

Comparison of the education program of institutions raising music teachers in Turkey and those of art universities that raise music teachers in an EU member country, Austria

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Abstract

Background: Turkey's relations with other countries have set on a different framework in the recent years. Especially to fulfil the obligations of being an EU member, a lot of work is being carried out in different perspectives. There is effort to build up relationships with EU member countries on many subjects however there still is not enough information on these countries' education system. In scope of the research, the music teachers who have graduated from Turkish educational institutions have been compared to their European counterparts in terms of their educational status and the results of the research have been noteworthy

Propose: To better serve the research purposes, the curriculums of Salzburg Mozarteum University, Austria and Marmara University, Turkey have been analyzed in terms of a) credit hours, b) course durations, c) course contents. Based on the results, data presentations in tables as well as commentary have been provided from a Comparative Education standpoint. In the subcategories of this research, the following topics have been compared between, Austria and Turkey:

a) Starting and receiving musical education,

b) The educational systems of institutions raising music teachers,

c) The capabilities of institutions raising music teachers,

d) The educational programs of institutions raising music teachers. The research has been conducted based on qualitative research principals while qualitative solution methods have been preferred. Percentage and Frequency evaluations have been performed where necessary.

Sources of evidence: Despite all the effort spent by institutions related to the education of teachers, this subject is still very problematic on every level of education in Turkey. Comparing the current education of the teachers coming from Turkish faculties of education and their counterparts in developed European countries is thought to bring out results that will shed light to the solution of existing problems.

Main argument: The research made with this idea in mind aims to become a reference to help develop the best and highest quality teacher education programs that are necessary to make music teachers, who have an important role in the education of music in Turkey's National Education System, well equipped in their profession and thus help them become qualified educators and start this program during their school years.

Conclusions: As a result of this research, valuable information has been gained as differences have been observed between the two countries' teaching methodologies in terms of credit hours, course durations and course contents. Furthermore, with the current student exchange programs in European countries taken into consideration, the contributions of this research will be better realized.

Keywords: Education of Music Teacher; Programs of Raising Music Teacher; Comparative Education

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1. Introduction

Music is a strong fact affecting the developments of societies' cultural structures. An individual having musical treatments either by mass education or formal education can know or describe himself. He can gain aesthetic and cultural identity, individual skills related to his life, and skills like solving problems. In societies whose individuals have grown up in this way, the communication between persons and groups can be set easily, and therefore social – aesthetic value unity occurs. Society reaches the aesthetic sensitivity, the integrity of goal, sense and treatment needing for its development. Also, society innovates and improves its own culture (Karolyi, 1996).

During the musical education, finding the capable ones and their orientation, and the increase of the ones interested in music in quality and quantity both move the music to its goal of universal levels and increase the enterprises in music creating noteworthy economic values as well.

Musical education aims at causing the individuals who will constitute such a society to gain these qualifications in a scientific way. Therefore, it is important to give the individuals the best musical education. At this point, music teachers are needed. In teaching in a scientific education, there are the periods of planning, orientation, realization and control. Its function comes true by using General and Occupational musical teaching methods (Erden, 1998).

For music teacher to be successful in his occupation and to do his responsibilities expected from himself efficiently, it is necessary

- To love his profession of teaching as much as his target,
- To have personal skills of music to fulfill the function of musical learning and teaching,
- To be educated to acquire adequate teacher treatments about his profession and education (Uçan, 1996).

Today all over the world, it is stressed that it is not enough any more to know only the subject which will be taught but also teacher candidates must be highly equipped with general knowledge, educational sciences and educational technology, and that this profession needs a special education for all educational schools. If it is really wanted for the educational quality of the new generation to be improved, before being accepted to the teacher training institutions, the teacher candidates must be chosen according to their personalities, their attitudes to the profession, their performance and their other skills (Glasser, 1992).

Since 1950, European countries have been struggling to constitute a European Union. With the results of these struggles, each country has changed mainly in their social, economic and technological structures. Consequently, a high quality and general “educational union” has been needed to create a European of knowledge, conscious society, economical enlargement, public spirit and the most important one – European Union. This “educational union” can be reached only by training highly qualified teachers. In European Union countries, many projects have been studied to develop different perspectives supplying teacher training development and suitability of structural changes. One of them is the “Sigma Project” which has been enhanced by European Commission (Sander, 1990).

In the recent years, Turkish Republic which has been trying to be a member of European Union has been attempting to set relationship in every aspect with the countries of European Union members. However, it has not been received enough information about these countries' education

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system. In addition, the country falls behind in every aspect from the model member countries for such projects and studies which have been done in the name of common “educational union” mentioned above.

At this point, the research is based on displaying the differences between “the music teacher training programs” which is one of the important educational branches of a member European Union-Austria and “the music teacher training programs” in Turkey when compared, and as well, contributing to prepare study branches to make some new arrangements in music teacher training system in Turkey with the help of these differences.

This study has searched what kind of differences occurred in the aspects of starting and having musical education, the educational systems of the music teacher training schools, theoretical opportunities of music teacher training both in Turkey and Austria. Also, the differences between the educational programs of music teacher training institutions in Turkey and of music teacher training art universities in Austria are compared according to the music teacher lesson programs of Salzburg Mozarteum University (Austria) and Marmara University (Turkey) in respects of credits, lesson hours and lesson contents.

2. Musical education

In Turkey, musical education is given in a suitable form of educational programs of Board of Education throughout the compulsory eight-year education period since the first term of primary school. This program agrees that all of the primary school children are capable of adequate musical skills in receiving “general musical education”, and for this reason it covers all of the primary school children. After the compulsory education, musical education becomes an optional lesson.

Musical education in Austria is given as a compulsory lesson during compulsory education like in Turkey. Compulsory education is formed in two periods of primary (1.4. grades) and secondary lower echelons (5.9. grades), the period of compulsory education has nine years.

In Turkey, musical education is given by music teachers and classroom teachers graduated from Education Faculties. In Austria, music lessons in primary and secondary low echelon classes are given by the teachers graduated from six termed (3 year) teacher training colleges. The music teachers graduated from the art universities, however, teach music in the low echelons of secondary schools and also in higher schools.

2.1. Music teacher training

In Turkey, music teacher training is given in musical educational departments of Education Faculties of the universities. Since the years 1998-1999 in Turkey, Higher Education Council and World Bank made new arrangements in teacher training departments of universities’ Education Faculties. Since 1998-1999 with this practice, music teacher departments have trained their music teachers under the name of faculty of fine arts musical education department by combining the music teacher departments and the art education departments.

The elections of the individuals who will be given musical education are maintained with a “test of ability” which measures how much ability they have for the required musical skills. To enter these universities, candidates have to a) be graduated from a high school, b) take a university entry exam, which every high school graduates wanting to go to university have to take (the minimum points of the departments change every year), c) win the “entry test of ability”. Everybody

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can take these tests without an age limit.

The duration of this education is for eight terms (four years). University students have the lessons of “School Experience I-II” in the 2. and 7. terms, and “Teaching Practice” in the 8. term in primary, secondary and high schools. The aim is for teacher candidates to know the places where they will practice their music teaching, to find out their mistakes by using their knowledge in this environment and to help themselves to enhance attitudes towards teaching before their graduation. During the lessons, general knowledge, educational formation, terms of musical culture are held in a balanced level and supported with excursions, observation, seminars and concerts. Furthermore, in the departments, scientific and artistic activities showing coherence with education, research and practice are organized. At the end of the four year education all the students graduating successfully are given the rights of being a teacher.

Because of the “General University Education” act which was made in 1996 and taken effect in 1975 with the university organization act, the main target of university education in Austria is to present an academic education to the young people, which prepare them in their professions scientifically. The duration of science and fine arts education is generally nine years consisting of two periods. Attendants continue their education by graduating with a diploma and taking bachelor programs (Eurydice, 2001).

Music teachers of higher echelon schools in Austria are trained in fine arts universities. To enter these universities, student candidates have to; a) a certificate of graduation from a secondary school or a course similar to this education, b) win the department entry exam, c) be 15 or 17 years old according to the branch he/she chooses.

The duration of the education has nine terms and has two parts. The first part has four terms and the second part has five terms. To end the first part successfully, it is obligatory to pass the exams of the whole obligatory lessons in the first part successfully. The education ends with a term project and the exams held at the end of the second part.

The students both receive musical training and also pedagogy training needed to be a collage teacher. This training is composed of three parts: a) a special pedagogy training for the chosen education branch, b) general pedagogy education, c) practical training inside the school for the particular branch. The student who finishes the training successfully deserves the master’s degree. To practice the profession of teaching, she has to do one year practical training under the supervision of two senior teachers in any pedagogic institution located in each state of Austria. In addition, the graduates from teacher training departments and all other education departments giving a diploma in Austria assume a title of (Mag. Art) Mag. Arch (Buchberger & Seel, 1999).

2.2. Characteristic and theoretical facilities of music teacher training

The education of music teacher in faculties in Turkey is especially teacher training oriented. The training is not like the art lesson based ones given in conservatory. The “music teacher training programs” which are being applied on the university level in Turkey have been set on some basic targets. They are;

(1) to train teachers who are qualified to teach the music lessons in primary, high or vocational schools, to conduct the music training studies, and as well to be a guide in this field in their environments,

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(2) to do “Theoretical and Practical” vocational training in their fields; to grow creative individuals of the future; to internalize Turkish music and other musical cultures; to grow dynamic, intellectual, contemporary and productive music trainers, specialists and researchers who can play his own instrument and use his voice very well. And also,

(3) to educate individuals who are capable and well-informed, who will make a contribution to the improvement of this field in the future, who can success the method of scientific work, who can think rationally, who can concentrate on a task and finish that task, and especially who can make post graduate studies.

The graduates from these departments not only have rights to be a teacher in primary, high or similar vocational schools but also serve in production or broadcast companies directly or indirectly related with musical training, and promoted to various suitable positions in private and formal incorporations. Moreover, they can study “postgraduate education” programs (instrument, voice, chorus, composer ship, musical concepts-composing education, and school music education) in the musical education field related to Educational Science Institutes of Universities. And they can have a position as a researcher at Higher Education Foundations on these branches.

Music teacher training is organized predominantly as “Art Branch” in the music teacher training institutions in Austria. The teacher candidates are given additional lessons and courses which will cause them to gain pedagogical proficiency when teaching music. The basic aims of these institutes in Austria can be summarized as to educate teachers;

(1) Who will be able to serve in pre-education of profession related vocation – deductive and pedagogical, scientific or art – scientific vocation with the addition of practical school training to the two lesson branches done in higher schools into the given musical education,

(2) Who will be able to do the profession of teaching in high schools and undergraduate colleges, pedagogic academies and some similar professional fields (for example, outdoor youth training, adult training, cultural affairs, media..),

(3) Whose personalities and social capacities are improved and also who can keep up with artistic and social innovations, and who gains skills to participate in those,

(4) Who are authorized in pedagogy, related branch, artistic skills, theoretical music information, and scientific studies of the field, instruments, and music education after a nine term education?

2.3. The comparison of music teacher training programs

To have a clearer information with the aim of giving an example about the study subject of both countries’ music teacher training programs, musical education program of Musical Education Branch of Fine Arts Education Department, Marmara University and music teacher training programs of Austria Salzburg Mozarteum University are tabled and explained by comparing them.

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Table1. Music teacher training programs in Austria and Turkey

<u>Salzburg Mozarteum University Austria</u>		<u>Marmara University Turkey</u>	
<u>Musical Pedagogy lessons</u>	<u>Total terms/hour</u>	<u>Musical Pedagogy lessons</u>	<u>Total terms/hour</u>
Entry to Musical Pedagogy	2		
Historical music pedagogy	4		
Musical pedagogy upper seminar	2		
Music deduction 1,2	4		
Music deduction 3	2		
Training in higher schools	4		
Common music deduction	3		
Credits	21	Credits	0
<u>Musicology</u>	<u>Total terms/hour</u>	<u>Musicology</u>	<u>Total terms/hour</u>
Music history 1,2	4	Music history	2
Music history 3,4,5,6	8	Music culture	3
Entry to scientific study	2	Scientific search	2
Acoustic and instrument knowledge 1,2	3		
Credits	17	Credits	7
<u>Artistic proficiency</u>	<u>Total terms/hour</u>	<u>Artistic proficiency</u>	<u>Total terms/hour</u>
Artistic main branch	12	Piano	12
Artistic branch	12	Personal Instrument education	14
Piano training 1,2	2	Personal voice education	4
Ear education 1,2,3,4	4	Popular music	2
Music and movement 1,2	2		
Jazz/pop 1,2	2		
Jazz/pop additional study	2		
Speaking Techniques 1,2	2		
Credits	38	Credits	32
<u>Chorus and Ensemble Management</u>	<u>Total terms/hour</u>	<u>Chorus and Ensemble Management</u>	<u>Total terms/hour</u>
Chorus and Chorus management	12	Chorus	6
Ensemble and ensemble management	6	Chorus voice education	4
		Chorus and management	2
		Orchestra management	2
Credits	18	Credits	14
<u>Optional lessons</u>	<u>Total terms/hour</u>	<u>Optional lessons</u>	<u>Total terms/hour</u>
Music scientific and theory branches	5	Co repetition	1
Art- practical optional branches	6	Music theory	4
Free optional lessons		Scientific research and methodology	2
Music pedagogy lessons	21		
Music theory lessons	14		
Music science lessons	17		
Artistic proficiency lessons	38		
Chorus and ensemble management lessons	18		
Optional lessons	11		
Innsbruck general pedagogy training lessons	7		
Credits	25	Credits	7

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<u>Pedagogics</u>		<u>Pedagogics</u>	<u>Total terms/hour</u>
		Computer	4
		Entry to teaching profession	3
		School experience	10
		Development and learning	3
		Planning and evaluation in teaching	5
		Developing materials	4
		Special teaching methods	8
		Training	3
		Guidance	14
		History, Turkish, Foreign Language	
Credits	0	Credits	62

<u>Musical Theory Lessons</u>	<u>Total terms/hour</u>	<u>Musical Theory Lessons</u>	<u>Total terms/hour</u>
Voice directory 1,2	4	Musical theory education	18
Voice directory 3,4	4	Composing educational music	4
Form and article knowledge 1,2,3	6		
Credits	14	Credits	22

In this table, it is compared that the courses of both universities can be matched. While examining the table, this factor should be considered carefully. Otherwise there might be a suspicion that there is something missing in the calculation of the total course hours.

As it is seen on the table above, it is quite difficult to compare these two programs exactly one to one. In the analysis of the table;

- There are differences in courses and term hours in both universities. At Marmara University '8 terms in 4 years', but at Mozarteum University '9 terms in 4.5 years of courses. Every term is stated as '15 weeks'. In this situation, in 1 term there is 15 hours of course. For instance; the course 'Chorus and Chorus Education' is a course of 1 term 8 semesters/hours, II. Term 4 semesters/hours, so totally 12 semesters/hours. 12 semesters/hours is equal to 180 lesson hours.
- At Mozarteum University, the courses related to music pedagogy are headed under the title of 'Music Pedagogy' (totally 21 credits), At Marmara University, it is carefully observed that there are no courses related to this.
- While the course credits of 'Musicology- Music Science' are 17 at Mozarteum University, it is only 7 credits at Marmara University.
- Mozarteum University gives a higher importance in both related to the courses of 'Artistic Proficiency's' and the credit (38) and the variety of the courses than Marmara University.
- Although the courses 'Chorus and Ensemble Management' shows a big similarity at both universities, Mozarteum University offers 18 credits more in this group of courses.
- While 'Optional and Obligatory Courses' are 25 credits at Mozarteum University, it is only 7 at Marmara University. Furthermore; the variety of the optional course is much more at Mozarteum University. Also the focus is on the courses of artistic proficiency.
- While the total credit related to 'Educational Sciences' is 62 hours at Marmara University, there is no single course concerning this subject at Mozarteum University.

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- While the courses of ‘Music Theory’ are 22 credits at Marmara University, it is 14 credits at Mozarteum University. The number of the courses is higher at Marmara University, but limited in the content.
- At Marmara University, total lesson hours are 124 semesters/hours in theory, 54 semesters/hours in practice, totally 178 semesters/hours=2670 lesson hours. At Mozarteum University, total lesson hours are 140 semesters/hours in theory, 11 semesters/hours in pedagogic practice, totally 151 semesters/hours=2265 lesson hours. As it is seen, Marmara University has got more lesson hours than Mozarteum. This is because there are much more “Pedagogies” lessons at Marmara University.

3. Conclusion

As it is seen clearly in the table above, the similarities and differences of the music teacher training in Turkey and Austria are indicated according to the a) credit hours, b) course durations, c) course contents. With this point of view, the points below should be considered:

(1) Music teacher course program in Marmara University is mostly based upon *teacher training*. (e.g. The total of pedagogy lessons is 62 credits). However, the course program of Mozarteum University is mostly based on *artistic education* and pedagogy training needed to be a teacher is given as an additional branch. It shows that Mozarteum University is clearly superior because of its artistic courses and pedagogy training.

(2) While the courses in Mozarteum University are divided into groups of training branch given and taught by the separate institutes, (Music Pedagogy, Music Theory, Musicology, Artistic Proficiency, Chorus and Ensemble Management, Optional Classes), musical lessons in Marmara University are given within a four year *general education*. Pedagogy lessons are given by the pedagogy department of the university.

(3) Music pedagogy, Musicology, Artistic Proficiency and Optional lessons make a difference in lesson credits and course variety at Mozarteum University. It is quite obvious that these lessons, which have an important role in music teacher training and must be given in detailed, are less in number at Marmara University.

(4) As stated in point 1 above, while Pedagogy lessons at Marmara University has 62 credits, there is no lesson given about this subject at Mozarteum University. It is controversial that Marmara University, which needs to complete its own missing about music training and artistic lessons, focuses on only general teacher training lessons.

The major points which have been studied on and presented for arguments can be summarized as below;

Salzburg Mozarteum University gives musical training to the teacher candidates as in conservatory education and besides, teaches pedagogic specialism. Those who study at this university graduate as music and pedagogy experts on the master level. But to have the right of being a teacher, they have to finish a one year training in the regional pedagogy institute successfully after their graduation. However at Marmara University the students whoever finish their 8 semester education successfully can start to work as a music teacher immediately after their graduation.

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With the results of this study, the lack of pedagogy education needed to be a teacher in Turkey has been revealed. The importance of this research on Turkey's education system will come to a true picture by determining this situation.

As it is understood from the table, the programs in Austria are gathered under various major titles and turned into a detailed and functional situation according to credit, hour and content. The experts and researchers who are going to do studies on developing programs in music education especially in Turkey should pay attention for the diversity in the program.

This research has tried to enlighten Turkish universities, which try to place themselves among the respectable universities in the world and to complete the absence in its music education and to enhance themselves within the modern values and international standards, and to do new arrangements in music teacher training system by drawing benefits from the differences occurred when the programs are compared and also by considering the points mentioned above.

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