



Review Article

A review of the system for gifted young scientists education in the field of musicology in Türkiye

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Abstract

This study provides a comprehensive evaluation of the system for training gifted young scientists in the field of musicology in Türkiye. Undergraduate and graduate programs in universities offering musicology education in Türkiye, their academic structures, career opportunities for students, and the impact of existing educational processes on the development of scientists have been examined in detail. The curriculum structures of musicology departments, the adequacy of course contents, and the theoretical and practical aspects of these educational programs have been discussed, focusing on how this field contributes to scientific advancements in Türkiye. By closely analyzing the educational processes within musicology departments, the study evaluates their position and scientific contributions within national and international academic circles. Additionally, the historical development of musicology education in Türkiye and the current challenges in its structure have been identified, and solutions to address these issues have been proposed. Based on the findings of the research, it is concluded that interdisciplinary collaboration, curriculum development in musicology departments, the expansion of graduate programs, and the improvement of the processes for training scientists are necessary. This study offers significant recommendations for enhancing musicology education in Türkiye, making it more effective and grounded in scientific principles.

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Introduction

Musicology is a discipline that aims to study music in a scientific and systematic manner, encompassing a wide range of research areas through various methodological approaches and interdisciplinary interactions from historical times to the present. This field not only seeks to understand the structure of music itself but also investigates its place within the context of societal structures, cultural dynamics, technological developments, and the needs of the era. The primary goal of musicology is to comprehensively examine the structural characteristics of music, its historical evolution, its impact on different societies, and its relationship with other academic disciplines. These examinations aim to facilitate both the perception of music as an art form and the understanding of its roles within social and cultural contexts.

In line with this broad perspective, musicology demonstrates a multidisciplinary nature, encompassing historical, theoretical, sociological, psychological, and philosophical dimensions (Hodges, 2023). The study of the structure and performance of music facilitates an understanding of how music has evolved across various cultural, social, and historical contexts. Moreover, musicology is not limited to the technical analysis of music but also seeks to comprehend its

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influence on societies, its contributions to social transformations, and its changing nature in response to the demands of the time (Shanmugaboopathi & Catoto, 2022; Shepherd, 1991). Thus, the investigation of how music interacts with elements such as society, technology, environment, and cultural trends is one of the fundamental aspects that expands the scope of this discipline.

The field of musicology is divided into various subfields, each approaching this wide research area with different methodological approaches. Historical musicology examines the historical development processes of music, exploring the periodic changes in music, its key figures, and the historical influences on musical structures (Hansen et al., 2016). Ethnomusicology, on the other hand, studies the music of different cultures and their socio-cultural contexts, investigating the functions of music as a cultural expression (Barton, 2018). Systematic musicology focuses primarily on the structural analysis and theoretical examinations of music, providing an in-depth exploration of its technical aspects (Rohrmeier & Pearce, 2018). In addition to these subfields, disciplines such as the philosophy of music, music archaeology, music sociology, and music psychology also contribute to scientific endeavors aimed at understanding music from different perspectives. The philosophy of music investigates the ontological and epistemological structure of music, music sociology explores its relationship with social processes, while music psychology attempts to comprehend the effects of music on the human mind, and its emotional, cognitive, and behavioral influences.

The interdisciplinary nature of musicology holds the potential to make significant contributions to various fields of academia. Throughout its historical development, musicology has enabled a systematic accumulation of musical knowledge and demonstrated that it is not limited to an analysis of music as an art form, but rather intersects with disciplines such as social sciences, philosophy, and psychology, a development that dates back to the 19th century. Within this framework, musicological research is not confined to analyzing musical structures; it also provides in-depth analyses of the meanings music holds in social and cultural contexts.

This study will thoroughly examine the current state of the system for training scientists in the field of musicology in Türkiye. The structure of institutions offering musicology education in Türkiye, the undergraduate and graduate programs implemented in musicology departments, and academic career processes will be evaluated in this context. Specifically, the educational processes in musicology departments in Türkiye, the career opportunities available to musicology students, and the contributions of this field to scientific advancements in Türkiye will be analyzed based on academic outputs. The quality of academic work in musicology, its position and influence in both national and international academic circles, and the impact of musicology education on the training of scientists in Türkiye will also be discussed. Additionally, the general structure of the system for training scientists in musicology in Türkiye, the current challenges, and recommendations for addressing these issues will be presented.

In this regard, the process of training scientists in the field of musicology in Türkiye, the organization of musicology departments, their academic outputs, and the contributions of these outputs to the scientific field will be examined in depth. Thus, an evaluation will be provided on the necessary steps for transforming the system of musicology education in Türkiye into a more effective and scientifically grounded structure.

Definition and Research Areas of Musicology

Musicology is an interdisciplinary academic field that studies music from historical, theoretical, cultural, and sociological perspectives, encompassing a broad spectrum of research. The primary goal of musicology is to understand the structure of music, its historical development, theoretical foundations, and its social and cultural contexts. In this process, both the intrinsic dynamics of music as an artistic form and its interactions with societal structures are analyzed. Musicology seeks to understand not only the aesthetic aspects of music but also how cultures have expressed themselves through music throughout history, how music has evolved, and the relationship between societies and music. In line with these broad objectives, musicology is divided into various sub-disciplines that cover a range of research topics.

Historical musicology, one of the oldest and most established subfields, focuses on the historical development of music. This area examines the musical characteristics of different periods, the forms and structural analyses of works, and the lives and compositions of important composers within their historical context (Weiss et al., 2019). Music historians strive to understand how music has developed throughout history by considering the social and cultural

influences and the contextual conditions in which works were created. Historical musicology also details the evolution of musical culture by investigating how musical works were performed, the stylistic trends of different eras, and the transitions between musical periods. In this regard, musical analysis is not limited to composers and their works but also encompasses a thorough examination of the changes that musical forms have undergone throughout history.

Ethnomusicology, on the other hand, is a sub-discipline that adopts an intercultural perspective. Ethnomusicologists study the production and consumption processes of music in various cultures, the cultural functions of music, and the impact of social structures on musical practices (Clayton, 2016). This field highlights what music means as a form of cultural expression, how it functions within different societies, and how musical practices fit into the broader social and cultural framework. Ethnomusicology treats music as a social phenomenon and, through comparative studies, provides in-depth analyses of cultural interactions and musical commonalities, revealing the significance of music within cultural diversity. It demonstrates that music is not merely a technical or aesthetic product but also a cultural vehicle that reflects a society's identity, values, and history.

Systematic musicology, another prominent sub-discipline, focuses on the structural and theoretical analyses of music. This field examines the theoretical foundations, acoustic properties, psychological effects, and aesthetic dimensions of music (Honing et al., 2004; Honing, 2006). Systematic musicology emphasizes the technical and structural analyses of music, concentrating on harmony, melody, rhythm, and form. These analyses involve comprehensive studies aimed at understanding the mathematical and theoretical aspects of music. Music theory, a significant part of this field, focuses on how musical structures are formed, the theoretical principles that underpin different musical forms, and how these structures have transformed over time. Additionally, systematic musicology explores the acoustic dimensions of music, examining topics such as the physical properties of sound waves, the perceptual processes involved in listening to music, and the human brain's responses to music.

In addition to these three primary subfields, musicology intersects with other disciplines, such as the philosophy of music, music psychology, music sociology, and music archaeology (Currie et al., 2016). The philosophy of music explores the aesthetic and ontological dimensions of music, developing in-depth reflections on the meaning and function of music. Music psychology investigates the psychological effects of music on individuals, focusing on the mental processes involved in listening to and creating music. Music sociology examines the interaction between music and social structures, seeking to understand how music influences social transformations. Music archaeology studies the material remnants of musical works from ancient times to the present, offering insights into the role of music in prehistoric and historical periods.

Musicology, while remaining an academic discipline, also significantly contributes to the development of music performance and education. The theoretical foundations of music education, musical analyses, and the understanding of cultural contexts have laid the groundwork for important advancements in music pedagogy. In this regard, musicology plays a key role in establishing a scientific basis for music performance, contributing to the development of musical talents and helping music reach broader audiences. Furthermore, musicological research aids in the development of curricula in music education, aiming to enhance the effectiveness of music teaching.

In conclusion, it can be stated that research conducted in the field of musicology contributes to a deeper understanding of the historical, theoretical, cultural, and sociological dimensions of music. Musicological studies emphasize the social and cultural significance of music, providing a scientific foundation for understanding how music has evolved throughout human history and explaining the relationship between societies and music.

Departments and Major Fields of Study Related to Musicology in Türkiye

Musicology education in Türkiye is carried out through comprehensive academic programs at various universities. There are numerous institutions offering undergraduate, master's, and doctoral programs in this field. According to Öztutgan's (2019) extensive research, 19 different universities across Türkiye offer undergraduate-level musicology education, and within these universities, there are a total of 22 major departments or fields of study. These programs vary in terms of student capacity, typically accepting between 10 and 40 students. Musicology education is organized within four main academic units: Conservatories, Faculties of Fine Arts, Faculties of Music Sciences and Technologies,

and Faculties of Fine Arts and Design. Within these units, three distinct departments—Musicology, Music, and Music Sciences—exist, and educational and research activities are conducted across various subfields of musicology.

Öztutgan's research indicates that musicology programs in Türkiye are grouped into four major fields of study: Musicology, Music Sciences, General Musicology, and Ethnomusicology and Folklore. These subfields focus on different aspects of musicological research and education, enabling the systematic study of both local and universal music cultures. Additionally, these programs offer opportunities for specialization in interdisciplinary fields such as music theory, historical musicology, ethnomusicology, the philosophy of music, and music psychology, allowing music scholars to acquire a broad base of academic knowledge.

Yıldırım (2004) examined the musicology departments within the State Conservatories and Faculties of Fine Arts at five leading universities offering musicology education in Türkiye. These universities include the Music Sciences Department at Ege University Faculty of Fine Arts, the Music Sciences Department at Dokuz Eylül University Faculty of Fine Arts, the Musicology Department at Mimar Sinan Fine Arts University State Conservatory, the Musicology Department at Hacettepe University State Conservatory, and the Musicology Department at Istanbul Technical University Turkish Music State Conservatory. These departments offer undergraduate, master's, and doctoral programs, aiming to cultivate qualified scholars in the field of musicology.

In evaluations of the curriculum structure of musicology education, Terzioğlu (2018) emphasizes that musicology and music sciences departments in Türkiye do not provide sufficient courses in music theory, composition techniques, counterpoint, and harmony compared to European universities. This shortcoming indicates that musicology programs in Türkiye need further development, particularly in terms of theoretical music education. Nevertheless, musicology education in Türkiye generally focuses on music theory, performance practice, and musical culture, aiming to enhance musical knowledge and promote scientific research in the field of music.

Leading universities offering musicology education in Türkiye include prestigious institutions such as Istanbul University, Hacettepe University, Istanbul Technical University, Mimar Sinan Fine Arts University, and Ege University. These universities possess strong academic foundations in the field of musicology and aim to cultivate scholars who will contribute to the development of the discipline. The programs in musicology not only focus on academic research but also aim to preserve Türkiye's rich musical heritage through a scientific perspective, contributing to its promotion on the international academic stage.

Table 1. Undergraduate and graduate programmes in musicology

University	Unit	Department	Main Science Branch (MSB) /Main Art Branch (MAB) Programme			
			Undergraduated	Master Degree	PhD	Institute
Adıyaman Uni.	State Conservatory (S.C.)	Musicology	Musicology	Musicology	-	Postgraduate Education
Anadolu Uni.	State Conservatory	Musicology	General Musicology	Music Therapy (Non-thesis)*	-	Postgraduate Education
Ankara H.B.V. Uni.	Turkish Music State Conservatory	Musicology	Musicology	Turkish Music	Turkish Music	Postgraduate Education
Ankara Music and Fine Arts Uni.	Fac. of Music Sciences and Technologies	Musicology	Musicology	Musicology	Music Sciences	Music and Fine Arts
Ankara Y. B. Uni.	Turkish Music S.C.	Musicology	-	-	-	-
Artvin Çoruh Uni.	Faculty of Art and Design	Musicology	Music Sciences	-	-	-
Atatürk Uni.	Faculty of Fine Arts	Musicology	Musicology	Music Sciences	-	Fine Arts
Atatürk Uni	Turkish Music S.C.	Musicology	-	-	-	-
Aydın A.M. Uni.	State Conservatory	Musicology	General Musicology	-	-	-
Çukurova Uni.	State Conservatory	Musicology	-	-	-	-
Çukurova Uni.	Faculty of Fine Arts	Musicology	-	-	-	-
Dokuz Eylül Uni.	Faculty of Fine Arts	Musicology	Musicology	Music Sciences	Music Sciences	Fine Arts
Dokuz Eylül Uni.	İzmir State Conservatory	Musicology	General Musicology	Music Sciences	Music Sciences	Fine Arts
Erzincan B.Y. Uni.	Faculty of Fine Arts	Musicology	Musicology	-	-	-
Hacettepe Uni.	Ankara State Conservatory	Music Sciences	Musicology	-	-	-

University	Unit	Department	Main Science Branch (MSB) /Main Art Branch (MAB) Programme			
			Undergraduated	Master Degree	PhD	Institute
Harran uni.	State Conservatory	Musicology	-	-	-	-
Hatay M.K. Uni.	Antakya State Conservatory	Musicology	Musicology	-	-	-
Iğdır Uni.	Faculty of Fine Arts	Musicology	Musicology	-	-	-
İnönü Uni.	Faculty of Fine Arts and Design	Music Sciences	Musicology	Music, Music Sciences and Technology	Music, Music Sciences and Technology	Social Sciences
İstanbul Technical Uni.	İstanbul Turkish Music State Conservatory	Musicology	MusicologyMSB	Musicology	Musicology and Music Theory	Postgraduate Education
İstanbul Uni.	State Conservatory	Musicology	Musicology ,Etnomusicology	Musicology	Musicology	Social Sciences
Kafkas Uni.	State Conservatory	Musicology	Etnomusicology and Folklore	-	-	-
Kastamonu Uni.	Faculty of Fine Arts and Design	Musicology	Musicology	-	-	-
Kocaeli Uni.	State Conservatory	Musicology	General Musicology	Traditional and Cultural Musics	-	Social Sciences
Mardin Artuklu Uni.	State Conservatory	Musicology	Musicology	-	-	-
Mersin Uni.	State Conservatory	Musicology	Etnomusicology and Folklore, Traditional and Modal Musics, General Musicology	-	-	-
Mersin Uni.	Faculty of Fine Arts	Musicology	-	-	-	-
Mimar Sinan Fine Arts Uni.	İstanbul State Conservatory	Musicology	Etnomusicology, General Musicology	General Musicology, Etnomusicology and Folklore	General Musicology, Etnomusicology and Folklore	Social Sciences
Niğde Ö.H. Uni.	Turkish Music State Conservatory	Musicology	Musicology	Musicology	-	Social Sciences
Ondokuz Mayıs Uni.	State Conservatory	Musicology	General Musicology, Etnomusicology	-	-	-
Ordu Uni.	Faculty of Music and Performing Arts	Musicology	Musicology	-	-	-
Sakarya Uni.	State Conservatory	Musicology	Music Sciences	Music Sciences	Music Sciences	Social Sciences
Trabzon Uni.	State Conservatory	Musicology	Musicology	Musicology	-	Postgraduate Education
Trakya Uni.	State Conservatory	Musicology	-	-	-	-
Zonguldak B.E. Uni.	State Conservatory	Musicology	-	-	-	-

When examining the general status of musicology departments in Türkiye, according to data from the Council of Higher Education (CHE) Information Management System, there are a total of 33 musicology departments. Additionally, there are two Music Sciences departments. A total of 35 musicology and music sciences departments are actively functioning across 31 universities in Türkiye (CHE, 2024). These departments offer educational opportunities at both undergraduate and graduate levels. Notably, Anadolu University's Institute of Graduate Studies offers a Non-Thesis Music Therapy Master's Program, independent of the conservatory. Ankara Hacı Bayram Veli University provides undergraduate musicology education and offers master's and doctoral programs in the field of Turkish Music.

Although Ankara Yıldırım Beyazıt University is listed in the YÖK Information Management System as having a musicology department, an examination of the university's website reveals that there is no active program related to musicology within the Turkish Music State Conservatory or the Institute of Social Sciences. Similarly, the Music Sciences Department in the Faculty of Art and Design at Artvin Çoruh University is listed as a musicology department in the YÖK Information Management System. However, upon checking the university's website, while the musicology department is visible on the faculty page, the department is referred to as the Music Sciences Department when clicked. A similar situation is observed at Atatürk University's Faculty of Fine Arts, where the Music Sciences Department also

includes the Musicology Main Art Branch. However, no musicology department is listed on Atatürk University's Turkish Music State Conservatory website, even though it is recorded in the CHE Information System.

A similar situation exists at Çukurova University's State Conservatory. The Music Sciences Department exists within the Faculty of Fine Arts at Çukurova University, but educational activities have yet to commence. While the Music Sciences Department is listed on the Mersin University Faculty of Fine Arts website, it is recorded as a musicology department in the CHE Information Management System, and it appears that the department has not yet started admitting students.

Moreover, similar issues are observed at Harran University State Conservatory, Hatay Mustafa Kemal University Antakya State Conservatory, and Kafkas University State Conservatory. In these universities, musicology departments are listed in the CHE Information Management System, but there is no clear information regarding the educational activities of these departments. At Dokuz Eylül University's State Conservatory, the institution is registered under the name İzmir State Conservatory in the CHE Information System. Additionally, no information can be found regarding the active or inactive status of the Musicology Department within the Faculty of Fine Arts at Erzincan Binali Yıldırım University, based on its website. While the musicology department is listed in the CHE Information System at Trakya University's State Conservatory, the department does not appear on the university's website. Furthermore, it has been determined that there is no musicology department at Zonguldak Bülent Ecevit University.

In this context, the musicology departments in Türkiye offer various academic programs and course content designed to provide a comprehensive musicology education. Courses covering a wide range of subjects such as music history, music theory, ethnomusicology, and systematic musicology aim to equip students with the ability to understand and analyze different aspects of music. Undergraduate programs are designed to provide students with fundamental knowledge in musicology and to focus on research methodologies, while master's and doctoral programs encourage in-depth research on more specialized topics. In particular, graduate programs adopt interdisciplinary approaches, fostering high-quality research in the field of musicology.

Academic Career Paths in Musicology and Research Conducted in This Field

In Türkiye, individuals aspiring to pursue an academic career in the field of musicology must undergo certain educational and qualification processes. These processes begin with high school graduation and continue through undergraduate, master's, and doctoral studies. The first step, undergraduate education, provides students with comprehensive training in musicology, covering fundamental concepts, history, and theory of music. Students who wish to study musicology are admitted to the departments after successfully passing special aptitude exams conducted by universities. Undergraduate education equips students with a broad knowledge base in subfields such as music history, music theory, ethnomusicology, and systematic musicology. This education is provided within different academic units such as State Conservatories, Faculties of Fine Arts, Faculties of Art and Design, and Faculties of Music and Performing Arts. These departments offer interdisciplinary curricula, ensuring that students receive a well-rounded education in musicology.

After completing undergraduate studies, students may apply to master's programs to continue their academic careers and specialize in specific areas. Graduate education offers students the opportunity to conduct in-depth research on a specific topic and develop their academic skills. Graduate programs are offered within universities' graduate institutes, social sciences institutes, or fine arts institutes. Master's students can pursue either thesis or non-thesis programs in musicology, adopting an interdisciplinary approach to their studies. During this process, departments of musicology host a wide range of research projects exploring the relationship between music and other disciplines. Graduate students often specialize in specific areas such as music theory, music therapy, ethnomusicology, or music history, conducting original thesis research.

Doctoral education represents the highest level of academic career in musicology. Students who successfully complete their master's studies are admitted to doctoral programs, where they gain the ability to conduct independent research. Doctoral programs aim to encourage students to make original and significant contributions to the field of musicology. During this stage, students select an original research topic and conduct comprehensive dissertation work.

Doctoral education is typically managed by university institutes, offering opportunities for specialization in various subfields of musicology, such as music theory, music sociology, and music psychology.

There are various career opportunities available for individuals pursuing an academic career in musicology. Starting with the position of research assistant, individuals can progress to academic titles such as assistant professor, associate professor, and full professor. Those holding academic positions can teach at undergraduate and graduate levels, conduct scientific research, and contribute to scientific knowledge by publishing articles in national and international academic journals. Additionally, they can work as independent researchers, publishers, or editors, and take on roles in fields such as music archiving and librarianship. They may also work as art directors or music managers in museums, cultural centers, and arts organizations, or participate in fieldwork as ethnomusicologists, advancing their careers in ethnomusicology. By providing consultancy services for cultural projects, governmental organizations, or non-governmental organizations, they can explore the social and cultural impacts of music and prepare reports in this area. Furthermore, they can offer consultancy services in music production, media, and entertainment sectors, bringing an academic perspective to various projects.

In Türkiye, academic work in the field of musicology is presented in different forms, such as theses, books, and articles. Graduate theses include original research in various subfields of musicology. These theses contribute significantly to fields such as music history, music theory, ethnomusicology, organology, music sociology, and music psychology. Each year, numerous master's and doctoral theses are completed in Türkiye, expanding the body of scientific knowledge in the field of musicology.

Books are another important form of publication in musicology. Books written in this field in Türkiye often include comprehensive studies examining the historical development, theoretical foundations, and cultural contexts of music. These books not only appeal to academic circles but also help the general public understand music, bringing musicological knowledge to a broader audience. Moreover, articles written in the field of musicology are published in national and international academic journals, contributing to scholarly discussions and paving the way for new research topics.

Finally, conference papers and presentations serve as another key form of academic dissemination in musicology, allowing researchers to share their work at scientific events. Presentations at national and international congresses and symposiums provide an opportunity to share up-to-date knowledge and findings on various aspects of music. All of these academic works contribute significantly to advancing scientific research in musicology in Türkiye, further establishing the discipline within national and international academic communities.

In this context, scholars in the field of musicology in Türkiye make significant contributions to both national and international levels, leading the development and enrichment of the discipline.

Conclusion and Discussion

This review focuses on the current state of musicology education in Türkiye, the processes involved in training scholars, and the challenges encountered in this field. The research findings reveal that although significant progress has been made in musicology, there are numerous aspects of the current system that require improvement. In the discussion section, the results will be interpreted in comparison with other studies in the literature, emphasizing the importance of these findings for general musicology education and scientific research.

Firstly, it has been observed that the institutional structure of musicology education in Türkiye has expanded. According to data from the Council of Higher Education Information Management System, there are 33 musicology departments and two Music Sciences departments across the country. This expansion strengthens the relationship between musicology and other disciplines, offering students more educational opportunities. However, as noted in Öztutgan's (2019) study, discrepancies in curricula and the lack of strong theoretical foundations among these departments create difficulties in the process of training scholars. This is in line with Terzioğlu's (2018) study, which highlights the theoretical course deficiencies in Turkish musicology programs compared to European counterparts. Terzioğlu points out that core music theory courses, such as composition techniques, harmony, and counterpoint, are

not sufficiently provided, arguing for the necessity of more in-depth music theory education in Turkish musicology departments.

Furthermore, Yıldırım's (2004) research suggests that musicology education in Türkiye tends to be more performance-oriented, with limited focus on theoretical studies. These findings indicate that institutions offering musicology education need to place greater emphasis on theoretical and interdisciplinary approaches. Increasing research focused on cultural studies, particularly in areas such as ethnomusicology, could contribute to a better academic understanding of Türkiye's rich musical heritage. Clayton's (2016) research on the cultural functions of music supports this view, arguing that ethnomusicology education in Türkiye should be further promoted to foster a deeper understanding of music within its cultural context.

This research also evaluates the academic career opportunities available to students in musicology departments. An examination of the structure of undergraduate, master's, and doctoral programs reveals that specialization in musicology requires a clearly defined academic process. However, the fact that some universities' graduate programs have not yet become fully operational hinders the training of scholars. For instance, the musicology departments at Çukurova and Mersin universities have not yet begun accepting students, limiting the career opportunities available for students interested in pursuing a career in musicology.

Academic research in the field of musicology in Türkiye has made significant contributions through products such as theses, books, and articles. Graduate theses, in particular, contain original research in various subfields of musicology, expanding the body of scientific knowledge in the field. However, as highlighted by Hansen et al. (2016) in their work on historical musicology, research in this area remains limited in Türkiye, and academic work in historical musicology needs to be further encouraged. Historical musicology plays a critical role in understanding the evolution of musical cultures, and musicology departments in Türkiye should increase their focus on research in this field.

In conclusion, while musicology education in Türkiye holds significant potential in the training of scholars, there are several aspects of the current system that need to be developed. Strengthening the curriculum, deepening theoretical education, and expanding graduate programs will enable the training of more qualified scholars in the field of musicology. Additionally, by collaborating with international academic communities, the global impact of musicology research can be broadened. These developments in musicology will also contribute to a better understanding and preservation of Türkiye's rich musical culture. In this context, transforming musicology education into a more effective and scientifically grounded system will be a critical step for future academic work.

Recommendations

Based on the review, several recommendations can be made to improve musicology education and the process of training scholars in Türkiye. First, the curricula of musicology departments should be restructured with a more comprehensive and interdisciplinary approach. Core courses such as music theory, composition techniques, harmony, and counterpoint should be adequately provided, addressing current deficiencies in these areas. As Terzioğlu also emphasized, placing greater emphasis on theoretical music courses will enhance students' academic skills. Furthermore, increasing research and educational opportunities in interdisciplinary areas such as ethnomusicology, music sociology, and music psychology will provide students with a broader perspective. In this way, musicology departments can train scholars who are not only focused on the technical aspects of music but also engaged with its cultural and social impacts.

A major priority should be the expansion and activation of graduate programs in universities offering musicology education. During the research, it was observed that some universities had not yet launched graduate programs or were not accepting students, which negatively affects the process of training scholars in musicology. Therefore, it is crucial that these programs become active and begin admitting students as soon as possible to ensure the sustainability of academic work in the field of musicology. Similarly, the curricula of graduate programs should be updated and diversified in line with international academic standards. Master's and doctoral programs, in particular, should be designed to provide students with opportunities for independent research and contributions to the scientific community.

Enhancing academic career opportunities is another key area for development. The research and publication processes of academics working in musicology departments should be supported, and their participation in international projects should be encouraged. Participation in national and international conferences by academics will increase the exchange of scientific knowledge in this field and help establish global recognition for musicology research in Türkiye. Additionally, supporting independent researchers and postdoctoral research projects will pave the way for innovative research in musicology.

It is important for musicology departments to place greater emphasis on local and cultural research projects to better understand and preserve Türkiye's rich musical heritage. More resources and research opportunities should be allocated to cultural music studies, particularly in areas such as ethnomusicology. Investigating the musical traditions of different regions of Türkiye will enable a deeper exploration of the social and cultural significance of music. These studies will not only benefit the academic community but also contribute to the preservation of music as a cultural heritage.

Finally, musicology departments in Türkiye should strengthen international collaborations. Developing joint projects with musicology departments abroad and increasing student and faculty exchange programs will enhance the quality and diversity of musicology education. Additionally, increasing the number of academic articles published in international journals and encouraging publications in different languages will help promote national musicology research on international platforms. This will result in greater recognition and contributions of musicology research from Türkiye on a global scale.

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