Extended Summary

Evaluation of Problems in The Fine Arts Highschool Music Education from
The Teachers’ point of View

Introduction

Fine Arts Highschool (FAH) institutions are the foundation of music education in the areas of playing music, reading and listening skills, understanding music, and in the most other areas of music teachings. These high schools are largely the source of well educated future music teachers. FAH are mostly academic music departments that serve as a secondary institution of higher education institutions of professional music. However The problems such as FAH music education not reaching the desired level and quality and music teachers facing various difficulties and problems have been witnessed. With this goal in mind, it has been determined that by identifying the difficulties, views and opinions of the music teachers could be heard.

Method

Throughout the research, “qualitative research model” was used, also as a method of research "interview" and to collect research data “the interview form” was used. The research covers all of institutions in which FAH music teachers serve in Turkey, in the 2012-2013 academic year. With this goal in mind, the survey was conducted on 20 music teachers who are working in the different provinces.

Findings

Among teachers;

- 100% of them want to study with their students one to one in their teaching.
- 100% of them find number of the students in available time zone period excessive.
- 100% of them stres that number of the students in available time zone period has to be reduced so that techniques and skills can be gained.
➤ 85% of them cannot apply teaching programme.

➤ 100% of them find teaching programme insufficient and unqualified in terms of feasibility.

➤ 100% of them identify their vocational instrument training with their vocational lifes.

➤ 75% of them do not find FAH lecture books sufficient and qualified and do not use them.

➤ 75% of them have problems regarding students.

➤ 100% of them encounter problems because of students’ perception.

➤ 100% of them state that there are problems about criteria of recruiting students.

➤ 60% of them have problems with school administration due to the fact that school administrators are out of (music) branch.

➤ 100% of them state that indifference of families is a vital problem.

➤ 70% of them cannot encourage students for success and 75% state that this problem is based on students.

➤ 55% of them use problem solving, 65% use creative thinking, 55% use critical thinking, 80% do not use reflective thinking skills philosophical thinking ways in their teaching.

➤ 100% of them do not approve recruit of teachers that is applied in present system.

➤ 40% of them do not make extra studies on students differences.

**Recommendations**

➤ It should be provided that teaching applications are carried out between a teacher and a student.

➤ Different seminars, workshops and symposiums supporting inservice education that is about instrument training should be done and by this means teachers should be enabled to make a connection with the problems they encounter.

➤ Cooperation should be provided among teachers about forming and developing teaching programme.
➢ Teachers should benefit from active learning methods for the solution of the problems they encounter in their teaching.

➢ Teachers should be able to take individual students differences into consideration, use different methods/techniques, and apply and teaching programme in which these are lined in a pedagogical way. For this purpose, teachers should be given education to eliminate the deficiencies.

➢ While their teaching aims are determined, expectation of students from lessons should be paid attention.

➢ Teachers and students should be made to gain philosophical thinking skills.

➢ To increase teachers’ philosophical thinking skills, “philosophical thinking skill” should be included in teaching programmes by MEB and YOK.

➢ Teachers should share a place for philosophical thinking studies systematically in teaching applications.

➢ For teaching programmes to reach their targets, it is quite essential that school administrators approach teachers in a supportive way.

➢ It ought to be enabled that course hours should be increased and lectures should be given by branch teachers.

➢ By reviewing FAH teaching programmes and course books in terms of feasibility and intelligibility, these should be developed in direction of thoughts and ideas of teachers who are on duty.

➢ FAH recruit of teachers exam should not be managed by provincial directorate for national education but as in the old system under the control of MEB, should be managed by a jury in which there are educators that are specialist in their own branches.