



Türk Makam Müziği Çalgılarından Kemençenin Öğrenimi İçin Dijital Bir Materyal Geliştirme Önerisi

Aslıhan Eruzun Özel¹

Öz

Teknolojinin hızla gelişmesi ve kullanımının kaçınılmazlığı, bilimde ve sanatta ilerlemenin bir gereği olmuştur. Eğitim biliminde bilgisayar çağının getirdiği olanaklar, bireylerin öğreticilerinin ışığında kendi kendilerine de öğrenmelerine imkân tanımaktadır. Hızla gelişen ve değişen dünyamızda fasiküller halinde yayınlanan çalgı metotları, yerini giderek teknoloji ile beslenmiş eğitim yöntemlerine bırakmaya başlamıştır. Dijital öğretim materyalleri adı altında yer alan CD, VCD, DVD, internet gibi çeşitli eğitim yolları kullanılarak, yardımcı nitelikte kaynaklar oluşturulabilmektedir. Bu çalışmada, bilişim teknolojilerinden yararlanarak hazırlanmış Türk Makam Müziği çalgı metotlarından hareketle, Türkiye’de bu yol ile uygulanan bireysel çalgı eğitiminin yeterlilik düzeyi incelenmiştir. Elde edilen veriler ve izlenimler ışığında, kemençe için kullanımı kolay ve yararlı bir sonuca varılabilecek yardımcı nitelikte bir materyal geliştirilmesi sorgulanmıştır. Sonuçta, kemençe eğitimine katkıda bulunabilecek bir DVD hazırlanabileceği fikrine varılmıştır.

Anahtar Kelimeler

Türk Makam Müziği • Kemençe • Müzik eğitimi • Bilişim teknolojisi • Dijital materyal • Metot

A Digital Material Development Recommendation for Turkish Music Instruments: The Case of Kemençe Learning

Abstract

The rapid development of technology and the inevitability of its use has become a necessity for advancements in the sciences and arts. The possibilities provided by the computer age in education sciences allow individuals to learn independently with regards to their teachers. In our rapidly developing world, instrumental methods, published as fascicules, have gradually shifted their place to technology-based training methods. By using various educational paths such as CD, VCD, DVD, and Internet as digital teaching materials, auxiliary resources can be created. In this study, prepared by taking advantage of digital technology of Turkish music instrument methods, the adequacy of the individual instrument training applied in Turkey was examined. Considering the obtained data and impressions, the development of supplementary materials for kemençe education is suggested to enable easy and beneficial learning. Therefore to improve kemençe education, the development of DVDs as a learning material is proposed.

Keywords

Turkish Makam Music • Kemençe • Music education • Information technology • Digital material • Method

1 Aslıhan Eruzun Özel (Dr. Öğr. Üyesi), Yıldız Teknik Üniversitesi, Sanat ve Tasarım Fakültesi, Müzik ve Sahne Sanatları Bölümü, Esenler 34220 İstanbul, Türkiye. Eposta: aozel@yildiz.edu.tr

Atf: Aslıhan Eruzun Özel, “Türk Makam Müziği Çalgılarından Kemençenin Materyal Geliştirme Önerisi,” *darulfunun ilahiyat* 29/1, (Haziran 2018): 109–130, <http://dx.doi.org/10.26650/di.2018.29.1.0100>

Extended Summary

The global digital technology from the second half of the 20th century enabled the transition to an information age in the 21st century. Considering internet-based learning, there is need to create different education models in almost every field in the coming centuries. The widespread use of internet-based surveillance, which allows visual and audible communication at any time, has made virtual education more attractive.

Learning speed has advanced through technology, so that it has become a widespread objective to specialize in the sciences, arts, and cultures in a short time. This understanding, which is totally different from “meşk,” the traditional education system of our arts in particular, is disdainful by some sectors.

Presently, the methods of Turkish instruments education have increased and are now being implemented without the use of the meşk training. Students who learn under a teacher may also need a helpful resource for independent education such as digital materials, which would enable them work better. This study aims to increase the efficiency of individual learning activities in instruments education and facilitate the overcoming of the technical problems encountered by learners.

Recently, digital instructional materials have been used in instrumental education. As a result, several studies have tried to determine appropriate models for kemence education by examining the digital materials prepared for Turkish makam music instrumental methods. This will help the students of kemence build a repertoire of visual and auditory examples for individual study and study outside the coursework. The digital materials of the reviewed methods can be summarized as follows:

- (i) *Aydođdu Method*: Here, a CD of the course material contains voice recordings of exercises and methods in the writer’s voice at various dates.
- (ii) *Erguner Method*: Parts of the first CD of the Ney Method: Making Sounds and Basic Sounds; Quads and Fives; and Taksim work. The second CD came out of the 48 tracks listed under the heading “Authority Practices.”
- (iii) *Yahya Kaçar Method*: The Ud Method’s CD is about practicing the studies.
- (iv) *Torun Method*: Basic holdings in the VCD of the first fascicule of Ud Method; vocalization of all the studies in the method in the DVD of the second fascicule; slow–medium–fast performance of sections of the studies on the DVD of the third fascicule; while in the DVD of the fourth fascicule, etudes were voiced and the subject of the chapter was told.
- (v) *Karaduman Method*: Method DVD consists of four main sections headings, where each heading has its own subtitles.

- (vi) *Karadağ Method*: The lectured exercises of the method prepared in Turkish and English can be accessed through the page “www.pankitap.com/mainalistirmalari/burcukaradag.”
- (vii) *Kaya Method*: The method has been linked to a YouTube channel through the page “<http://en.wikipedia.org/new-metodu/guntu-calisma-cetveli/>.” Here, 256 auditions were performed.

The basic headings of the designated kemence method DVD: (i) Part I. Preparatory Phase (History, executives, education, structure, and basic information); (ii) Part II. Section: Starting Phase (Open Teller, Middle String 1st position, Side Strings 1st Position, Middle String 2nd position, and Side Strings 2nd position); (iii) Part III. Section: Development Phase - I (Diyez and Bemols in the Kemence Table, Basic Quartet and Quintet, 3rd position, Ornamentations); (iv) Part IV. Section: Development Phase - II (“Ahenks” and Transposition and Other Quartets and Quintiles); (v) Part V. Advanced Phase (Nuances, Sequences, Arpeggios, Bow Techniques, 4th position, Taksim, and Repertoire).

Currently, it is necessary to create new education models full with multimedia items. This would contribute to learning of instrumental methods via video recordings of the exercises included in the digital materials. Narrative visuals and camera shots taken from different angles are effective for DVD studies.