MÜZIK VE PİYANO EĞİTİMİNDE BİBLİYOTERAPİYE İLİŞKİN ÖĞRENCİ GÖRÜŞLERİ

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Öz

Bu araştırmada konservatuvar öğrencilerinin müzik ve piyano eğitiminde bibliyoterapiye ilişkin görüşlerinin belirlenmesi amaçlanmıştır. Bu çalışma nitel bir yaklaşımla gerçekleştirilmiş ve olgubilim desenindedir. Olgubilime dayalı araştırmalarda bireyin olgulara yüklediği anlamların ortaya konulması amaçlanır. Araştırmada çalışma grubu benzeşik örnekleme yöntemi ile seçilen 7 konservatuvar öğrencisinden oluşmaktadır. Araştırmada veriler yarı yapılandırılmış görüşmeler aracılığıyla elde edilmiştir. Araştırma sonucunda elde edilen veriler içerik analizi yöntemi ile analiz edilmiştir. Araştırmada öğrencilerin görüşlerinin 5 kategoride toplandığı görülmektedir. Katılımcıların müzik ve piyano eğitiminde bibliyoterapinin kullanımına ilişkin genel görüşleri, bibliyoterapinin bireysel katkısı, müzik ve piyano eğitimine dair katkısı, olumlu ve olumsuz görüşleri olarak 5 kategori altında toplandığı görülmektedir. Tüm kategorilerde en çok öne çıkan üç sonuç, içgörüye dair farkındalık, içgörü ve sorunları fark edebilme olarak görülmektedir. Araştırmanın katılımcıları bibliyoterapi sonucunda içgörü ve farkındalık kazandıklarını belirtmişlerdir. Araştırmada elde edilen bulgular doğrultusunda, katılımcıların bibliyoterapi yoluyla kişisel geçmişlerine ilişkin farkındalıkları sayesinde, müzik ve piyano eğitiminde karşılaştıkları sorunları daha kolay tanımlayabildikleri ve baş edebildikleri sonucuna ulaşılmıştır. Bu sonuçlar ışığında, bibliyoterapinin müzik ve piyano eğitiminde, destekleyici ve kolaylaştırıcı bir uygulama olarak kullanılması önerilebilir.

Anahtar kelimeler: Müzik eğitimi, Piyano eğitimi, Bibliyoterapi, İçgörü, Farkındalık.

The Views of Students on Bibliotherapy in Music and Piano Education

Abstract

The aim of this research is to determine the views of conservatory students on the bibliotherapy in music and piano education. This study was carried out with a qualitative approach and is in the phenomenological pattern. In phenomenological studies, it is aimed to put the meanings that the individual attributes to the phenomena. The study group consists of 7 conservatory students selected by homogeneous sampling method. The data in the research were obtained through semi-structured interviews. The data obtained as a result of the research were analyzed with the content analysis method. In the research, the opinions of the students were collected in 5 categories as general opinions on the use of bibliotherapy in music and piano education, individual contribution of bibliotherapy, contribution to music and piano education, positive and negative opinions. The three most prominent results in all categories in the research are awareness of insight, insight, and being able to recognize problems. The participants of the study stated that they had insight and awareness as a result of bibliotheraphy. In line with the findings obtained in the research, it was concluded that the participants were able to identify and cope with the problems they encountered in piano and music education more easily, thanks to their awareness of their personal backgrounds through bibliotherapy. In light of these results, it can be suggested to use bibliotheraphy as a supporting and facilitating practice in music and piano education.

Keywords: Music education, Piano education, Bibliotherapy, Insight, Awareness.

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1. Introduction

Education and training can be considered as co-existing elements. In this sense, education and training methods should support the learning environment of the student. According to Mayya&Roff "One of the most important findings of educational research is that meaning orientation to learning is positively associated with students' perception of the learning environment''(Mayya & Roff, 2004, p.281). Conservatories provides vocational music education, and teaching plans for students to use their talents at the highest level of their potential (Okan & Kömürcü, 2020)."The conservatory model of undergraduate education has useful implications for how schools might rethink admissions, instruction, and assessment to further both domain-specific knowledge and more wide-ranging adaptive creative, analytical, practical, and wisdom-based intellectual skills. Educators often think of the conservatory as a place exclusively for technical training, but that is not what the modern conservatory is. Rather, it is a place to learn how to learn, learn how to think, learn how to adapt, and learn how to perform in real, consequential worldly settings" (Stenberg et.al. 2022, p.9). The quality and output of the performance can be considered as an important point in professional music education. In this sense, enriching the learning environment in lessons with various training methods can make significant differences in education. It can be said that music and piano education are mainly based on practice. However, researching and improving the cognitive and affective factors affecting performance can positively affect the performance and wellness of individuals.

In the literature, it is seen that bibliotherapy is used in various fields of education and effective results are obtained. (Akgün, 2019; Deitcher, 2019;Hannula,2007;Taşçılar,2017; Yeşil, 2021). Through bibliotherapy, a person can know herself or himself by reading, become aware of her or his problems, and provide healing (İnan & Erkuş, 2018).Bibliotherapy is used to create emotional change and support personality growth and development (Lenkowsky, 1987). "This method is only medical and librarianship/information management, literature, guidance and counseling, not just psychology. It is a method that can be used in other disciplines as well'' (Yılmaz, 2014, p.177). According to Karagül, bibliotherapy is the study of literature to understand and overcome the psychological problems faced by those who are based on its purifying and healing properties (Karagül, 2018). Bibliotherapy is a method that enables individuals to overcome the problems they encounter or are likely to encounter through books. It is also among the techniques that can be used in the classroom environment (Taşçılar, 2017). Books also enable them to look at their surroundings from different perspectives. Based on these characteristics, he/she can evaluate himself/herself (Öncü, 2012). Bibliotherapy is a relationship between the reader and specific literature, useful in assisting personal growth. defined as interaction is also called silent therapist in the world (Bal, 2018). Bibliotherapy, which is also defined as bringing the person together with the right book at the right time, should not be perceived as a free reading. The bibliotherapy technique focuses on one's thoughts and feelings through books or texts (Yeşil, 2021). Bibliotherapy, in the simplest terms, is therapy through storytelling (Kasparek et.al. 2021, p.279). The concept of bibliotherapy, it is a combination of the Latin words "biblion" (book) and "therapeo" (healing). behavior and attitudes of people after reading based on change (Akgün & Belli, 2019). "Bibliotherapy literally means to treat through books. Even though bibliotherapy is an emerging treatment approach, helping professionals have been using literature in treatment for a number of years'' (Pardeck, 1990, p.3). Bibliotherapy activities can be seen as an important tool in terms of realizing and making sense of one's own process in the education and music education process. Bibliotherapy includes the use of books to increase students' communication and emotional well-being, social relationships and personal resilience (Sullivan & Strang, 2002). Stories make us stronger challenging us, forcing us to face new ideas, our emotional and mental capacity, helps us understand our experiences

or aspects of ourselves or human existence (Landy, 2012) "The purpose of bibliotherapy is to get to know oneself better and to express it effectively" (Sevinç, 2019, p.1219). Bibliotherapy is used for purposes such as making the student realize that others have similar problems through the literary texts, it provides alternative solutions for problems, contributes a positive point of view on self-awareness, decreases emotional mental stress, increases motivation (Altunbay, 2018, p. 202). Developmental bibliotherapy means using bibliotherapy as a tool to assist students with developmental issues in community settings such as schools, libraries or personal living spaces. There are endless possibilities for the application of bibliotherapy in schools (Camp, 2015). Developmental bibliotherapy is used to facilitate normal development or to train students and to prevent negative attitudes, emotions and behaviours (Mcmillen, 2006). Developmental bibliotherapy can be defined as a dynamic interaction process between the individual and literature (Bal, 2020, p.138). Bibliotherapy is a teaching tool that can be applied teachers. It can be used to help students cope with various needs and challenges of life. With the examples, situations, and characters from here and now, students can relate them with their lives, thus bibliotherapy provides unique benefits for the students (Johnson et al., 2001; Masters et al., 1999; Womack et. al. 2011). "Bibliotherapy is currently used in education as well as psychology. Developmental Bibliotherapy can be also easily applied by educators and teachers. Developmental bibliotherapy includes the steps of selecting materials to use with students, presenting the materials, and building students' comprehension of the issue'' (Forgan, 2002, p.76). According to Stamps (2003), bibliotherapy consists of 4 stages.1. Identification, when a student identifies with a character 2. Catharsis in which the student experiences a release of emotions as he/she "follows" the character 3. Insight, at which point students connect their lives to the lives of the characters in the book 4. Universalization, the stage in which students realize people all over the world face similar life changes.Stories used in bibliotherapy can also serve as a creative tool. Bibliotherapy can facilitate students' questions and help them label them. It also expresses your feelings. Facilitators may ask students the following questions: They can help them identify and communicate emotions, along with finding solutions to their dilemmas (Thompson & Trice, 2012). The concept of education, directly or indirectly, in the process of adaptation of individuals to the society in which they live, appears as. (Deitcher, 2019). The 21st century also deeply affects individuals due to the rapid change in social, cultural, economic, and technological fields, especially in education. Accordingly, the definition and purpose of education should be reshaped rapidly according to these needs (Şentürk, 2014). Piano pedagogy certainly has a disadvantage when compared to the out-of-date traditions of performance teachers. However, expecting the knowledge, skills and experience necessary for successful teaching to be acquired through a weekly piano lesson with the right performance teacher may already be seen as outdated thinking. In this process, piano teachers should support the process with different approaches and strategies (Crappel, 2019). Recognizing themselves, their feelings, personal tendencies and characteristics of the students studying music and art in the conservatory will enable them to perform their art in a more qualified and original way. In this context, bibliotherapy and developmental bibliotherapy can provide important individual contributions to the individual in music and piano education. The research is considered to be important since there is no direct research on conservatory students and music education in the literature review conducted at the national level (in Turkey). The aim of this research is to evaulate the views of conservatory students on the use of bibliotheraphy activities in music and piano education. For this purpose, the following problems have been developed.

1.1.Research Problems

1-) What are the general opinions of the students about the use of bibliotherapy session in the music and piano education?

2-) What are the opinions of students on the usability and support of the bibliotherapy session in students' music education, piano playing, and performance experiences?

3-) What are the positive and negative opinions of the students about bibliotherapy in music and piano education?

2. Method

2.1. Research Model and Study Group

In this study, the phenomenology design was used from an interpretative point of view. Phenomenological analysis is how people evaluate the events going on around them. It is one of the types of analysis that tries to understand and is frequently encountered in qualitative data analysis. The researcher who applies the method of application, based on what people say, their feelings and tries to understand and interpret his thoughts (Smith & Eatough, 2007) Interview in Qualitative Research was supported as a tool by Seidman (2013) and suggested that "the interview is thus a basic mode of inquiry" (p. 8). In our study, it was planned to examine the experiences of students on bibliotherapy in music education and to obtain data through interviews. In line with the views of Manen (1990) and Seidman (2013), interview research should include 4 phenomenological themes. The first theme is "temporary and human experience". We first focused on the general interpretations of the students' experiences on bibliotherapy activities. Second, we concentrated on personal, subjective meanings for students. In the third, we focused on their experiences and reflections on their music education process, based on the bibliotherapy activity they experienced. And finally, Seidman's (2013) in line with his opinions and in the context of bibliotherapy and piano and accompaniment education, we centre on the positive and negative aspects and contribution of bibliotherapy and music education. Depending on the purpose and scope of the research, Patton's (2015) homogeneous sampling method was adopted because it was necessary to select the study group from individuals who had experiences related to the phenomenon under consideration. In the context of the research, a group of volunteers has been reached that will enable the bibliotherapy to be productive in the conservatory. The study group included voice majors, Ankara University State Conservatory, 2021-2022 academic year. Participants consist of students studying in the first and second/third and fourth year of the conservatory (N=7, 2 male and 5 female students) in 2021-2022 academic year. In Interviewing as Qualitative Research, Seidman (2013 p, 8) supported interviews as choices and suggested that "interviewing, then, is a basic mode of inquiry.

2.2. Research Process and Data Collection

In this research, data were obtained through a semi-structured interview process, that is, by asking somewhat structured but flexible interview questions, with the majority of the interview consisting of problems to be clarified; collecting specific data from participants; it does not contain a predetermined statement and question details (Merriam, 2018). First, we focused on the applicability and possible effects of bibliotherapy on students in piano education. Second, we concentrated on individual subjective effects, suggested. Then we focused on her/ his experiences on bibliotherapy activity and piano playing performances. Finally, we focused on the effects of bibliotherapy in terms of piano education as Seidman said (Seidman,2013). Before the study, a pilot interview was conducted. During the data collection process, semi-structured interviews were conducted to determine what they thought about bibliotherapy, their positive and negative views about the process, and their contribution to the piano playing process, if any, at the end of the bibliotherapy activities. During the interview process, we focused on how the students shared their fears and anxieties. We approached the personal decision-making stages with an investigative perspective on how they decide, how they internalize

events and people. The researcher and three field experts examined the answers given whether they were clear enough to the questions and whether the answers reflected the answers to the questions. It was agreed that more specific questions should be asked in order to get more specific answers. The research questions were updated in line with the interview conducted within the scope of the pilot study and updated in line with the expert opinions. Interview questions were evaluated by three field experts; Corrections were made in line with the feedback. Interviews were conducted individually with the participants. The interviews were conducted face to face and an average of 20-30 minutes was allocated for each interview. The recorded interviews were converted into written text. The general common views of the students for the answers given to each question in the determined interview results were examined by 2 experts.

2.3. Interview questions

1-) What are your views about the use of the bibliotherapy in the music and piano education courses?

2-) What are your experiences about the use of the bibliotherapy in the music and piano education courses?

3-) Does bibliotherapy contribute to your music and piano education process? If so, what are they? Please specify.

4-) What are your positive and negative views about the process of bibliotherapy in music and piano education?

2.4. Data Analysis and Trustworthiness

The researchers coded the interview data obtained from the audio recordings by converting them into written text. After that, they used the MAXQDA software program and analysed the data using inductive content analysis: "… The data obtained should be conceptualized in line with the objectives of the study and themes should be determined in the light of the concepts. Content analysis is based on the principle of compiling and collecting similar data within the framework of certain concepts and themes and interpreting them in a way that the reader can understand (Yıldırım & Şimşek, 2006). During the interview process, participants were asked to what extent their statements reflected their thoughts and feelings; they were then provided the opportunity to revise their statements, adding or deleting content. Despite being unable to guarantee an independent reality, the researchers attempted to ensure reliability by clarifying questions, obtaining participants' confirmations during interviews, supporting results with coding by an external expert, linking results with quotations from participants and the relevant literature, and evaluating the analysis itself (Daymon & Holloway, 2003). " The coding was done by the researchers. After checking the coding, categories, themes, and all other stages in the light of the literature, the researchers determined to what extent the results were representative of the analyzed dataset (Poggenpoel & Myburgh, 2003). Our coders achieved compatibility of 80 %, and themes obtained from data analysis were supported with exact quotations.

2.5. Research Ethics

This research was reviewed by the Ankara University Ethics Committee, and permission was obtained with the decision dated 15.02.2022 and numbered 5/54. After the participants were informed, the volunteers participated in the research. Research and publication ethics were complied with during the data collection process. The bibliography of the research is arranged according to scientific citation

rules and is given in full. The document regarding the approval of the Ethics Committee is given in Annex 1.

2.6. Bibliotherapy activity

As a first step in the research, the researchers tried to raise awareness of the participants' personal approaches to music and music education in order to prepare a cognitive infrastructure. First of all, verbal and written opinions of the participants were obtained on the subjects that they think limit their potential, their general experiences, fears and concerns, difficulties and difficulties they face, coping strategies and methods, the role of the teacher, in order to create individual awareness of their experiences in piano and music education courses. Secondly; after receiving these written and oral comments, the bibliotherapy session was carried out as a group after the participants read the book. The bibliotherapist and music educator researchers guided the session with open-ended questions. During the activity, the bibliotherapist and music educator researcher focused on the management of the process with messages that help to identify and reflect, purify and empty, insight and awareness, and build integrity. An action is typically performed over time, combined with a known intent under some description. In some of our habitual doings, however, we are often not aware of what or why we do as we do'' (Ingerslev, 2020). The Little Prince by Antoine de Saint-Exupéry and To Live by Yu Hua was read within the framework of developmental bibliotherapy and a bibliotherapy session was carried out within an approach to strengthen self-awareness. ''Self-knowledge has been considered to be at the very heart of human behaviour. Self-awareness in general denotes subjective and accurate knowledge of one's inner self, e.g., mental state, emotions, sensations, beliefs, desires and personality. It comprises beliefs, intentions and attitudes about oneself based on experiences in life'' (Showry & Manasa, 2014, p.16) . Golemann stated that self-awareness is emotional awareness: recognizing one's emotions and their effects (Golemann, 2019). With the bibliotherapy and activities mentioned above, it has been tried to obtain different perspectives on the participants own personal awareness, as well as their personal approaches in the music and piano education process.

3. Findings

The findings obtained in this study cover five categories. These categories are negative and positive views about bibliotherapy; individual contributions of bibliotherapy; contribution of bibliotherapy to piano and music education; use of bibliotherapy in piano and music education; Findings obtained in the research are presented with the statements of the participants. The concept map of the study is shown in Figure 1. below.
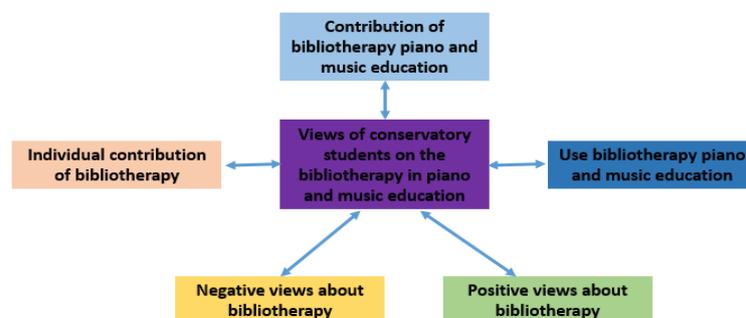

Figure 1. *The concept map of the views of conservatory students on bibliotherapy in piano and music education.*

The theme of using bibliotherapy in piano and music education is in line with participant statements; Self-insight, gaining a new perspective with the help of literary metaphors, simplifying fears, identifying oneself with the character, set a strategy based on the literary character's story, interchanging freedom with music, productivity, realizing patterns, reflection of bibliotherapy, reflection of it is expressed with 15 codes as bibliotherapy on music creation, setting free of oneself from patterns, courage, creation, encouragement and identification of automatic thoughts. The code and subcode model of the theme Use of Bibliotherapy in Piano and Music Education is shown in Figure 2.

Figure 2. *Use of bibliotherapy in piano and music ducation*

The first sub-problem of the research is; 'What are your views about using bibliotherapy in the piano and music education courses?' The most of the students stated that the bibliotherapy process gave them insight. The self-insight code in the research points to awareness and practice. Participants stated that they gained insight and experienced some internal confrontations with the bibliotherapy activity. The prominent results achieved under this theme are presented with the statements of the participants.

"When we read The Little Prince and had a bibliotherapy session, I thought about my own daily life. Everybody experiences such kind of difficulties. I can apply that to everything. I realized many things about myself." "The Little Prince" made me face my childhood. Some of our fears and anxieties are rooted in our childhood. Sometimes they cause to have trouble focusing, anxiety, fear in our daily life, and I think it raises awareness in similar situations in piano and music education" (P.2.).

"Bibliotherapy, helped me realize my own daily problems. Because the less I fell stress in my daily life, the more productive I can get from my music education " (P.5.).

The second most common finding is gaining a new perspective with the help of literary metaphors. Participants stated that they caught a new perspective with the bibliotherapy technique and evaluated this perspective from a literary perspective. The statements of the participants are given below:

"I also transformed the metaphor between The Little Prince and The Rose into the feeling between myself and the piano. When we put effort into something, express our love for it, value it and start doing something for it, we somehow go a long way " (P.1.).

The simplifying fears code is the another one. Participants stated that they tried to think more simply to reduce their fear and anxiety with the bibliotherapy technique. The statement of the participant is presented below:

"While I was studying, the idea of 'you couldn't do that!' was running through my mind. The session made me aware of it. I realized that I was being rigid and while I was working on my awareness, I observe this on myself. Different people on different places have different problems and they are all experiencing some problems. This example helped me to be aware of myself and overcome my fears, even made me able to focus " (P.4.).

The second sub-problem of the research is "What are the opinions of students using bibliotherapy as a supporting tool in students' piano playing and performance experiences?". The second theme covered in the research is the opinions of students on the usability and support of the bibliotherapy session in students' piano playing and performance experiences. Second we asked "What are your experiences about the use of the bibliotherapy in the piano and music education courses?" and "Does bibliotherapy contribute to your piano and music education process? If so, what are they? Please specify.". The findings cover 13 code as: awareness of self-insight, realizing the problems, relieving, personal power, clarity, control, feeling stronger, gaining a strategy, recognition, remembering the importance of imagination, separation strategy, suppression, the importance of imagination. Participants stated that when they applied the bibliotherapy technique, they identified the events they encountered and experienced in daily life with the character and normalized their experiences. The code and subcode model of the theme 'Contribution of Bibliotherapy to Music and Piano Education'. The figure 3. is shown below.
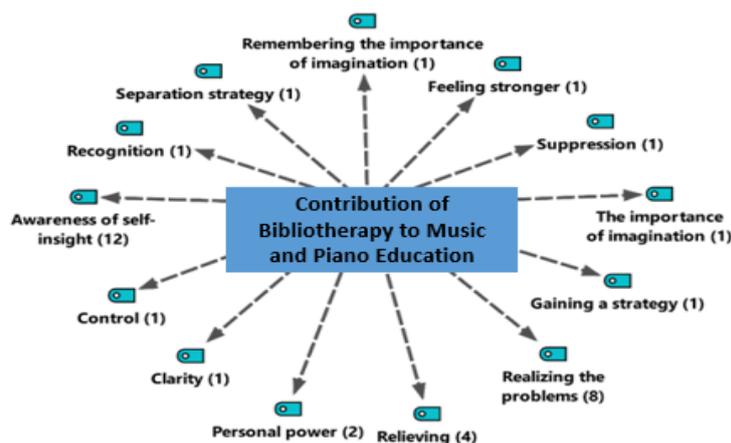

Figure 3. *Contribution of bibliotherapy to music and piano education*

The results regarding the contribution of bibliotherapy to piano and music education are presented with the statements of the participants. The most common finding is awareness of self-insight. Most of the students stated that they gained self-insight awareness after bibliotherapy session. Participants stated that they faced with their fears and raised an awareness. The prominent results related

to this theme were presented with the statements of the participants in line with the data obtained from the participants.

"As I realized my fears, it made my fears about music unfounded. There are other difficult situations and events. At this point, it caused me to feel more comfortable about the music'' (P.6.).

"I understood better when we read and interpreted The Little Prince. We also face these problems in our daily life, we need to leave them from time to time. When we read The Little Prince and had a bibliotherapy session, I thought about my own daily life. I can apply this to everything " (P.4.).

The second and third most common finding are 'Realizing the problems' and 'Relieving' (Feeling Comfortable). Some of the statements obtained from the participants are shown below.

"After I experienced bibliotherapy, I realized that it was good for my soul. I think I can reflect this on the piano. My troubles came to light when speaking on stage, etc. "I was so scared. I thought I shouldn't make mistakes. But I'm human, I can do mistakes. I understood that. And I feel more comfortable" (P.7.).

"It helped me to realize my own daily problems. Because the less I fell stress in my daily life, the more productive I can get from my music education'' (P.1.).

"We learn our own taboos. First, I have to break my own taboos so that I can interpret on the note. I realized that I had to follow my own curiosity and desires first. I was very afraid of the profession. I thought I shouldn't make a mistake. But people can make mistakes. I understand that and I feel much more comfortable" (P.5.).

Participants in the study also mentioned the personal contributions of bibliotherapy. In the figure 4. below, the codes and sub-codes of individual contributions of bibliotherapy are presented.
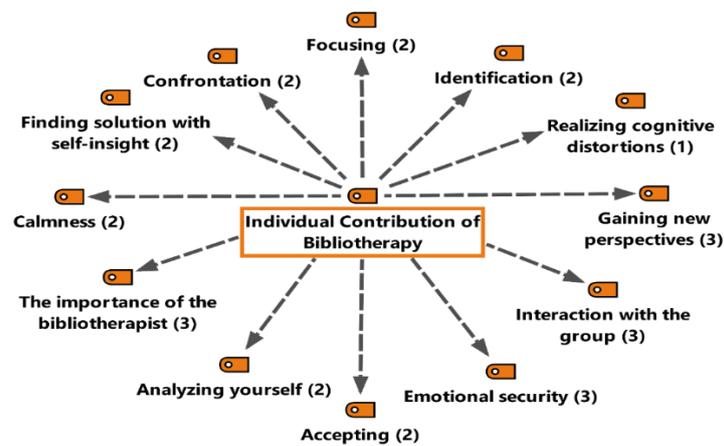

Figure 4. *Individual contribution of bibliotherapy*

The codes heavily expressed by the participants are seen as emotional security and gaining new perspectives, the importance of the bibliotherapist. In line with the participants' statements on the theme of dream to possibility, they stated that they gained awareness with the bibliotherapy technique and felt better emotionally. They also emphasized the effectiveness of the bibliotherapist and studying as a group. The statements of the participants are presented below:

"I faced myself. I recalled my music initiation story, the times while I was trying to be accepted by the conservatory, the radical decisions made in *The Little Prince* and I feel comfortable" (P.3.).

"We did not understand very clearly before the bibliotherapist explained. We understood better after she explained it. It happened while I was talking with the bibliotherapist, and I had something to say like others. There were many memories that come from the past. But when I was reading it alone, I had not thought about it in such detail " (P.7.).

"Everyone needs to get it from a bibliotherapist, it may not be understood by yourself. I couldn't have commented so much on the book on my own. It happened while I was talking to our bibliotherapist, and I had something to say too. There were many memories from the past. But when I was reading it alone, I had not thought about it in such detail. But without the group activity, I wouldn't be able to think so deeply " (P.2.).

The third sub-problem of the research "What are the positive and negative opinions of the students about the bibliotherapy?". Participants stated that about the positive opinions as their musical spirits were transformed and they gained awareness with the bibliotherapy. In the figure 5. below, the codes and sub-codes of positive views of the students about the bibliotherapy.
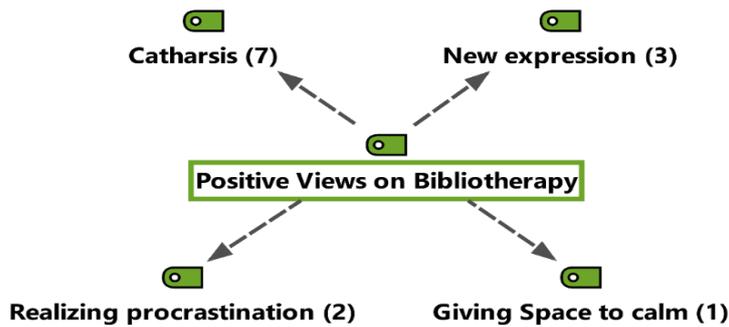

Figure 5. *Positive Views on Bibliotherapy*

Most of the participants expressed the catharsis code. The second most common finding is new expression and the third most common finding is realizing procrastination. Below are the statements of the participants about the specified codes:

"If I had read it myself, it wouldn't have the same effect. It was a motivation, it motivated me to express my ideas in the group. 'What does it say? Why did this character give you a message?" (P.3.).

"*The Little Prince* made me face my childhood. Some of our fears and anxieties date back to our childhood. These sometimes cause focus problems, sometimes anxiety, sometimes fear in our daily life, I think it causes awareness in similar situations in piano and music education" (P.5.).

"I realized many things about myself. I realized that I was suppressing myself. I realized that I have a habit of procrastination and that I have many dreams. After reading *The Little Prince* I realized that I have many dreams and they are dreams that can be achieved and I distanced myself from my dreams " (P.4.).

Within the scope of the research, the participants stated that they could not relate bibliotherapy with music education. However, they stated that they faced their own personal anxieties and fears. They also stated that they can understand their anxiety and fears about music and that they can cope with it

more easily. In the figure 6. below, the codes and sub-codes of negative views of the students about the bibliotherapy.
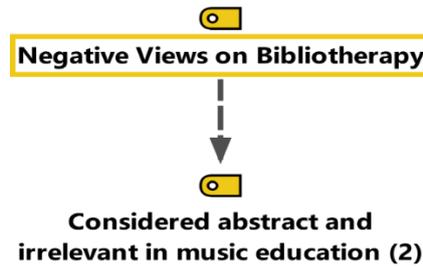

Figure 6. *Negative views on bibliotherapy*

Some of the participants expressed considered abstract and irrelevant in music education code. Below are the statements of the participants about the specified codes:

"Actually, after the bibliotherapy on *The Little Prince*, I became self-aware. It can contribute, but it would be more useful if it was a book about music" (P.7.).

"However, staying out of the topic of music and realizing my fears made my fears about music unfounded. There are other difficult situations and events. At this point, it caused me to relax about the music " (P.1.).

The distribution of participant statements by intensity is shown in Figure 7. The codes shown in larger font size show the expressions used more heavily, while the expressions with smaller font size indicate that the codes are used less intensively.

Figure 7. *The distribution of code and sub codes*

The three most common findings in this study are awareness of self-insight, self insight and realizing the problems. Participants point to awareness and practice with Awareness of self-insight and insight. They stated that they could cope with the problems and problems they encountered in piano and music education more easily through realizing the problems and problems related to their personal history.

4. Results, Discussion and Suggestions

Crappel (2019) and Fenmen (1991) defines that weekly individual piano lessons and music education are not enough in the successful teaching process, as the teacher's real success allows for richness of expression rather than technical success. Uçan (1997) states that an imperceptible process cannot be developed. According to Çuhadar (2016), music education is the process of developing

desired behaviours in the musical behaviours of the individual through his/her own life, with the help of the basic components that make up the music.

The process must be analyzed, understood and perceived very well in order to create desired behaviors. In this context, the focus of the research can be considered as raising awareness of one's self and a cognitive simulation realized through the book. The three prominent results in this study are awareness of self-insight, self-insight, and realizing the problems. Students stated that they faced their anxiety and fears after the bibliotherapy activities and that their anxiety and fear helped them realize that these experiences, some of them, lived during their childhood and other difficult times. This finding is similar to that opinions (Hannula et al. 2007; Deitcher 2019); dealing with one's past and doing self-reflective conversations through can be seen as an efficient pedagogical tool. It can help them understand their experiences and project future experiences. Some participants stated that they realized their fear of making mistakes in their performances and working processes by connecting with their own musical experiences during bibliotherapy. The bibliotherapy activity applied in the research was obtained as a result of using the books about The Little Prince by Antoine de Saint-Exupéry and To Live by Yu Hua. The majority of the participants stated that the works which are read should be related to music. However, it has consciously focused on developmental bibliotherapy as a specific research goal. In this context, biographies or lives of composers and performers and books about music were avoided within the scope of developmental bibliotherapy. Developmental bibliotherapy is an important tool for the person to understand their own history, to define their resistance fears and anxieties, to understand and see themselves from different perspectives. Participants state that, thanks to the developmental bibliotherapy activities and being able to recognize many resistances, anxieties, and fears in their personal history, they can more easily identify and cope with the problems they encounter in music and piano education. In addition, some of the participants stated that the bibliotherapy session would enrich and contribute to their musical interpretations. In this context, it has been concluded that bibliotherapy, as a cultural contribution and support, can contribute to musical interpretation and understanding. In bibliotherapy, the participants stated that they received motivating and stimulating responses from each other and from the bibliotherapist. In this context, in the application process of bibliotherapy in piano and music education, its application with a group and the professionalism of the bibliotherapist can be seen as two important factors. In light of these results, it can be suggested to use bibliotheraphy as a supporting and facilitating practice in music and piano education. The limitation of this study is that it is carried out on a small sample and over a certain age group (college students). It is thought that repeating the studies of bibliotherapy in music education on other samples will contribute to the literature.

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Etik Kurul Kararı

ANKARA ÜNİVERSİTESİ
SOSYAL BİLİMLER ALT ETİK KURULU
KARAR ÖRNEĞİ

Karar Tarihi   : 15/02/2022
Toplantı Sayısı   : 5
Karar Sayısı   : 54

54-Üniversitemiz Devlet Konservatuvarı öğretim üyelerinden **Dr. Öğr. Üyesi Hepşen Okan'**ın "Piyano Eğitiminde Bibliyoterapinin Kullanımı Üzerine Bir İnceleme" başlıklı araştırma projesi ile ilgili "İnsan Üzerinde Yapılan Klinik Dışı Araştırmalar Başvuru Formu" Etik Kurulumuzca incelendi.

Üniversitemiz Devlet Konservatuvarı öğretim üyelerinden **Dr. Öğr. Üyesi Hepşen Okan'**ın "Piyano Eğitiminde Bibliyoterapinin Kullanımı Üzerine Bir İnceleme" başlıklı araştırma projesinin araştırma protokolüne uyulması ve etik onay tarihinden itibaren geçerli olması koşuluyla uygulanmasının etik açıdan uygun olduğuna oybirliği ile karar verildi.

ASLININ AYNIDIR
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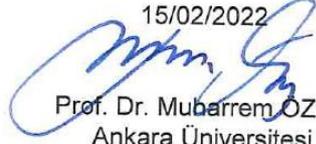
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