

800 thousand threshold and formation training: Opinions of music teacher candidates

800 bin barajı ve formasyon eğitimi: Müzik öğretmeni adaylarının görüşleri

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ABSTRACT

This study examines music teacher candidates' opinions on the 800-thousand threshold application and formation training in department entrance exams. Using a qualitative case study approach, data were collected through semi-structured interviews with 12 volunteer candidates, selected via purposive sampling. Interviews were recorded, transcribed, and analyzed using content analysis, with findings presented in tables and supported by participant quotes. The study found that prospective music teachers see the necessity of the 800,000-point threshold, emphasising that teachers should be well-equipped and hence support this threshold. Another finding was that pre-service music teachers felt that the teacher training program was unfair to candidates, arguing that conservatory students undergoing this training should receive a more comprehensive education to become effective teachers. The study recommends that improvements may be needed in teaching programs to ensure that all candidates are equally well prepared and that if the teacher training program continues, the 800,000 threshold should be reviewed for those receiving formation training.

Keywords: 800 thousand threshold, formation training, music, teacher candidates

ÖZ

Bu çalışmada müzik öğretmeni adaylarının bölüm giriş sınavlarında 800 bin baraj uygulaması ve formasyon eğitime ilişkin görüşleri incelenmektedir. Araştırma nitel yaklaşımda yürütülen vaka çalışmasıdır. Veriler amaçlı örnekleme yoluyla seçilen 12 gönüllü adayla yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Görüşmeler kayıt altına alınmış, yazılı metne dönüştürülmüş, analiz edilerek tabloleştirilmiştir ve tablolar katılımcıların ifadelerinden doğrudan alıntılarla desteklenmiştir. Araştırmada, müzik öğretmeni adaylarının 800.000 barajını gerekli gördükleri, öğretmenlerin donanımlı olmaları ve bu barajı desteklemeleri gerektiği sonucuna ulaşılmıştır. Bir diğer sonuç ise müzik öğretmeni adaylarının, kendilerine haksızlık edildiğini düşünmeleridir. Konservatuar öğrencilerinin öğretmen olabilmeleri için daha kapsamlı bir eğitim almaları gerektiğini savunmaktadırlar. Çalışma, tüm adayların eşit derecede iyi hazırlanmalarını sağlamak için öğretim programlarında iyileştirmelere ihtiyaç duyulabileceğini ve öğretmen yetiştirme programının devam etmesi durumunda 800.000 puan barajının formasyon eğitimi alanlar içinde gözden geçirilmesini tavsiye etmektedir.

Anahtar kelimeler: 800 bin barajı, formasyon eğitimi, müzik, öğretmen adayları

1. INTRODUCTION

Developed societies raise cultured, well-equipped, competent individuals who will set an example for the next generations. To fulfil this purpose, education is given importance, and arrangements are made to bring society to a higher level. A sound education system is necessary for a sound society. It is necessary to examine the definitions of education made in line with this information.

Education, in its simplest and most general definition, is the process of developing desired behaviours in individuals through their experiences. Music education, which is one dimension of education, transforms and develops individuals' musical skills. Music education develops individuals' musical skills and reflexes, social personality, and the ability to express themselves freely (Özşen & Çelenk, 2020).

When we want to incorporate music into education, it is necessary to positively affect other phenomena and ensure individuals' cognitive, affective, and kinaesthetic areas (Aksu, 2007). According to Uçan (2005), music education is categorised under three headings: general, specialised and vocational.

Music education within vocational music education is one of the sub-headings of art education in our country and is given to people who choose music as a career, who decide and prefer to specialise in music or music education. Music Departments of Fine Arts and Fine Arts and Design Faculties, Music Education Departments of Fine Arts Education Departments of Education Faculties, Turkish and Western Music Conservatories, Faculties of Music and Performing Arts, Ankara Music and Fine Arts University, and Fine Arts High Schools (Özşen & Çelenk, 2020).

Vocational music education is a comprehensive field with many branches and is present in different disciplines because of its interdisciplinary structure. In general, people who receive vocational music education can work in fields such as interpretation, composition, music science, education, and technology (Türkmen, 2020).

The content of the talent exams that students take in vocational music education institutions every year and the conditions for students to apply to these institutions are explained in relevant guides shared by the institutions. These institutions, which make purchases with the Basic Proficiency Test (Temel Yeterlilik Testi [TYT]) threshold score, which is the first session of the Higher Education Institutions Exam (Yükseköğretim Kurumları Sınavı [YKS]) exam, changed with the decision taken by Higher Council of Higher Education (Yükseköğretim Kurulu [YÖK]) in 2018 and changed the purchasing conditions. Today, the 800,000 threshold requirement is applied in the fine arts education departments within the faculty of education and according to the YKS guide shared by Centre for Assessment, Selection and Placement (Ölçme, Seçme ve Yerleştirme Merkezi [ÖSYM]); "Candidates must have a minimum success ranking of 800,000 in Placement Basic Proficiency Test (Yerleştirme Temel Yeterlilik Testi [Y-TYT]) in order to apply for teaching programmes that take students with a special talent exam in 2023-YKS" (URL 1).

In this direction, regulations have been made regarding the TYT threshold to increase the quality of education through the examination system, which measures general culture knowledge as well as student skills and abilities in the programmes of education faculties that take students with special aptitude exams. The threshold system in these regulations decreases the number of teaching programs (Demirel & Sözer, 2023).

Students who do not reach the 800.000th rank but want to become teachers have started to turn to departments where they can obtain teaching certificates. Another application for students who do not study teaching programs but want to become teachers is pedagogical formation education. Pedagogical formation education is a certificate program that includes pedagogy-related achievements given to graduates of undergraduate programs that have long been sources of the teaching profession for a long time (ÖSYM, 2023).

In YÖK's 2023 information on pedagogical formation, there are explanations regarding the formation education of students during the education process. In line with these explanations, formation education is provided during the undergraduate period, depending on the student's request, without the requirement of graduation (Yükseköğretim Kurulu, 2023).

In Turkey, the universities that provide pedagogical formation education are those that have the Faculty of Educational Sciences and the Department of Educational Sciences and have the permission of the Council of Higher Education (Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü, t.y.). Graduated students from

the Faculty of Fine Arts and conservatories can receive formation education on specified days and hours in return for a fee, while students who have not graduated can receive pedagogical formation education by attending classes with undergraduate students of the Department of Fine Arts Education. It is seen that this situation creates an unfair competition between students who enter music teaching faculties with the 800.000 threshold and students who cannot reach the 800.000 threshold but prefer conservatory education to receive formation education. In the informal interviews, it was observed that the student potential in music teaching faculties has decreased because of this, and students prefer to reach the teaching profession by receiving formation education during conservatory education.

1.1. Purpose of the Study

This study examined the opinions of music teacher candidates regarding the 800,000 threshold applied for entrance to the fine arts education departments affiliated with the faculties of education and formation education.

1. What are the general opinions of music teacher candidates about the 800,000 threshold application?
2. What is the effect of the 800,000 threshold application on music teacher candidates?
3. What are the general opinions of music teacher candidates regarding formation education?
4. What is the effects of the formation education on music teacher candidates?
5. What are the suggestions of music teacher candidates to students who will choose the music teacher education program?

1.2. Importance of Research

Studies have been conducted on programs that admit students with a threshold of 800,000 and who take talent exams (Demirel & Sözer, 2023; Başbuğ & Kaya, 2022). When the previous studies were examined, a study with a unique study group was planned, and this research will contribute to the literature. The study is important in terms of being original.

2. METHODOLOGY

Research Model

This is a case study using a qualitative research approach. Qualitative research is an approach that prioritises researching and understanding social phenomena within the environment to which they are connected, with an understanding based on theory formation. In this definition, 'theory formation' means a modelling study that explains previously unknown results in relation to each other based on the information collected (Yıldırım, 1999).

The participants provided researchers with multiple factors, feelings, and thoughts as data in addition to the information intended to be learned. In this study, a case study was conducted to obtain deep and detailed information from the participants' interviews. "Case studies are seen as a distinctive approach used in seeking answers to scientific questions" (Büyüköztürk et al., 2019, p. 23).

Study Group

The study group of this research consists of 12 music teacher candidates from different grade levels who are studying at a state university and who will volunteer to participate. The non-random convenience sampling method was used in the process of determining the study group.

Convenience sampling is a nonrandom sampling method that is preferred because it is simple, as the name suggests. The researcher includes units that are close to him/her and are easily accessible in the sample. It is not possible to talk about impartiality. The units are included in the sample without knowing their probability of being selected (Baştürk & Taştepe, 2013, p. 145).

When selecting music teacher candidates to participate in the research, attention was given to ensuring voluntary participation and to include music teacher candidates of different grades. In the analysis process, music teacher candidates were coded as TC1, TC2, TC3, TC9, TC10, TC11, TC12. The demographic information about the music teacher candidates participating in this research is presented in Table 1.

Table 1

Demographic Information about Music Teacher Candidates

Candidates Code	Type of high school graduated from	Class level	University entrance TYT score
TC1	Health Vocational	3	750.000
TC2	Anatolian Teacher	4	650.000
TC3	Anatolian Teacher	1	700.000
TC4	Science	4	600.000
TC5	Health Vocational	2	440.000
TC6	Science	2	128.000
TC7	Anatolian Teacher	2	800.000
TC8	Anatolian Teacher	3	350.000
TC9	Anatolian Teacher	3	300.000
TC10	Fine Arts	4	500.000
TC11	Anatolian Teacher	2	500.000
TC12	Anatolian Teacher	1	474.000

When Table 1 is examined, it is seen that pre-service teachers from different high schools participated in the study, with a predominance of Anatolian high schools. The TYT achievement scores of some of the pre-service music teachers who participated from different grade levels are unknown, but the known candidates achieved between 250 and 350 points. The TYT exam results of pre-service music teachers vary between 800,000 and 128,000, close to an average of 650,000.

Data Collection Tool

The data for this study were obtained through semi-structured interviews with undergraduate music education students. To determine the opinions of undergraduate music education students regarding the 800 thousand threshold, "Music Teacher Education Program Teacher Candidate Interview Questions" prepared by taking expert opinions were used in the research. The interview questions comprised 10 questions, including 3 demographic questions. The interview questions are presented in Appendix 1. The interviews were recorded and dictated using a voice recorder. "An interview is a process of verbal communication that takes place between at least two individuals. It can be defined as a method of gathering data from participants by focusing on the questions that the research aims to address. Interviews offer detailed and in-depth insights into a specific research topic or question" (Büyükoztürk et al., 2019, p.158). "Semi-structured interviews combine both fixed-choice answering and the ability to go in-depth in the relevant field" (Büyükoztürk et al., 2019, p. 159).

Data Analysis

The data of the study were analysed by content analysis, and the findings are presented in tables. The tables were supported with direct quotes from the participants' opinions. Conclusions and recommendations were made regarding the research.

Content analysis is a method used to indirectly study and understand human behavior and characteristics. It is described as a systematic and repeatable approach in which certain words or phrases within a text are coded according to specific rules and summarized into smaller content categories (Büyüköztürk et al., 2019).

Reliability

For this purpose, the agreement percentage proposed by Miles and Huberman (1994) was utilized. According to their formula [Reliability = Number of Agreements / (Number of Agreements + Number of Disagreements) X 100], the calculated inter-rater reliability exceeded 89%.

2.1. Ethical Issues

The research was conducted in strict adherence to ethical guidelines. Before initiating the study, ethical approval was obtained from The Social and Human Sciences Ethics Committee of Recep Tayyip Erdoğan University, dated January 10, 2024, with decision number 2023/003.

3. FINDINGS

This section presents the findings and comments obtained from the interviews with music teacher candidates regarding the 800,000 threshold for application for department entrance exams and their views on formation education. The findings obtained from the interviews were examined under 6 separate themes as; the views of music teacher candidates regarding the 800,000 threshold application, the effects of the 800,000 threshold application on music teacher candidates, the views of music teacher candidates regarding formation education, the effects of formation education on music teacher candidates, the suggestions of music teacher candidates to candidates who will choose the music teaching program, and the views of music teacher candidates regarding the institutions or individuals that make the specified decisions. The categories related to themes and the frequencies of the categories are presented in the following table.

Table 2

Opinions of Music Teacher Candidates on the 800,000 Threshold Application

Category	Codes of Teacher Candidates	f
Necessary equipment for teachers	TC1, TC2, TC3, TC4, TC5, TC6, TC7, TC8, TC9, TC10, TC11, TC12	12
It's bad for arts high school students	TC2, TC7, TC10	3
The threshold score of 800,000 should be kept even higher	TC6	1
The threshold score for the talent exam should be increased	TC1	1

When Table 2 is examined, it can be seen that all the music teacher candidates ($f = 12$) stated that the 800,000 threshold application was necessary for the teachers' qualifications. In this regard, TC1 said, "I think the first 800,000 threshold is a very reasonable threshold to be able to test whether any person who will be a teacher really has a certain capacity", while TC10 supported this statement by saying, "I think every teacher candidate should have received education at least to the level of being able to enter the 800,000 threshold". Another prominent opinion ($f = 3$) is that fine arts high school students are negatively affected by the threshold application. Regarding this opinion, TC2 said, "We can say that the Fine Arts High School is a little disadvantaged due to the education it receives"; TC7 said, "I don't know, it is very sufficient for Anatolian high schools. It is a really normal score, but I don't think it is sufficient for Fine Arts High Schools, for example". TC6 stated that the threshold score of 800,000 could be raised even higher and the knowledge base could be increased, while TC1 stated that the talent exam threshold score should be raised and students who will enter the school should not be selected only with the 800,000 threshold application.

Table 3*Effects of 800,000 Threshold Application on Music Teacher Candidates*

Category	Codes of Teacher Candidates	f
No effect	TK3, TK7, TK8, TK12	4
The talent level of students in the department is low.	TK1, TK9, TK10	3
It made me work harder.	TK1, TK10	2
transforming TYT into an advantage	TK2, TK6	2
The knowledge level of students in the department will increase.	TK9, TK11	2
There has been a decrease in the number of students, and limited social activities have been limited.	TK4	1
Those who are good at cultural lessons have more advantages than those who are not.	TK5	1
My stress and anxiety increased	TK10	1

It can be seen from Table 3 that more than one opinion emerged. Among these opinions, the one with the highest frequency ($f = 4$) is that it had no effect. TK7, one of the pre-service music teachers who said that it had no effect, stated, "It didn't have much effect on me because, as I said, I graduated from Anatolian high school". The ability level of students in the department is low ($f = 3$) is another opinion with a high frequency. Regarding the ability level of the students in the department, T1 stated, "After this threshold, my own opinion is that I see that the abilities of the students in the class are much less than the abilities of the people who are graduated from fine arts" and the music teacher candidates who expressed this opinion said that the students who gained the right to study music teaching as a result of the high threshold score were mostly the students who succeeded in culture courses. Another prominent opinion is that "it made me work harder" ($f = 2$) by using the threshold application motivating. For this view, TK10 said, "I mean, it actually had a positive effect at that time. Because I was deprived of other courses like every other student there, but then I studied on my own." For the view of turning the TYT score into an advantage ($f = 2$), TK10 said, "I was already a very successful student on the academic side due to my academic success in the high school I attended before. That's why 800.000 is even low for me, as I said. I entered 128,000, and it was comfortable for me". For the view that the knowledge level of the students in the department will increase ($f = 2$), TK11 said, "I think it has a positive effect on us, since we have reached a certain level, it is easier for us to perceive this department". The frequency of each of the views that there was a decrease in the number of students, social activities are more limited, those with good culture courses are more advantageous, and my stress and anxiety increased is 1. Some of the opinions regarding these views are as follows; TK4 said, "Also, since there are no students, we cannot do social activities at school, that is, choir, orchestra, unity and solidarity, you know, these cannot happen and we cannot gain our stage experience very well in this sense, we need to look at it in this sense". As another opinion, TK5 said, "I think there are bad effects in this way in front of those who do maths".

Table 4*Opinions of Music Teacher Candidates Regarding Formation Training*

Category	Codes of Teacher Candidates	f
I think injustice has been done.	TK1, TK2, TK3, TK4, TK5, TK6, TK7, TK10	8
In the case of formation training, 800,000 applications should not be	TK2, TK3, TK4, TK12	4
Formation training cannot be received in 6 months	TK5, TK6, TK7	3
A great opportunity for Fine Arts High School	TK7	1
It is beneficial for these students to receive formation training.	TK8	1
People who receive training will have difficulty teaching.	TK9	1

When Table 4 is examined, it is seen that most music teacher candidates ($f = 8$) think that they are unfairly treated because of formation education. Regarding formation education, T3 said, "I mean, I think after setting the 800,000 threshold, they should also prevent our friends studying at the conservatory from getting formation education because they are infringing on our rights." Another music teacher candidate, T5, said, "Now, what is the importance of people working so hard to become music teachers and trying to get into the 800,000 threshold?" I mean, how many months do you give the courses that you gave them under the name of formation in those 4 years to the conservatory?" With this statement, he emphasised that the formation courses given in teaching should be given to conservatory students in a short time. T7, who stated another opinion supporting this statement, said, "Since they only took them in 6 months, they will have this information in a very short time. He said, "I don't think they will be able to apply the things they have learned as much as we do when they start their professions" and added that it is not right to provide formation training in a period of 6 months and that this will not bring success. The view that if there is formation training, there should not be 800,000 applications ($f = 4$) is another view that was emphasised by the participants. TK4, one of the music teacher candidates who said that there should not be an 800.00 application if there is a formation, said, "Either they should remove the 800.000 or they should not give them formation." The view that formation training cannot be received in 6 months ($f = 3$) was that the participants criticised the process and said that they would not be able to acquire the necessary equipment. For those who want to receive formation training and use this opportunity positively, TK7 said that it is a good opportunity for Fine Arts High School graduates. A similar view was found in TK8 that receiving formation training is beneficial. TK9 stated that they would have difficulty teaching even if they received this training and said, "In other words, it will be difficult for a person who received formation training to become a teacher. Because it is difficult to try to do something different in a department where students are trained not to be teachers but to be musicians and artists."

Table 5

The Effects of Formation Education on Music Teacher Candidates

Category	Codes of Teacher Candidates	<i>f</i>
This will impact KPSS examinations and appointments.	TK2, TK3, TK5, TK9	4
No effect	TK6, TK8, TK11, TK12	4
The section value decreased	TK4	1
Loss of year	TK1	1

When Table 5 is examined, it is seen that there are 4 different opinions about the effects of formation training on music teacher candidates. Of these opinions, "It will have an effect on KPSS exam and appointment" ($f = 4$) and "It has no effect" were the most frequently stated opinions. Regarding this opinion, TK2 said, "For example, we will take KPSS and compete with our friends there, after all, this is a competition, who cares not about being smart, who cares about studying, if the person studies, he/she will be able to pass us." Regarding the same opinion, TK5 said, "For example, on appointments, well, again, those above that level can be appointed more easily, it is like if you do maths, you will be appointed etc. but they are included in the ranking." Regarding the view that formation training had no effect on the participants, TK8 said, "Of course, it is a hope for them to get out of the gap again. It was good, but I think it did not have any effect on the education departments." In addition, TK4, who stated an opinion that affected the department more than an individual effect, said, "Its effects are very simple, I see it as a mass whose reputation and value have been lost." Another view expressed by TK1 is that this practice leads to the loss of years. Regarding this, TK1 said, "For example, why did I lose a year then? Why did I lose another year to be able to enter the threshold when I entered 830,000?"

Table 6*Recommendations for Candidates Choosing a Music Teaching Program*

Category	Codes of Teacher Candidates	f
Let them know the difference between teaching and conservatory	TK6, TK7, TK9	3
Be open to learning and improving themselves	TK8, TK9, TK10	3
They should study more for the TYT exam.	TK3, TK4	2
If they want to become teachers, they should allow them to come	TK2, TK4	2
Let them become aware of the process	TK1	1
They should choose conservatory instead of teaching.	TK5	1
Let them start piano training in advance	TK11	1
Determine and resolve the	TK12	1

When Table 6 is examined, the most frequently expressed views are “they should know the difference between teaching and conservatory” and “they should be open to learning and developing themselves” ($f = 3$). Regarding choosing the department by knowing the difference between teaching and conservatory, TK7 said, “If they really want to be an artist and not just a teacher, I think the conservatory should be preferred.” TK6 said, “So if they are going to come with expectations such as strong musical education, playing an instrument wonderfully, and knowing great theory, the student should not come here. Because if they want these things, they should go to the conservatory.” Among the views seen in the table, the frequencies of the views “They should study more for the TYT exam” and “They should come if they want to be a teacher” are also 2. For the view that they should study more for the TYT exam, T4 said, “There is nothing to do for those who will study for the TYT”, and T3 said, “I can only say that they need to study more”. For the view that they should come if they want to be a teacher, T2 said, “If they really love music, they should choose this job, if they think they can do it”. T1 said, “Please, if they come knowingly, based on such things, I think everyone should come if they will do their best” and said that candidates who want to study music teaching should choose this department by knowing the formation education and the 800,000 threshold application. In contrast, T5 said, “They shouldn’t, they should choose a conservatory.” They provide formation education anyway because in the conservatory, you get a better education in the field of music, a more comprehensive education, and you also get formation. He said, “There is no need to put yourself in that dam again. I don’t think they should enter it.”

Table 7*Candidates’ Opinions On Institutional and Individual Decisions*

Category	Codes of Teacher Candidates	f
They should reverse their decision.	TK2, TK3, TK4, TK5	4
Decisions can be made more balanced	TK6	1
Education at the Fine Arts High School could be improved	TK10	1
The TYT threshold should be reduced for Fine Arts High School	TK1	1
More rational decisions should have been made	TK8	1
They made the following correct decision:	TK11	1
Formation courses should be more selective	TK12	1

When Table 7 is examined, it can be seen that the frequencies of all opinions except for one are 1. It can be seen that the most frequently stated opinion is that they should go back on their decision ($f = 4$). For this opinion, TK5 said, “I think you should reconsider your decision. In other words, music teaching should remain separate from the conservatory, I think so. Because they take each other’s importance.” TK3 said, “You make people pass a threshold 4 years ago, and then why do you give them the formation again 2 years later? These are ridiculous things, so I can tell them to return to this decision as soon as possible.” TK6

emphasised that more balanced decisions could be made. TK10 stated that education at the Fine Arts High School could be improved. TK1 had a similar opinion to TK10 and stated that the TYT threshold should be lowered for Fine Arts High Schools, thus providing an advantage to graduates of these high schools. TK8 said that the decisions taken should be more rational. TK11 stated that the decision was correct and that it would positively affect music education. TK12 said, "I would say that formation courses should be more selective so that deserving students can be successful."

4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The opinions of music teacher candidates regarding the 800,000 threshold application and formation education and the effects of these facts on music teacher candidates were asked from 12 students from different grade levels.

According to the findings, views on the 800,000 threshold are positive since the most frequently stated view is that teachers should be well-equipped. In addition to the views supporting this application, the negative aspects of the 800,000 threshold are highlighted. Findings such as the lack of students in the music teaching department due to the failure of Fine Arts High School students in these exams and the decrease in the general talent level of the department due to the low talent levels of students participating in the music teaching department talent exams have shown us the negative results of this application. When the views on the 800,000 threshold application are examined, it can be seen that although there are positive and negative data, the views on formation training are more negative. The majority of music teacher candidates described formation training as unfair, arguing that the training provided would not be sufficient for teaching and that if this training were to be provided, the 800,000 threshold should be lifted. According to these findings, it can be said that the views on formation education are negative. It was observed that music teacher candidates had few positive views on formation education. These views were mainly based on the fact that Fine Arts High School students continue to have the opportunity to become teachers by benefiting from this education. When the findings were examined, it was observed that these facts have positive and negative effects on teacher candidates, and these effects mostly include concerns about the KPSS exam. It was observed that Anatolian and Science high school students were less affected by these facts than other high school graduates, whereas some music teacher candidates were not affected by these facts. As a result, it was determined that music teacher candidates' views on the 800,000 threshold were positive and necessary; their views on formation education were negative and unfair, and the effects of these facts varied according to the types of high schools that teacher candidates graduated from.

Sağır (2007) found that although there were no major differences between students who graduated from Fine Arts High School and those who graduated from other high schools, students from Fine Arts High Schools who wanted to enter the music teaching program fell behind students from other high schools due to the inadequacy of the education they received in high school. For this reason, he drew attention to the fact that students studying at Fine Arts High Schools had higher levels of anxiety than other students during the examination period. Şahin Kafkas et al. (2014), emphasised that candidates' exam success would be affected and even decrease due to their anxiety and panic.

It can be seen that the 800,000 threshold will create pressure on candidates who will apply to teaching faculties in time. Özden (2010) stated that the number of students applying to teaching programs decreased compared to previous years with the 800,000 threshold application. Atar and Yılmaz (2012) found in their study that although the students who took the exam had very high talent, they could not register to the departments due to insufficient TYT exam results.

In this study, it was observed that another preference for candidates who cannot apply to teaching programs and have low TYT scores is conservatories. In the interviews, students argued that the art education given in conservatories is better than in education faculties, while they criticised the fact that candidates who cannot enter education faculties due to the 800,000 threshold prefer conservatory and then receive formation training and a teaching certificate, and they stated that it is unfair. In this context, Elkatmış et al. (2013) stated that formation training given in a short time would not provide sufficient teacher awareness because of frequent changes in the teacher training system.

Recommendations

Because of all these evaluations, it is seen that the studies conducted are consistent with the research results. Based on the findings obtained;

It is suggested that teachers preparing for teacher training programs that accept students undergoing special talent exams should have sufficient knowledge about the TYT threshold and improve themselves,

Fine Arts High School Curriculum should be organised regarding the TYT threshold and that it would be a more accurate operation to implement a curriculum equivalent to other high schools.

New arrangements should be made to develop candidates' talent and general culture to enable them to become qualified teachers,

It is suggested that arrangements can be made for the 800,000 threshold application if formation training continues.

Ethical approval

The study was approved by Recep Tayyip Erdoğan University Ethics Committee (date: 01.01.2024 number: 2024/003

Author contribution

Study conception and design: Eİ; ET; ZDA; data collection: Eİ; ET; ZDA; analysis and interpretation of results: Eİ; ET; ZDA; draft manuscript preparation: Eİ; ET; ZDA. All authors reviewed the results and approved the final version of the article.

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The authors declare that there is no conflict of interest.

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Çalışmanın tasarımı ve konsepti: Eİ; ET; ZDA; verilerin toplanması: Eİ; ET; ZDA; sonuçların analizi ve yorumlanması: Eİ; ET; ZDA; çalışmanın yazımı: Eİ; ET; ZDA. Tüm yazarlar sonuçları gözden geçirmiş ve makalenin son halini onaylamıştır.

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Yazarlar, herhangi bir çıkar çatışması olmadığını beyan etmektedir.

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TURKISH EXTENDED ABSTRACT

Bu araştırma, müzik öğretmen adaylarının eğitim fakültelerine bağlı güzel sanatlar eğitimi bölümlerine girişte uygulanan 800 bin başarı sırası barajı ve pedagojik formasyon eğitimine ilişkin görüşlerini incelemeyi amaçlamaktadır. Araştırma, müzik öğretmen adaylarının bu düzenlemelere yönelik algılarını ve bu düzenlemelerin onların mesleki gelişimleri üzerindeki etkilerini anlamaya yönelik bir durum çalışması olarak tasarlanmıştır.

Eğitim, bireylerin istenilen davranışları kazanması ve geliştirmesi sürecidir (Aksu, 2007). Bu bağlamda, müzik eğitimi bireylerin hem müzikal becerilerini hem de sosyal ve duygusal gelişimlerini desteklemeyi hedefleyen önemli bir alan olarak öne çıkmaktadır (Özşen & Çelenk, 2020). Türkiye’de mesleki müzik eğitimi; güzel sanatlar fakülteleri, konservatuvarlar ve eğitim fakültelerine bağlı müzik eğitimi bölümleri gibi çeşitli kurumlarda verilmektedir (Uçan, 2005). Ancak bu kurumlara girişte uygulanan sınav sistemleri ve başarı kriterleri, öğrencilerin eğitim yolculuğunda belirleyici bir rol oynamaktadır.

2018 yılında Yükseköğretim Kurulu’nun (YÖK) kararıyla müzik öğretmenliği gibi özel yetenek sınavıyla öğrenci alan bölümlere başvuru için 800 bin başarı sırası barajı getirilmiştir. Bu düzenleme, adayların yalnızca müzikal yeteneklerini değil, aynı zamanda genel kültür bilgilerini de değerlendirmeyi amaçlamaktadır (Demirel & Sözer, 2023). Ancak bu barajın uygulanması, başvuru sayılarında azalmaya ve özellikle güzel sanatlar lisesi mezunu öğrenciler için dezavantajlara yol açmıştır (Başbuğ & Kaya, 2022). Bu durum, müzik öğretmenliği programlarına olan talebi ve programların genel niteliğini etkileyen bir unsur olarak dikkat çekmiştir.

Araştırmanın bir diğer odak noktası, pedagojik formasyon eğitimidir. Formasyon eğitimi, lisans programlarından mezun olan bireylere öğretmenlik yapabilmeleri için gerekli pedagojik bilgi ve becerileri kazandırmayı amaçlayan kısa süreli bir sertifika programıdır (Kartal & Afacan, 2011). Formasyon eğitiminin, müzik öğretmenliği bölümlerinde eğitim gören öğrencilerle, bu bölümlere giremeyip konservatuvar eğitimi alarak formasyon programına katılan öğrenciler arasında rekabeti artırdığı ve haksızlık algısına yol açtığı tespit edilmiştir (Elkatmış et al., 2013).

Araştırmanın yöntemi, nitel bir yaklaşım benimseyerek durum çalışması olarak tasarlanmıştır (Yıldırım, 1999). Araştırma, farklı sınıf düzeylerinden 12 müzik öğretmen adayının gönüllü katılımıyla gerçekleştirilmiştir. Veriler, yarı yapılandırılmış görüşmeler yoluyla toplanmış ve içerik analizi yöntemiyle analiz edilmiştir (Büyüköztürk vd., 2019). Bulgular, 800 bin barajı ve formasyon eğitimiyle ilgili altı tema çerçevesinde değerlendirilmiştir.

Araştırma bulgularına göre, müzik öğretmen adaylarının 800 bin barajı uygulamasına yönelik görüşleri ağırlıklı olarak olumludur. Adaylar, bu uygulamanın öğretmenlerin akademik ve mesleki yeterliliklerini artıracaklarını düşünmektedir (Özden, 2010). Bununla birlikte, baraj uygulamasının güzel sanatlar lisesi mezunları için dezavantaj oluşturduğu ve bu durumun bölümün genel yetenek seviyesini olumsuz etkilediği belirtilmiştir (Sağır, 2007). Barajın, bazı öğrencileri daha çok çalışmaya motive ettiği ve bilgi seviyesini artırdığı da ifade edilmiştir.

Pedagojik formasyon eğitime yönelik görüşler ise genellikle olumsuzdur. Adaylar, formasyon eğitiminin 800 bin barajı ile eğitim fakültelerine giremeyen öğrenciler için bir kolaylık sağladığını, ancak bu durumun eğitim fakültelerinde öğrenim gören öğrenciler açısından haksızlık yarattığını düşünmektedir (Elkatmış et al., 2013). Formasyon eğitiminin kısa süreli bir program olarak mesleki yeterlilik kazandırmada yetersiz olduğu da vurgulanmıştır. Ayrıca, formasyon eğitimi almış bireylerin öğretmenlik yaparken zorlanacakları görüşü dile getirilmiştir.

Araştırma, 800 bin barajı ve formasyon eğitiminin müzik öğretmen adayları üzerindeki etkilerini de incelemiştir. Bulgular, bu düzenlemelerin bazı adaylar üzerinde stres ve kaygı yaratırken, diğerleri üzerinde motivasyon artırıcı etkiler yarattığını göstermektedir. Adayların mezun oldukları lise türüne bağlı olarak bu düzenlemelerden farklı şekillerde etkilendikleri tespit edilmiştir.

Sonuç olarak, müzik öğretmen adaylarının 800 bin barajı uygulamasına ilişkin görüşlerinin genelde olumlu, formasyon eğitime ilişkin görüşlerinin ise genelde olumsuz olduğu belirlenmiştir. Araştırma bulguları, eğitim fakülteleri ile konservatuvarlar arasındaki eğitim sistemlerinin yeniden değerlendirilmesi ve formasyon eğitime yönelik daha etkili düzenlemelerin yapılması gerektiğini göstermektedir. Ayrıca, güzel sanatlar liselerinin müzik öğretmenliği programlarına hazırlık düzeylerini artırmaya yönelik müfredat iyileştirmeleri önerilmektedir.

Bu çalışma, müzik öğretmenliği programlarına yönelik politika ve uygulamaların geliştirilmesine ışık tutmayı amaçlamakta ve gelecekte yapılacak araştırmalara zemin hazırlamaktadır.