope of the Classroom Education Department in the Primary Education Section. In this context, the existing 2022 music lesson program drafts have been reviewed, and the determination of the musical readiness levels expected of the students by the program draft has been made. The objective is to contribute to the improvement of the quality of music instruction.

2.2. Method of the Research

In this study, the multiple case study design was employed as a method of "case study." In the quantitative dimension of the research, a "recognition and knowledge test" consisting of 20 questions developed by Özgül (1997) was used to measure students' musical readiness levels. Measuring the cognitive entry levels of students into music lessons was based on micro approaches at the lowest level (Creswell, 2009). Survey research, according to Creswell, aims to collect information or data reported by individuals, giving a numerical description of a population's attitudes, trends, or opinions. In the qualitative dimension, document analysis was carried out. Since 1992, the Faculty of Education's class teacher training programs have been examined in terms of document analysis. Within this scope, the allocation of credit/hours for music lessons in class teacher training programs, the distribution of music lessons, and the appearance of the types and expressions of music lesson program designs have been determined. Document analysis is the process of providing new data by examining written documents containing information about facts and events related to the subject under investigation in qualitative research (Yıldırım & Şimşek, 2011). Within the scope of educational research, official documents, curriculum and guidelines, school improvement programs, student and teacher textbooks, student assignments and exams, as well as school-related internal and external correspondences can be utilized (Bogdan & Biklen, 1997; Bowen, 2009; Sak et al., 2021).

2.3. Study Group

The study group of the research consists of students in the Department of Elementary Education, Classroom Education Branch at Kastamonu University Faculty of Education. In the 2018 program, the "music teaching" course was taught in 7th semester of the 4th year, and in the 2022 program, the "music" courses were defined in the 3rd semester of the 2nd year. In other words, since “music” and “music teaching” courses were defined at different times in the old and new programs, students are taking music and music teaching courses for the first time. 97 students are studying in the music and music teaching courses in the classroom teaching program.

2.4. Data Collection Tools

For the qualitative dimension of the research, teacher training programs in education faculties for classroom teachers were examined. For the quantitative dimension, a "recognition test" consisting of 7 questions developed by Özgül (1997) and a 20-question "knowledge test" prepared through a micro approach to measure students' entry levels in fundamental music knowledge were used. 97 students answered the recognition and knowledge test questions. Permission was obtained on 27.10.2023 to apply the "Recognition and Knowledge Test" regarding "Determination of Students' Entry Levels to Music Lessons" in the Department of Elementary Education, Classroom Education Branch at Kastamonu Faculty of Education.

3. Results

3.1. Distribution of Music Courses in Primary School Teacher Training Programs in Faculties of Education by Year

Table 1. Distribution of Music Courses by Years and Semesters

Faculty of Education - Department of Elementary Education 1992- 1998		Faculty of Education - Department of Elementary Education 1998- 2006		Faculty of Education - Department of Elementary Education 2007- 2018		Faculty of Education - Department of Elementary Education 2018- 2022		Faculty of Education - Department of Elementary Education 2022-	
Course Name	Credit/ Hours	Course Name	Credit/ Hours	Course Name	Credit/ Hours	Course Name	Credit/ Hours	Course Name	Credit/ Hours
Music-1	2	Music-1	2	Music	3	Music	3	Music	2
2nd year		2nd year 3rd semester		2nd year 3rd semester		Teaching 4th year 7th semester		2nd year 3rd semester	

Music-2	2	Music-2	2	Music	3	-	-	Music	3
2nd year		2nd year 4th		Teaching				Teaching	
4th		semester		2nd year				2nd year	
semester				4th				4th	
				semester				semester	
Music	3	Music	3	-	-	-	-	-	-
Teaching		Teaching							
3rd grade		3rd grade							
5th		5th semester							
semester									

As seen in Table 1, there have been five program revisions in primary school teacher training programs at the Faculty of Education since 1992. In these program revisions, the nomenclature and credit hours defined in 1992 were retained in the 1998 program until 2006. In the 2006 program, the music courses, which were previously spread across 3 semesters, were reduced by one semester, and this program continued until 2018. The 2018 program prepared by the Higher Education Council (YÖK) defined only a single-semester 3-credit/hour "music teaching" course. In the latest revised 2022 program, music courses were defined as 2 credits/hours in the 2nd semester of the 2nd year and under the title "music teaching" in the 4th semester of the 2nd year.

The first four teacher training programs (1992, 1998, 2007, 2018) in Faculties of Education were prepared by commissions established by the Higher Education Council. The 2018 program prepared by the Higher Education Council was criticized by faculty members of education faculties for the inadequacy of the proportions allocated to field education, the significant reduction in credit hours of mandatory field courses (Yurdakal, 2018; Ulubey & Basaran, 2019; Kalaycı & Baysal, 2019; Dağtekin & Zorluoğlu, 2019; Özgül, 2021). During this process, the Higher Education Council made a decision regarding the reorganization of teacher training programs at the General Assembly of Higher Education on 10.08.2020.

During the General Assembly of Higher Education held on 10.08.2020, the Higher Education Council made the following statement regarding the reorganization of teacher training programs:

"The Council of Higher Education has given higher education institutions the competence to develop and update the undergraduate programs of Faculties of Education/Educational Sciences. It recommended that teacher training institutions take into account the Turkish Qualifications Framework and Teaching Profession Qualifications in updating their programs. In this context, the issue was discussed at the General Assembly of Higher Education meeting dated 10.08.2020 and the

decision of the General Assembly of Higher Education dated 12.04.2018 regarding teaching programs was canceled;

a) Consideration of the categorization of lessons as "Field Education Courses, Teaching Profession Knowledge Courses, and General Culture Courses",

b) In the organization and determination of lesson credits, the order in the categorization should be taken into account. In this context, the relevant boards of higher education institutions are authorized to structure the lessons."

The 2022 Primary School Teacher Training Program was prepared by the Primary School Teacher Training Program Commission established by the Dean's Office of Kastamonu Faculty of Education, in accordance with the decision of the Higher Education Council.

3.2. Presentation of Music Courses in Primary School Teacher Training Programs in Faculties of Education

In this section, the appearance of Music and Music Teaching Program designs is examined in terms of type and examples of expression.

Table 2. The Appearance of 2022 Music Course Contents (Music, 2nd year, 3rd semester)

Type	Examples of Expressions
Unit/Topic Title	<ul style="list-style-type: none"> ▪ Basic components of music ▪ Fundamental music knowledge ▪ Note knowledge ▪ Concept of intervals in music ▪ Music genres and forms in Türkiye and worldwide ▪ Transition from traditional music to contemporary music ▪ Role of music in education
Educational status, Educational status-like	<ul style="list-style-type: none"> ▪ Creating a repertoire of songs
Partly goal, behavior-like goal	<ul style="list-style-type: none"> ▪ Instrument instruction ▪ Ensemble playing and singing ▪ Developing creativity through musical listening
Material/Equipment	

In the 2022 Primary School Teaching Program, a 2-credit/hour music course is defined for the 2nd year, 3rd semester. The "type and expression" appearance of the music course designs in the primary school teaching program is displayed in Table 2. Upon examining the expressions according to their types in the table, it is observed that there is a definition consisting of 7 "unit/topic title" types, 1 "educational situation and educational situation-like," and 3 "partially

target and target behavior" expressions. However, no expression is used under the "material/equipment" type.

Table 3. The Appearance of 2022 Music Teaching Course Contents (2nd year, 4th semester)

Type	Examples of Expressions
Unit/Topic Title	<ul style="list-style-type: none"> ▪ Music teaching methods and techniques ▪ Note teaching techniques
Educational status, Educational status-like	<ul style="list-style-type: none"> ▪ Arranging songs for children using Orff instruments based on rhythm and melody ▪ Effective use of instruments in teaching songs ▪ Development of musical taste with music-aesthetic relationship ▪ Associating music lesson activities with other disciplines ▪ Activity applications related to primary education music program
Partly goal, behavior-like goal	-
Material/Equipment	-

In the 2022 Primary Education Teaching program, a 3-credit/hour music education course was defined for the second year's fourth semester, comprising 2 credits for theory and 1 credit for practice. The outline of the music education course's "type and expression" from the Primary Education Teaching program is presented in Table 3. Upon examining the categories of expressions in this table, it is observed that there are 5 expressions belonging to the "educational state and educational state-like" within 2 "unit/topic headings." There are no expressions pertaining to "partially objective and objective behavior" or "material/resources" types. This demonstrates that the music education course outlines in the Primary Education Teaching program are of a "definitional" nature.

3.3. Levels of Entry Regarding Fundamental Music Knowledge

The table below displays the cognitive entry levels of students in the primary education teaching program for the years 2023 and 1998 in relation to fundamental music knowledge.

Table 4. Levels of Entry Regarding Fundamental Music Knowledge (2023)

Low/Insufficient			Moderate			High/Very High		
f	%	\bar{x}	f	%	\bar{x}	f	%	\bar{x}

n=97	84	86.5	28	13	13.5	55	-	-	-
------	----	------	----	----	------	----	---	---	---

n=Total number of students

In Table 4, for the year 2023, it is evident that among students studying in the primary education department, the cognitive entry levels related to basic music knowledge in music classes stand at 86.5% (84 students) in the insufficient/low range, 13.5% (55 students) at a moderate level, with no students falling within the high/advanced range.

Table 5. Levels of Entry Regarding Fundamental Music Knowledge (1997)

n=90	Low/Insufficient			Moderate			High/Very High		
	f	%	\bar{x}	f	%	\bar{x}	f	%	\bar{x}
	86	96	26	4	4	54	-	-	-

Note: Özgül, 1997, 2001.

Table 5 shows that in 1997, 96% (86 students) of the students enrolled in the primary school teacher training program had inadequate/low cognitive entry levels in terms of basic music knowledge, with 4% (54 students) at a moderate level, and no students falling into the high/very high level.

4. Discussion and Conclusion

Since 1992, there have been five revisions to the programs for training primary school teachers at the Faculty of Education. In these program revisions, the nomenclature and credit hours defined in 1992 were retained in the 1998 program until 2006. In the 2006 program, the music courses, which were previously spread across 3 semesters, were reduced by one semester, and this program continued until 2018. The 2018 program prepared by the Higher Education Council (YÖK) defined only a single-semester 3-credit/hour "music teaching" course. In the latest revised 2022 primary school teacher training program, the music courses were defined as a 2-credit/hour "music" and a 3-credit/hour "music teaching" course. Therefore, although reflecting the view that the ratio of hours allocated to music lessons in primary school teacher training programs at the Faculty of Education is high, it can also be interpreted as having regressed/decreased after the 2007 program. It is considered that the 2022 program includes a certain amount of improvement. Due to the fact that education practices in most countries involve class teachers spending the majority of their time with the same students and being more inclined to associate music with other disciplines (such as mathematics, Turkish language, social studies, arts education...), class teachers are seen as music teachers in primary schools. (Aróstegui, 2011; Bresler, 1993, Özgül, 2016, 2022). Within the scope of music and music teaching courses, the subject areas cover fundamental components/elements of music, basic music knowledge, creating a repertoire of songs, the Orff method, music genres and forms in Turkey and the world, instrumental teaching, singing, the role of music in education, musical creativity activities, the teaching and management of the National Anthem, and the analysis of elementary school music programs (YÖK, 2018;

Lisans Programı, 2022; MEB, 1994, 2006, 2018). From this perspective, it might be acceptable to allocate sufficient time for classroom teachers to sufficiently integrate/disciplinary approaches with multiple subject areas such as mathematics, Turkish, social studies, art, music, and dance, and to acquire the defined musical behaviours.

Like in all disciplinary areas, university music lesson program designs are of a "descriptive" program nature. The most important characteristic of descriptive programs is that they are expected to form the basis for the (detailed) curriculum to be prepared by the instructor conducting the course. Within this context, the descriptive music lesson program designs used in class teacher training need to be made more functional both in theory and practice. In this regard, before preparing the detailed plans for the music and music teaching program lesson program designs, students' musical entry levels (cognitive, affective, and psychomotor) must be determined. In the process of planning the units in detail, the relationships of progressiveness, solidarity, and continuity should be reviewed.

Teaching staff must plan the structuring of subject areas related to the primary school section of the primary education music program and allocate time for the planning process and classroom applications. Within this scope, the Turkish Qualifications Framework (TQF), the European Qualifications Framework (EQF), and the faculty's accreditation process should be taken into account (MYK, 2023, Özgül, 2021a).

In 2023, it was observed that the cognitive entry levels related to the basic music knowledge of students studying in the class education department were 86.5% (84 students) inadequate/low, 13.5% (13 students) at a moderate level, with no students exhibiting a high/very high level. Upon comparison of the findings, it has been determined that there was no positive development in the entry levels of students regarding basic music knowledge in the class teacher training program in 1997 and 2023. In other words, despite 25 years passing, students' pre-university musical or music education-related achievements progress at the same level. The reasons for the inadequacy in students' entry levels of basic music knowledge might be found in the practices of pre-school, class teachers, and music teachers in schools. Umuzdaş & Levent (2012) identified that music teachers in primary education have crowded classrooms, limited time allocated for music lessons, and insufficient physical conditions (such as a music hall, musical instruments, Orff instruments) for music classes. Altun & Uzuner (2018) conducted a study on the opinions of class teachers regarding music education. Classroom teachers stated that university education is insufficient, different instruments other than the flute should be taught at universities, in-service training for music teaching is inadequate, and if possible, music lessons in primary schools should be conducted by music teachers.

In conclusion, it is believed that following the recommendations mentioned would be beneficial for improving the current shortcomings in music education in educational institutions in our country.

5. Recommendations

- In the 2018 class teacher training program, the Higher Education Council defined a "music teaching" course with 3 credits/hours. It would be appropriate to include at least two terms of 6 credits/hours of "music" and "music teaching" courses in the revision, development, and updating process of Faculties of Education programs for class teacher training.
- In the revision, development, and updating process of class teacher training programs, the fundamental principles and guidelines of the Turkish Qualifications Framework (TQF) and the European Qualifications Framework (EQF) should be considered.
- The entry/preparedness levels of students regarding the basic music knowledge outlined in the class teacher training programs are insufficient. In this regard, instructors should organize the learning and teaching process of the courses by taking into account students' musical entry levels.
- This demonstrates that the music education course outlines in the Primary Education Teaching program are of a "definitional" nature. Descriptive curriculum designs should be prepared by the instructors who conduct the music lessons, and the detailed curriculum and study plan.
- Class teacher candidates' music lessons should include integrated practices and activities based on singing, playing musical instruments, music and movement, musical creativity, linking music lessons with other subjects, and music listening to supplement their deficiencies.
- In the management of class teacher training music courses, instructors should update their teaching methods to incorporate new approaches to music learning and teaching.
- The reasons for the insufficient entry/preparedness levels of students regarding the basic music knowledge outlined in the music teacher and class teacher training models should be sought. In this context, the approaches applied in these models should be seriously investigated and aligned with international standards.
- The adequacy of music lesson hours in educational institutions affiliated with the Ministry of National Education should be reviewed.

Declaration of Conflicting Interests and Ethics

"The author declares no conflict of interest."

References

- Açılmış, H., & Kayıran, K. (2021). Sınıf öğretmenlerinin ve sınıf öğretmeni adaylarının müzik öğretimine ilişkin duyuşsal özelliklerinin incelenmesi. *OPUS International Journal of Society Researches*, 18 (Eğitim Bilimleri Özel Sayısı), 4746-4773.
- Altun, Z.D., & Uzuner, F.G. (2018). Sınıf öğretmenlerinin müzik öğretimine yönelik görüşlerinin incelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 18(3), 1416-1432.
- Aróstegui, J.L. (Ed.). (2011). *Educating music teachers for the 21st century* (Vol.49). Springer Science & Business Media. p.1.
- Bal, G., & Dinç Altun, Z. (2023). Sınıf eğitimi ana bilim dalında müzik öğretimi dersini yürüten öğretim elemanlarının dersin içerik ve uygulamasına ilişkin görüşleri. *Afyon Kocatepe University Journal of Social Sciences*, 25(2).
- Bogdan, R., & Biklen, S.K. (1997). *Qualitative research for education*. Boston, MA: Allyn & Bacon.
- Bowen, Glenn A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40.
- Bresler, L. (1993). Music in a double-blind: Instruction by non-specialists in elementary schools. *Bulletin of the Council for Research in Music Education*, 115, 1–13. <http://www.jstor.org/stable/40318744>
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Dağtekin, A., & Zorluoğlu, S. L. (2019). Güncellenen fen bilgisi öğretmenliği lisans programı hakkındaki akademisyenlerin görüşleri. *SDU International Journal of Educational Studies*, 6(1), 31-35.
- Figueiredo, S. (2002). Generalist teacher music preparation: A brazilian investigation. *Bulletin of the Council for Research in Music Education*, 83-88.
- Hash, P.M. (2009) Preservice classroom teachers' attitudes toward music in the elementary curriculum, *Journal of Music Teacher Education*, 19(2), 6–24. <https://doi.org/10.1177/1057083709345632>
- Seddon, F., & Biasutti, M. (2008). Non-music specialist trainee primary school teachers' confidence in teaching music in the classroom. *Music Education Research*, 10(3), 403-421.
- Özgül, İ. (1997). *Eğitim fakülteleri sınıf öğretmenliği bölümleri müzik ders programlarının incelenmesi*. Yüksek lisans Tezi, Ankara: Gazi Üniversitesi
- Özgül, İ. (2001). *Genel müzik eğitimi, sınıf öğretmeni yetiştirmede temel yaklaşımlar*. Ankara: Gazi Kitabevi Yayınları. 1-84.
- Özgül, İ. (2016). Integration in general music education, Conference for Academic Disciplines (Cambridge: 23–27 May 2016). USA: Harvard University Harvard Medical School, *Conference of the International Journal of Arts & Sciences (IJAS)*, 9(2), 53-60.
- Özgül, İ. (2017). Prospective Classroom Teachers' Attitudes toward Music Education in Teacher Education Program, *Kastamonu Eğitim Dergisi*, 25(6), 2491-2506
- Özgül, İ. (2021). Analysis of music teacher training programs: Structure of curriculum design in the field of music. *Kastamonu Eğitim Dergisi*, 29(1), 264-274.

- Özgül, İ. (2021a). Müzik dersi öğretim programının avrupa yeterlilikler çerçevesi ve Türkiye yeterlilikler çerçevesi açısından incelenmesi, *OPUS International Journal of Society Researches*, 18(43), 6806-6838. <https://doi.org/10.26466/opus.962013>
- Özgül, İ. (2022). *Müzik eğitimi ve öğretimi kuramlar -solfejler-şarkılar-yaklaşımlar (9. Baskı)* Ankara: Pegem Akademi Yayınları
- Umuzdaş, S., & Işıldak, C. (2019). İlköğretimde müzik dersine ilişkin mevcut durumun sınıf öğretmeni adaylarının görüşlerine göre değerlendirilmesi. *Kalem Eğitim ve İnsan Bilimleri Dergisi*, 9(1), 117-133.
- Umuzdaş, S., & Levent, A. (2012). Müzik öğretmenlerinin ilköğretim müzik dersi işleyişine yönelik görüşleri. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 9(1), 56-73.
- Kalaycı, N., & Baysal, S.B. (2019). Sosyal bilgiler öğretim programlarının karşılaştırmalı analizi (2005-2017-2018). *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, 22(1), 106-129.
- Kineşci, S., & Keleş, F. (2023) Sınıf öğretmenlerinin müzik dersine karşı tutumları. *Journal of Research in Education and Teaching*, 12(1), 22-30.
- Lisans Programı (2022). *Kastamonu Üniversitesi Eğitim Fakültesi Temel Eğitim Bölümü Sınıf Eğitimi Anabilim Dalı*.
- Mentiş, Köksoy, A. (2017). Sınıf öğretmeni adaylarının müzik öğretimi öz yeterlilik düzeylerinin incelenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (44), 297-320. <https://doi.org/10.21764/maeuefd.335473>
- Millî Eğitim Bakanlığı (1994). *İlköğretim kurumları müzik dersi öğretim programı*. Ankara: Milli Eğitim Basımevi, 1-254.
- Millî Eğitim Bakanlığı İlköğretim Genel Müdürlüğü (2006). *İlköğretim müzik dersi öğretim programı ve kılavuzu*. Ankara: Milli Eğitim Basımevi, 1-99.
- Millî Eğitim Bakanlığı İlköğretim Genel Müdürlüğü (2018). *İlköğretim müzik dersi öğretim programı ilköğretim ve ortaokul*. Ankara: Talim Terbiye kurulu başkanlığı, 1-36.
- Sak, R., Şahin Sak, İ. T., Öneren Şendil, Ç., & Nas, E. (2021). Bir araştırma yöntemi olarak doküman analizi. *Kocaeli University Journal of Faculty of Education*, 4(1), 227-250. <http://doi.org/10.33400/kuje.843306>
- Ulubey, Ö., & Başaran, S. (2019). 2018 öğretmen yetiştirme lisans programlarının değerlendirilmesi. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 9(2), 263-300.
- Yıldırım, A., & Şimsek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri* (8th ed.). Ankara: Seckin Yayınevi.
- Yurdakal, İ.H. (2018). Değişen sınıf öğretmenliği lisans program içeriğinin incelenmesi. *Ulakbilge*, 6(29), 1483-1499.
- YÖK (1998). *Eğitim Fakülteleri Öğretmen yetiştirme lisans programları*. YÖK Yayınları.
- YÖK (2007). *Eğitim fakültesi öğretmen yetiştirme lisans programları*. YÖK Yayınları.
- YÖK (2018). *Öğretmen Yetiştirme Lisans Programları*. YÖK Yayınları.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).