

SECONDARY SCHOOL STUDENTS' VIEWS ON PLAYING TOGETHER ACTIVITIES IN MELODICA TEACHING OF MUSIC COURSE

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Abstract: In this study, it was aimed to determine the effect of the melodica instrument used in primary school and secondary school music lesson instrument education on melodica teaching with playing together activities. As a result of the practice of playing together, was aimed to determine the opinions of the students who received melodica instruction about the practice. The research is important in terms of providing an alternative to the teaching methods of music teachers with the teaching materials created and including student-centered music education and training. This study is a descriptive research from qualitative research methods and aims to reflect the current situation. The study group of the research consists of 10 secondary school students who receive melodica teaching with the teaching method of playing together. Students' experiences and opinions about the learning process were determined with a semi-structured interview form and data were collected. In the analysis of the data, content analysis was applied by grouping the information obtained through interview questions. In the study, the development of musical skills of middle school students by playing together, peer support and communication, the effect of playing together activities on motivation, cooperation, and teamwork, the contributions of making music with the community, the effect of playing together on socialization and self-confidence were classified in line with student opinions. According to the results obtained in the study, it is thought that the co-playing activities applied in the middle

school music lesson melodica teaching increase the musical skills of the students and their performance of playing the melodica instrument.

Key words: *Melodica Education, Playing Together, Music Education*

Introduction

Music exists based on human life and begins to make itself felt with the formation of the individual in the mother's womb and exists from that minute. Music education, which is included in art education, is a phenomenon that should be gained from an early age. According to Uçan (1997), music education is the process of gaining a musical behavior, changing a musical behavior, or creating a musical behavior change, developing a musical behavior. Music is part of a child's daily life. At home, at school, and on the street, music is a tool for the child to express himself, express his feelings, and have fun. Music education has been used as an important field of education since the earliest ages of human history. The first goal of basic music education is to gain a love of contemporary music, to create a musical behavior change, and to develop aesthetic, emotional, imaginary, and auditory areas. It is to try to identify and develop the child's sense of rhythm and ear sensitivity. Music is part of a child's daily life. At home, at school, and on the street, music is a tool for the child to express himself, express his feelings, and have fun. The main objectives of art education are: to learn to see, hear, touch, and taste. It is the first condition necessary to perceive its environment and tend to shape it. "Seeing" rather than just looking, "hearing" rather than hearing, and "hearing what is touched" rather than just probing with hands is the first stage for creativity (San, 1991, p.17). Instrument training, which constitutes an important area of music education, helps the individual to get to know himself, discover his talents, develop personality, and socialize. With instrument training, the individual has the opportunity to meet with music, get acquainted, discover himself, and integrate with music by playing a musical instrument. Among the goals of a music teacher regarding instrument training can be listed as follows:

- To gain the love of the instrument
- To contribute to basic music education
- Orientation to professional music education
- To observe the effects of instrument training on students

- To support the psychomotor development of students with the techniques of playing the instruments
- To develop methods and techniques that facilitate instrument teaching
- Emotionally, instrument training creates positive feelings in the student, as well as developing an attitude towards disciplined work on playing and including playing in life.
- Ensuring the coordination of two hands in playing the instrument (Özen, 2004, p.59).

Instrument training; It is a set of methods applied in playing an instrument. In individual instrument training, the main objectives of instrument training are to play the instrument with the right technique, to adjust the working time in a way that will increase efficiency, to comprehend the musical cultures in the best way through the instrument, and to increase their musical skills (Parasiz, 2010, p.19). Especially in recent years, melodica, which is an important dimension in primary school instrument education; is one of the most preferred instruments in basic music education due to its economicality, its ability to be taken by all socioeconomic circles, its portability, its absence of tuning problems, and its ease in making sounds. However, the student who plays an instrument in the music lesson and sees that he can produce sound with the instrument may turn to play another instrument in his future life, as his ear sensitivity, ability to distinguish sounds, and ability to perceive rhythm will increase. Music education at school increases coordination, communication, togetherness, contact, social cognition, and harmony among the members of a group. Making music together (performing a duet, trio, or quartet, taking part in an orchestra or choir) strengthens children's social and emotional skills. It develops in children to understand, express, and control their own and others' emotions. Considering that student-centered education is taken as a target and the studies in recent years have always progressed in this direction, it can be said that the methods chosen to be applied in the lesson are a very important element for the realization of the primary school music lesson curriculum with a student-centered approach (Andırcı, 2006, p.17). "To make students successful, to put music, which is a kind of abstract art branch, on concrete foundations requires contemporary music learning methods by providing ease of learning" (Bilen, 1995, p.25). In this direction, it is beneficial to update and review the methods and techniques to be used in the courses and to include resources that include student-centered activities.

Within the scope of music education; In addition to hearing training, instrument training, and voice training, another element that is at least as important as these is "making music together/singing together" activities, which can be defined as "playing together" or "singing together". While these activities activate the students who are receiving music education in student groups, they also help to develop their abilities and strengthen their social skills (Kıvrak, 2003, p.59). A music teacher who has just started his profession can correctly apply the competencies he has gained in line with the playing together training he has received throughout his education; flute, guitar, mandolin orchestras, and school instruments such as various instrument ensembles (Gündoğdu, 2006, 21). Students' music with their peers plays an important role in developing their coordination skills. The student who focuses on making polyphonic music with his friend should follow his friend's score along with his score. Thus, by focusing on music, his attention to certain musical elements, rhythmic structure, and nuances increases. At the same time, the ability of the student who focuses on following more than one party will increase in direct proportion to the ability to decipher a new piece. A person with a good degree of coordination not only performs the skills necessary for playing competently but also develops the ability to recognize and play (decipher) an etude/piece he sees for the first time in a very short time or to adapt to many situations and problems encountered such as being able to adapt to a familiar etude/piece in different ways (such as different rhythm, adapting to different nuances) or to staying in harmony with other parties while playing in the community. It also can be solved very quickly (Yağmuran, 2002, 185). Making music in a group in a social context and feeling included in a group increases communication and collaboration between members within the group. Playing together music activities are effective teaching method to develop these social skills. With music activities of playing together, students can gain social skills such as team spirit, peer communication, and interaction, leadership, decision-making, taking responsibility, listening to others, and respecting them. In light of all these thoughts and line with the topics discussed, it was aimed to reveal the effectiveness of playing together activities in the teaching of melodica instruments used in school music education with the opinions of the students. The research aims to determine the appearance of the teaching carried out with the activities of playing together for melodica teaching in secondary school music lessons. For this purpose, the problem of the research was deter-

mined as "What are the students' views on playing together activities in Melodica teaching?". In line with the main problem identified, answers to the following questions were sought:

1. What is the effect of playing together activities on improving students' musical skills?
2. What is the impact of playing together on collaboration, peer support, team spirit, socialization, and communication among students?
3. What are the contributions of playing together activities to students' motivation and self-confidence?

Method

Model of the Research

This research is descriptive research that is one of the qualitative research methods as it will reflect the current situation as it is, to examine the effects of melodica teaching on the students by playing with their peers and to get the opinions of the students about the process. According to Karasar, descriptive research is defined as "The event, individual or object that is the subject of the research is tried to be defined in its conditions and as it is. No effort is made to change or influence them in any way. What you want to know is there and it is there. The important thing is to be able to observe and determine it appropriately" (Karasar, 2015, p.77). The reason for examining this research with a qualitative dimension is to obtain information from the students who have seen melodica teaching and experienced the implementation of the process and to determine which common feelings and thoughts they express. Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that address the understandings that individuals or groups attribute to a social or human problem and include the study of research problems. To investigate this problem, qualitative researchers; use a qualitative approach in the research that includes data collections from the natural environment that are sensitive to the people and places in the study, and data analyses that are both inductive and deductive, establishing patterns and themes. (Whole and Demir, 2016, p.44).

Working Group

The study group of this research consists of 10 students who are willing to work from 6th-grade students studying at Ankara Mamak Martyrdom Secondary School in the

2023-2024 academic year. These students were determined according to their developmental levels, interests, and desires in parallel with each other and according to the equivalence of their physical competencies to play instruments.

Data Collection

The data obtained in the study were revealed by taking the opinions and thoughts of 10 students who participated in the application with a semi-structured interview form, which is a qualitative data collection tool. Qualitative research has an inquisitive and interpretive feature by using data collection tools such as observation, interview, and document analysis for the solution of a determined problem, and allows the events to be examined in depth (Baltacı, 2019, p.2). While preparing the interview form, expert opinions were taken and corrections were made according to the feedback of the experts. The semi-structured interview form allows to obtain an in-depth flow of information by adding the pre-determined questions to the needs during the interview. Therefore, questions at the end have been added to determine the clarity of the thoughts stated during the process. The questions in the semi-structured interview form are prepared in advance and allow the researcher to ask questions at the end so that they can go into detail or address a missing point during the interview. Thus, it facilitates obtaining information suitable for the research (Akman Dömbekci and Erişen, 2022, p.6). The interview questions were prepared in a way that aimed to collect information about the learning experiences of the students in teaching melodica to play along. During the interview, the answers given to the questions were recorded with the permission of the participating students. Where necessary, notes were taken by the researcher as a reminder later. These responses were compiled in the next step and dictated in the computer environment.

Analysis of Data

Since this research was handled in a descriptive dimension, the data collected with a semi-structured interview form were brought together the opinions obtained from the students were grouped and content analysis was performed. In content analysis research, objective analysis of the messages carried by the examined data is done according to clearly stated rules. These rules need to be established in the form of formal structures before the data can be analyzed. These rules create the categories used in research. By

classifying the contents according to categories, a general definition can be made, as well as inferences can be made for the whole. (Hepkul, 2002, p.2).

Results

In this section, the findings of the problems and sub-problems of the research are included. According to the information obtained from the interview form prepared for the research, the findings of the research were interpreted. In this part of the research, since answers to questions based on sub-problems were sought, coding was made within the framework of the answers given by the students to the questions, the relevant topics were visualized with tables, and the common and close answers were categorized. The students who participated in the interview were given codes such as Ö1, Ö2, Ö3 according to the order made in the interview and the ideas they declared with these codes were explained.

Findings on the Improvement of Musical Skills by Playing Together Activities

In this part of the findings, according to the opinions of the students, the answer to the question "Do you think that playing together activities increases musical skills in music lesson melodica teaching?" was sought.

As a result of the common and close answers given by the students, 4 topics were determined as recognizing music terms, applying musical dynamics, correct finger transitions, and breath control, and the answers given by the students were clustered.

Table 1. The Effect of Playing Together Activities on Musical Skills in Melodica Teaching

Headlines:	Students
Getting to Know Music Terms:	Ö1, Ö2, Ö3, Ö4, Ö5, Ö6, Ö7, Ö8, Ö9, Ö10
Applying Musical Dynamics:	Ö1, Ö2, Ö4, Ö6, Ö7, Ö9
Correct Finger Transitions:	Ö2, Ö4, Ö5, Ö6, Ö7, Ö9, Ö10
Breath Control:	Ö1, Ö2, Ö4, Ö6, Ö8, Ö9

Based on the table, 10 students, including all students who participated in the interview, expressed their opinions under the title of "Recognizing music terms". Ö1 said, "When I looked at the songs in my music textbooks before, I saw a lot of writing on the notes. But I've never learned their meaning since elementary school. Now I know the meaning of the inscriptions and symbols on the notes." Ö4 "Frankly, I had never heard such terms before. Frankly, I was staring blankly at the notes in the books. It turns out that every sign has a meaning. Now, when I decipher the note, I first look at what is there." and stated that his attention to musical terms was concentrated after learning melodica.

Ö7 said, "In the melodica lessons, we learned a lot of theoretical information besides playing the melodica. Before these lessons, I had no idea about the terms we were learning. The cupboard, the seigneur... I had never heard of them. Now I know all of them and pay attention to the application when I play. Also, when I was working with my friend, even if one of us forgot the meaning of the sign, the other would immediately remind us. Thus, we did not forget", he stated that he attaches importance to applying musical terms at the time of instrument performance and that he and his friend remind each other of the meanings of the terms with peer support while playing.

Based on the table, Ö1, Ö2, Ö4, Ö6, Ö7, and Ö9 who participated in the interview under the title of "Applying musical dynamics" expressed their opinions. Ö2 said, "Since I did not know musical terms before learning melodica, I never thought that we should also practice the lushness and softness of the sounds. Our teacher was constantly telling us that we could express the emotion we wanted to reflect with music with these features. Indeed, it is. Forte, piano, crescendo, decrescendo... When I applied these, the songs I played started to sound better to my ears." S4 "You once brought a metronome to class. It was the first week. I liked it very much. I had a hard time keeping up with the metronome that day. But it was also fun. Day by day, I got used to keeping rhythm. It made me feel more professional." and emphasized the importance of applying musical dynamics such as speed, beats, and staying in rhythm. Ö9 "When we were learning to play the melodica, we didn't just learn the notes. We also learned different ways of playing. At first, it was difficult to implement. I didn't quite understand how to play the notes intermittently while doing staccato. My fingers got used to playing with my friend." and stated that he learned and applied playing techniques, which are one of the most important elements in the application of musical dynamics.

Based on the table, Ö2, Ö4, Ö6, Ö7, Ö9, and Ö10, who participated in the interview under the title of "Correct finger transitions", expressed their opinions. Ö6 said, "I can say that the most difficult point is finger transitions. Especially when I first picked up the note, I had a hard time pressing it with the right finger numbers while transcribing. At that moment, I was always thinking that it would be nice if we pressed it according to its arrival. When I pressed with the wrong finger, the rest of the note always started to go wrong. Afterward, with the explanations of my teacher, I understood the logic of finger transitions." and stated that he had difficulty in applying finger transitions cor-

rectly, but that he understood the logic of finger numbers. Ö7 "At first, finger transitions were very difficult for me. I still can't say it's easy. But now I'm used to paying more attention. Even if I press it wrong, I turn around and correct it immediately." with his opinions, he stated that he had difficulty in finger transitions, but his attention to finger numbers increased during the application phase. Ö10 "Before I started middle school, my sister had a melodica at home. I would try to play something with him on my own, make a melody. I would only use my index finger when playing the melodica by myself. I would press all the keys with my index finger. That's why I had a hard time playing with finger numbers at first. My old habits made me a little difficult in this regard. With the guidance of my teacher, I got rid of this habit." and expressed the benefits of feedback by stating that he corrected the habit of playing with one finger with the continuous and immediate intervention of the teacher.

Based on the table, Ö1, Ö2, Ö4, Ö6, Ö8, and Ö9 who participated in the interview under the title of "Breath control" expressed their opinions. Regarding Ö8 breath control, he said, "I had the problem of not being able to breathe most of the time in long notes. I was getting out of breath, especially towards the end of the stemless notes we played for 4 beats. I try to use it sparingly by not exhaling all of my breath at once." Ö9 "After I learned that the commas on the measurements are breath signs, I started to have no difficulty controlling my breathing. If I don't forget to breathe in the right breathing places, I can play the song until the end without breathing problems." emphasized the importance of breathing places, and stated that he did not have a problem with breath control when he played melody exercises and songs following the breath signs and breathing places.

Table 2. The Impact of Playing Together on Student Collaboration, Peer Support, Team Spirit, Socialization and Communication

Headlines:	Students
Feeling Belonging to a Group:	Ö1, Ö2, Ö3, Ö4, Ö5, Ö6, Ö7, Ö8, Ö9, Ö10
Regular Work with Partner:	Ö1, Ö2, Ö4, Ö5, Ö6, Ö7, Ö9, Ö10
Correcting Their Mistakes with Peer Education:	Ö5, Ö7, Ö8, Ö10

In this part of the research, 10 students, including all the students who participated in the interview, expressed their opinions under the title of "Feeling of belonging to a group" based on the table. Ö2 said, "I felt more comfortable when I played with my friend. When I'm playing alone, I feel like all eyes are on me in class. I can't play like I

can at home in a classroom setting. But when my friend accompanies me, his melody sounds better to my ears and we support each other. We both make mistakes in some places from time to time. We understand that it's okay to make mistakes and that we're not alone. So we support each other as we work."

Ö 3 "I feel more comfortable when I play with my partner. I get over my stress. Because we motivated each other. We overcame our timidity together. Sometimes we would create sweet competition environments between groups among ourselves to finish and play the notes before our other bandmates. Who will finish first this week? Who comes first? We were doing competitions like that."

Ö4 "When I didn't come to school and couldn't attend class, my partner, who played with me, was also behind that week. When I didn't come, he couldn't work even if he came to class because he didn't have any friends to play with. That's why I tried not to be absent from classes in order not to put my friend in a difficult situation on the days when we had melodica lessons. In the same way, he tried not to leave me alone in the lessons. I think we're a good team."

Ö5 "I feel like our friendship has been getting stronger since my friend and I became partners. It is as if our connection to each other has increased. Even though we were in different classes, we started getting together during breaks."

Ö 7 "I love my friend very much. I was very happy to be a partner with him. I would have liked to spend more time. These lessons strengthened our friendship. We have always motivated each other. We never had a bad comment to each other. I wouldn't have felt so comfortable if my friend had pointed out my mistakes in my face. I thank him for playing with me."

Ö10 "I enjoyed playing with my friend. We made our free time fun. We tried to do wrong because when one of us did wrong, the other was also affected. Because at the slightest rhythm mistake, we had to take it from the beginning. Our duet was falling apart. We always listened to each other to make sure that didn't happen."

Based on the table, Ö1, Ö2, Ö3, Ö4, Ö5, Ö6, Ö7, Ö8, Ö9, and Ö10, who participated in the interview under the title of "Regular work with their partner", expressed their opinions on the subject. S4 "My partner and I were in different classes. Even though my partner wasn't a classmate, we tried to get together every time we had free time, especially during breaks. We were motivating each other. I never took the sheet music out of

my bag. When I had the notes with me, we would meet with my partner at every opportunity." S5 "My partner and I are so used to meeting at breaks. We liked that a lot. I couldn't find much to do during recess anyway. After we started playing the melodica, we spent our free time with useful activities." Ö9 "I think if I didn't have a partner when I was playing melodica if I was playing alone, I wouldn't have the desire to work so much. Because it's more fun to play together, the pieces we play sound better. When I play my party alone at home, I feel like it's incomplete, the song is left unfinished. When I come to school, I want to unite with my friend and complete the notes." and stated that they enjoyed making music with the complementarity of both scores in the notes by feeling the harmony of the exercises and songs played. Ö10 "Frankly, there were times when I didn't have the desire to work. Especially during exam weeks, I was sometimes depressed. At such times, when my partner was more willing to work, he would motivate me to work too. Even though I wasn't in the mood at all, we were working at my partner's request. We are already classmates. Even though I didn't want to work at first, I was opening up by playing later. Besides, my mood was improving because playing the melodica distracted me." In addition, as a result of the opinions expressed, it has been revealed that playing melodica together contributes to mental relaxation and improves mood.

Based on the table, Ö5, Ö7, Ö8, and Ö10 who participated in the interview under the title of "Correcting their mistakes with peer education" expressed their opinions. Ö5 "From time to time, when we moved on to a new topic, there were places about the application that I did not understand. For example, I remember that my friend helped me by showing me where we jumped our fingers while working on the knee in the exercises where we made finger transitions. Thanks to him, I understood how to apply it before I went to my teacher." it was revealed that during the study, the partners helped by encouraging them to correct mistakes by showing and having them. Thus, it has been revealed that with the feedback between friends, both social interaction increases and contributes to improving playing skills. Ö7 "When I forgot about music terms, my friend would immediately intervene. At first, I kept forgetting to repeat it after the surprise. My friend kept reminding me of it. After a while, my friend reminded me that I didn't forget anymore." it has been revealed that peer support and feedback make the process more effective in the process of learning to play melodica. Ö8 "When I was playing

with my friend, we had to keep a rhythm. If we don't keep a rhythm, everything gets very messy. Even though I kept a rhythm, sometimes when I was mixing beats, my partner and I were working out how many beats to expect. I was getting confused, especially in the strains. We took care of it during the breaks we worked together." it has been shown that practice and group work contribute to musical progress.

Table 3. The Contribution of Playing Together Activities to Students' Motivation and Self-Confidence

Headlines:	Students
Willingness to Steal:	Ö3, Ö4, Ö6, Ö7, Ö8
Interest and Participation in the Course:	Ö1, Ö2, Ö3, Ö5, Ö8, Ö10
Experiencing Musical Harmony:	Ö 1, Ö 2, Ö 5, Ö 6
Enjoying the Lesson:	Ö 2, Ö 3, Ö 4, Ö 9
Stress and Excitement:	Ö1, Ö2, Ö3, Ö4, Ö5, Ö6, Ö7, Ö8, Ö9, Ö10

Based on the table, Ö3, Ö4, Ö6, Ö7, and Ö8 who participated in the interview under the title of "Willingness to steal" expressed their opinions. Ö3 "When I started learning melodica, I didn't expect to spend so much time studying. I thought I'd take my melodica out of the box after class. But after a while, as the competition with other bands increased, my desire to play and work increased. We were trying to make sweet races among ourselves with other groups and finish first and be the group that made our teacher listen first." In line with the opinions of the students, it has been revealed that the formation of a friendly competition environment between the groups contributes to the rapid progress of melodica playing skills by encouraging students to make more effort and that a competitive environment in a playful atmosphere motivates the study process, thus increasing the interest and desire of students to play melodica. Ö6 "Playing melodica is now a hobby of mine. Every time I have free time at home, I take the people at home and play melodica for them. I want to make them listen to the songs we passed. As my parents say that you have started to play better and better every week, my motivation and desire increases."

Based on the table, Ö1, Ö2, Ö3, Ö5, Ö8, and Ö10 who participated in the interview under the title of "Interest and participation in the course" expressed their opinions. Ö1 "Since I started playing melodica, I feel that my musical talent has also increased. Because we learned a lot of things besides melodica. I was excited to go to the new class as in each lesson we learned things I never knew before. I wondered what we were going to learn this week. My interest in music increased. I never thought that there was so much different information in music class." emphasized that his interest and curiosity in

music lessons increased and that he was enthusiastic and eager to attend next week's lesson. Ö3 "The practice tunes and other materials you brought to the lesson increased my interest in the lesson. In the first weeks of classes, I was a little intimidated. Will I be able to? How will 10 weeks be a long time? I thought. But it didn't turn out the way I feared, because we played the practice tunes before we started playing the songs, so it was like we were rehearsing the musical terms in the songs. I didn't understand how 10 weeks went." it was seen that the teaching materials used in the lessons increased the interest and participation of the students in the lesson. Ö5 said, "I was coming to the new lesson with curiosity because I knew that you would give a new grade in every lesson. I took care not to be absent, especially in the week when we were going to switch to finger crossing and finger jumps. Because when I was watching piano videos, it always caught my attention. I always imagined that one day I would run my fingers over the keys like that. I've been interested in the piano since I was little. When I started the melodica lessons, the fact that it was similar to the piano increased my interest in melodica." and stated that his interest and participation in the lesson increased since a new lesson acquisition is aimed every week, and the melodica has a structure and technique similar to the piano.

Based on the table, Ö1, Ö2, Ö5, and Ö6, who participated in the interview under the title of "Experiencing musical harmony", expressed their opinions. Ö2 "When I play melodica with my friend, I like it very much when we play different melodies. Because the harmony of the different melodies we play sounds very pleasant to my ears. I had been in school choirs before, but we were all singing the same tune. I didn't know there was such a music side. It's much more fun." the belief is that students create a harmonious whole by playing two-voice melodies together and that they get the satisfaction of playing together with a richer and more layered sensation. Ö6 "It is very enjoyable to experience how different sounds come together to create a harmonious melody while playing melodica together. It's much more fun for us to play the song by listening to each other and trying to keep up with each other than playing it alone. It wouldn't have been so enjoyable on my own. It was both a fun and instructive work for us as we tried to adapt our rhythms to each other." it was revealed that the students tried to achieve harmony by combining different sounds and rhythms and that they increased both their musical satisfaction and musical skills with the harmonious tones they created.

Based on the table, Ö2, Ö3, Ö4, and Ö9 who participated in the interview under the title of "Enjoying the lesson" expressed their opinions. Ö3 "It gave me great happiness to learn new pieces in lessons and to be able to play the melodica better. It's nice to know that I'm going to learn new things by attending melodica classes every week. Instead of going home and sitting down after school, I spent my time with my friends without getting bored. It's more fun to work together. I also learned to play an instrument I never knew." and stated that he enjoys playing and making music together and that it is motivating to learn a new instrument and taste success. S9 "I don't understand how time passes in classes. After 7 hours of school lessons, I come to the melodica lesson with pleasure. Because it's not tiring. Quite the opposite, it's enjoyable. After classes, I distract myself. It's like I spent time on my hobby", he stated that he was willing and willing to attend melodica lessons and that he enthusiastically attended the lessons.

Based on the table, 10 students, including all the students who participated in the interview, expressed their opinions under the title of "Stress and excitement". S1 "In our first lessons, I was sometimes a little stressed. But at the same time, I was excited when we started playing. I got more and more used to playing with my friends. Having my friend by my side helped me overcome stress. I learned to control my excitement over time because I relaxed while playing together." it has been revealed that the application of playing together activities in melodica lessons contributes to keeping the stress and excitement factor at a manageable level. Ö2 "Playing melodica together is both fun and relaxing. In this way, I can overcome my excitement and stress. If I were to play alone, I wouldn't be so comfortable. It's so comforting to know that I'm not alone, even if I've made mistakes. This has a positive effect on my performance." it has been shown that being in a group helps to keep stress and excitement under control and positively affects melodica playing performance by increasing it. Ö7 "In fact, every application related to music is exciting from time to time. No matter how hard I work and prepare, especially when I'm going on stage, I feel like I'm not ready when that moment comes. But when it starts, it continues and I feel relieved. If I was alone, I would be even more stressed. I think my partner and I give each other strength." transfer Since the music lesson is an applied course, it triggers the excitement factor in general, but in addition to individual performance, performing as part of a community contributes to managing stress and excitement. Ö8 "My excitement doesn't affect me negatively, it's a good excitement.

Over time, I learned to limit this. Both your constant support for us, correcting us immediately when we make a mistake, and working harder. Because I play collaboratively with my friend, we get together more and work harder. In this way, I can suppress my excitement." the idea that a controlled excitement contributes to performance, contrary to popular belief and that regular work reduces stress and excitement. Ö9 "I used to be very embarrassed to even raise a finger in a class. Even though I knew the answer to the question, most of the time I preferred not to raise a finger. Frankly, I was nervous while participating in this study. I love music class. Ever since I was little, I loved going to my room at home and singing loudly. That's why I wanted to participate, even though I was a little scared. I'm glad I attended, melodica lessons helped me overcome my excitement. I'm more comfortable now than I used to be. This situation also affected my other classes. My friend helped me a lot in this regard, his support is great." and stated that he was a student who had difficulty in managing his stress and excitement before, and this situation negatively affected all his lessons. He stated that he was able to keep his stress and excitement under control to a large extent as a result of attending melodica classes and working with his friend. Ö10 "My previous music teacher used to put her on the blackboard and make her sing one by one to give the oral grade while she was taking an exam from the music lesson. I would be overstressed every time. My stress would start at home the day before. Even though I knew I would sing well, I was very excited and afraid that I would stand up alone and only my voice would be heard in the classroom at that moment. Because all the attention will be on me. When I was going to attend melodica lessons, I thought that I would play alone in the class in the same way and I hesitated. I was very relieved when I found out that I was going to be paired with my friend." and stated that she was afraid to perform individually in music lessons, but instead felt much more comfortable in the activities done together in the classroom.

Conclusion, Discussion, and Recommendations

In this study, the effect of the melodica instrument used in primary school second-level (secondary school) music lesson instrument education on melodica teaching was determined by student opinions, and certain classifications were made by examining the in-

formation obtained from the students. In this context, the effect of playing together activities on musical skills in melodica teaching, the effect of playing together on cooperation, peer support, team spirit, socialization, and communication among students, and the contribution of playing together activities to students' motivation and self-confidence are discussed. As a result of the interviews conducted with a total of 10 students, it was determined that playing together in melodica teaching had a significant effect on basic musical skills such as rhythm, melody, and harmony, and the dynamics within the group increased the listening skills and musical adaptation abilities of the students, and at the same time, they made faster progress in playing techniques. Playing together activities enriched the musical expressions of the students and provided significant improvements in their collective performances as well as their performances. In addition, it has been determined that it has important contributions in terms of recognizing music terms, applying musical dynamics, breath control, and correct finger transitions. As a result of the fact that playing together increases cooperation and peer support among the students, it was determined that the students learned to cooperate more in achieving their musical goals by working together. Thanks to peer support, students were able to accelerate their learning process by leveraging each other's strengths. Team spirit has enabled students to act together and strive towards common goals. In addition, play-along activities helped students communicate more effectively and openly by improving their socialization and communication skills. These interactions supported both the musical and personal development of the students. As a result of this study, it was determined that the motivation of the students increased thanks to the support and harmony provided by playing in the group. The students stated that as they performed successfully together, their self-confidence increased. The experience of playing in a group has increased students' confidence, made the learning process more effective, reduced performance anxiety, and enabled them to be bolder in showcasing their musical skills. This situation has positively affected their musical development and interest in lessons in general. Teachers need to apply appropriate instructional methods and strategies to their students during lessons to increase their motivation and performance. Instrument lessons take place within the framework of a kind of instructional cycle. This instructional cycle is firstly the teacher's presentation or explanation of the performance task to

the student, then the student's response or reaction to the application of the given task, and finally the teacher's giving certain feedback to the student (Özmenteş, 2013, p.321). The positive effects of playing together activities on students are also supported in the literature. Studies conducted especially in the field of music education show that playing in a group provides more motivation than playing individually and increases the opportunities for students to learn from each other. This study supports these findings. The fact that students support each other while playing together, give feedback, and learn various musical approaches has increased the quality of education. However, there are some challenges to playing together activities. There may be difficulties in the beginning in terms of adapting among students, keeping rhythm, and developing collaborative discipline. At this point, teachers need to provide effective guidance and support students' study skills. In this study, which includes students' opinions about playing together activities in melodica teaching, some suggestions are given in line with the information obtained. As a result of the student's opinions, it was determined that playing together had positive effects on the melodica learning process in many ways. Therefore, to ensure successful melodica learning in a short time, it is recommended that students come together and work together on their instruments with a regular study program. It is recommended to include the use of two-voice practice melodies prepared to perform playing activities in melodica lessons and to diversify these melodies by including different musical dynamics, with different measures and rhythms. It is recommended to use a diverse repertoire consisting of different music genres to attract the attention of students and increase their motivation by creating various repertoires in the selection of songs, folk songs, and anthems. It is recommended that teachers include collective music studies more frequently in music lessons, and guide students with instant feedback in a well-equipped way to manage group dynamics in this process. It is recommended to provide performance opportunities to students by organizing concerts, in-school activities, and competitions where students can exhibit the works they have played together. Thus, students can contribute to the development of both their musical and social skills by allowing them to express themselves and exhibit their musical development.

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