Review/Feedback of Fine Arts high school music teacher's regarding their status in utilization of music technologies.

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Purpose

In recent years, development in technological field continues at a dizzying pace. Following this rapid progress in field of technology, usage of personal computers have spreading many different areas. Music is one of the areas impacted by these improvements. In-line with the development of technology note writing, vocalization, ear training, composing, sharing and instruments training have become much easier. These improvements have also enabled the learning process to be realised in a shorter time. This study was conducted in order to determine the level of music software and programs that music teachers working in Fine Arts High School know and how they benefit from music technologies. The research is thought to beneficial for music teachers in terms of learn and utilizing music software and programs within their professional lives. The study is considered to be important in terms of its contribution and convenience to music education and production.

Method

The research is a descriptive study aiming to determine a case study based on its purpose and data collection method. Case studies can be executed both by using qualitative and quantitative approaches. A questionnaire developed by the researcher was used to obtain the data of the research. The quantitative data of the research were determined by means of multiple-choice questions; qualitative data were collected through open-ended questions in the questionnaire.

The audience of the study consists 122 Fine Arts High School music teachers that served during 2018-2019 academic year.

Initially related literature source was searched in order to collect data within the scope of study. As a result of survey, most common used technological tools, software and programs were determined. Questionnaire was formed based on the technological tools, music software and programs that were determined followed by taking opinions of experts. In the questionnaire, there are 21 questions, 4 of them regarding demographics and 17 of them regarding the main topic (12 closed and 5 open-ended). The questionnaire was first conducted to a certain test group and the rearranged and conducted to 122 Fine Arts High School Music teachers across Turkey.

Conclusion and Discussion

Regarding the adequacy of "Computer" education in undergraduate education, 62% of the participants answered "Very Bad" and "Bad". The proportion of the ones who responded positively is quite low (10%). Regarding the level of learning of "Music Software" in undergraduate education, approximately 60% of the participants answered "Very Bad" and "Bad". 70% of the participants answered "Very Good" and "Good" regarding their use of technology in their courses. It was found out that the most frequently used program in the music education classes was "Youtube". Followed by "Earmaster" and "Solfage". The majority of the participants stated that the fact that music software is generally in a foreign language makes it difficult to learn the programs.

25.4% of the participants did not use any note taking app. The ones who uses note taking app was determined that they learned with their own efforts (60%). In under and postgraduate, this ratio was found to be approximately 30%. It was concluded that the most used note writing programs of the participants were "Finale" with 54.4 and "Sibelius" with 28.4.

It was found that 82% of the participants did not use any audio editing software. It is concluded that the most used audio editing software is "Cubase".

It was found that 80% of the participants benefited from the web sites in accessing the notes and the most frequently used web-site was "imslp". Followed by "Musescore", "free-scores" and "sheetmusic-free" In order to reach the notes of Turkish music, it was concluded that "Neyzen" and "trtnotaarsivi" were the sites that are generally used.

Not almost all of the participants received distance education in the field of music. However, 56% of the participants stated that they would like to receive distance education in music field from time to time. "Music technologies" is determined as being the top subject by the participants that is desired to take distance learning.

Candidates of music teachers should be provided with a qualified education for basic music programs in their undergraduate education. For this purpose, in addition to the "Computer I-II" modules, another module can be added in relation to basic music programs. On the other hand, "Basic Computing" for the first semester and "Technology in related field" for second semester can be taught as a module in all teaching programs. It is recommended that the proposed "Technology in related field" module to be taught by instructors who are both equipped with computer skills and who are proficient in music.