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Elementary School Music Lesson Curriculum for the year 2006 Throughout the Period of Entry into the European Union

H. Yılmaz KÜÇÜKÖNCÜ

Çanakkale Onsekiz Mart University, TURKEY

Abstract: Ataturk, who comprehended the “administration and music relationship” very well within the political period of community administrations in the history of the world in terms of politics, society and social psychology, knew the importance of that Turkish Republic was able to take place in the international area with respect to social, political, cultural, scientific and artistic points and that its relationship with modern basic music education required to be given to Turkish society. In addition, he started many studies related to basic music education with the establishment of the Republic. Today, the period related to the participation in the European Union continues currently. Many obstacles have being faced in terms of political, economical, legal, social and cultural aspects within the period of participation in the European Union. One of the most important elements for the cultural aspect is music. With respect to this subject, Turkish Republic has to determine governmental policies for the integration of Turkish music education, culture, art, and industry with modern world throughout the EU period. In order to perform the basic music education concerning the modernization of social music culture, it is required that basically certain factors coexist as they have modern characteristics. These can be classified as in the following: Music lessons in the curriculums of formal education institutions, Music Teachers, Music curriculums, Music education environment, Musical artists, Music education resources, Contributions of musical industry, and Effects and contributions of mass media. With this study to be made, elementary education music curriculum of the year 2006 which is the curriculum still being applied in general music education will be tried to be analyzed in terms of music curriculum development based on literature review and view through application within the framework of effects and contributions throughout the period of participation in EU.

Keywords: General Music Education, Curriculum, European Union, Adaptation

Introduction

Societies have structures that they developed primarily related to the natural characteristics of their location. Within this structure, there are written and non-written rules that arrange the relationships of individuals among each other and with the society and that are required to be obeyed in terms of social aspect. Societies have relationships with each other in different ways. Each society makes agreements and contracts primarily for the prosperity of its own individuals and then for defense, development, cooperation, coalition and form groups, blocks, unions, pacts with the purpose of the regulation of relations between each other in every field. European Union which Turkey also tries to participate in has also composed of such a body in this manner (Sevda-Cenap And Vakfi, 2006).

Today, the period related to the participation in the European Union continues currently. Modern revisions have being made related to political, economical, legal, social and cultural issues throughout the period of participation in European Union. Among EU countries, economy and cultural issues have an important place rather than others. One of the most important elements for the cultural aspect is also music. In this respect, Republic of Turkey has to determine governmental policies for the integration of Turkish music teaching, culture, art and industry with modern world for the period of participation in EU and several studies about these subjects have being done (Sevda-Cenap And Vakfi, 2006).

Music is an inevitable phenomenon for the cultures of countries in all over the world. For this reason, music art and artists had been protected mostly throughout the history, but in return for this, it is wanted to be directed appropriately by especially administrators for their own purposes because of various reasons. Besides, artists have mostly been in a critical approach via their arts for the situations they are against. As a result of this, the old administrative structures had started to criticize with the Enlightenment Movement affecting the art, ideas and politics in Europe in the centuries of XVII and XVIII.

In the same way continuing today, how and for what music and music art should be made has being criticized and in this respect, it is related not according to the quality of types of music, but appropriately with the making and using purposes of the music and then it is protected by being supported in an appropriate way. To the extent that the discussions of “art is for art’s sake? Or art is for society?” have being made.

With respect to associating the effect of the management in the country on society to music, the words of Confucius as “If you want to understand whether a country is managed in an ethical manner or

not, then you examine the music of that country.” (Çalışır, 1971) explain the importance of music which is especially a socio-cultural product.

Platon expressed his ideas in the 4th century BC as “Government should be established on the basis of music and preventing the changes to be made on the traditions of music and omission about these subjects can overthrow the state...”. According to Johannes de Grockeo, becoming powerful and systematic is related to the organization of music for governments. Confucius explained that there is music in the basis of social pattern in the government by his words that “Music brings unity to the body” (Çalışır, 1971).

Lully who is Italy-born adopted the French music approach to the certain extent. Within the period of XIVth Louis, who tried to obtain imposing effects with the choir and his orchestra in which strings are played, it took an important place in the whole of monarchical organization with other art branches and movement of thought. Being an artist has been transferred from father to son as a family occupation in France and the government supported artists as craftsmen. Artist family communities supported each other by getting married. Qualified artists among them were promoted to nobility by giving service for the King and were awarded. In this respect, works that are fine for the protected people have been done in stead of performing new things in the name of art (B. Champineulle, 1975, p.50).

During the time that Napoleon conquers, Ludwig Van Beethoven wrote his third symphony (Eroica) that states his admiration. When he was prepared to send it to Paris after finishing his work, he heard about that Napoleon declared himself as the Emperor, then he had attack of nerves and tore the first page of his rough copies. Then he did not send the work saying as “Napoleon is also like all other people, ha!..”. L.W. Beethoven who stayed in the effect of 1789 French Revolution is in the part of independence and liberty. He requested that individuals make cooperation via participation in societal administration. He assumed that Napoleon Bonaparte would give general right to vote. He wrote the symphony of heroism in 1804 and the symphony of Do Minor between the years of 1805-1808 for N. Bonaparte (Erten ve Diğerleri, 1969).

Modernization and Music Culture

Age is a multidimensional concept that has “past, today and future” together with becoming a part of a certain time. Modern word mostly emphasizes the newest, farthest, most accurate, most valid, reliable, most useful, most pretty, best aspects of the age in terms of meaning (Uçan, 2002). Modern civilization is essentially based on a pluralistic world view and a multi-civilized world reality. It considers and comprehends civilizations in our age as a whole with their aspects meeting the necessities

of the age. It is unexpected that any civilization other than modern civilizations meets the necessities of age with all their aspects on its own and becoming “completely modern” in this manner. There is no definite and stable geographical place and direction of modern civilization on the Earth different from the other civilizations (Uçan, 2002).

Cultural globalization has been constructed as a result of that traditional musical cultures are affected from each other by means of especially mass media and industry and it has brought along the cultural market economy as well. Cultural market economy preferred to determine especially uneducated classes of the society as target group, that is, consumers. Because it is very difficult to bring all individuals of the society in modern music culture both in national and international level. For this reason, primarily general music education should be applied after it scheduled in terms of content and quality for the purpose of that modern music culture integrates with the traditional culture of public (Uluslar arası “Sanat Ekonomisi” Sempozyumu, 2006). M. Kemal Atatürk put into practice this by founding the first educational institution of the country, “The Music Teacher School”, when the Republic of Turkey was established newly during the period in which the subjects and concepts related to EU and modern music culture were not on the agenda. The publications of mass media affect and have a really important role in the formation of public music culture. The media which used music in terms of aim and tool determine generally the production process of music industry. Media with its visual and audial publications form the production and consumption of all kinds of music together with producers, program makers and critics in accordance with the requests of music industry (Küçüköncü, 2007).

The meaning of environment has gained a different dimension today by means of mass media. The relationship between “close environment” and “remote environment” which is one of the most important principles of education has brought education in a new dimension by means of these media tools. The music language has become common educational field and tool of modern education and the communication way of common cultural environment that human being used from the closest to farthest societal and social environment.

Today, mass media have being used in many countries of the world in the most active way. Music is one of the most important tools which mass media mostly use. Mass media broadcast in visual and audial formats. Music formats which are products of different cultures in the world have been transferred to the societies in different formats and for various purposes.

Music Lesson in Elementary Schools

The Importance

In order to achieve for modernization of the music culture of society, general music education should have basically certain factors together as having modern qualifications. These can be classified as in the following: Music lectures in the programs of formal education institutions, Music teachers, Music curriculums, Music education environment, Musical artists, Music education resources, Contributions of musical industry, and Effects and contributions of mass media.

Formal general music education is among the important issues that make contribution in order to achieve individuals' cognitive, psychomotor and affirmative development as a whole in accordance with the modern educational approach within the necessary general educational curriculum and primarily as a natural and legal right of each person.

Educational institution, curriculum, teacher, environment, educational instruments for musical teaching, learning environment determine the levels of students in cognitive and psychomotor domains and the abilities of student together with those factors determine the level of students in affirmative domain according to the level of attention. Musical abilities of students have been formed in the aspects of knowledge, skill and behavior aspects within the learning environment in accordance with their interest towards music.

Formal education primarily aims that an individual use the native language properly, effectively and well, understand the transmitted things in their native language correctly and so achievement of communication and interaction with social environment in required level at first. Performing native language education for desired quality depends on the education related to social and cultural fields. In this sense, music education is an important teaching aid and area of instruction of formal education (Küçüköncü, 2007).

Education is defined as an individual gains positive behaviours in the desired direction, changes them and their period of improvement benefiting from their own life experiences. Modern educational approach states the necessity of teaching individuals as a whole for cognitive, psychomotor and affirmative domains according to the cultural structure, requirements, social structure of the society, and the necessities of the current age of the world and also its experiences, level and structure in the fields of Science – Technology – Art from past to today.

Music and musical art is an important field through the educational period of human being by its personal, societal, economical, cultural and educational characteristics. Formal music education is important with respect to meet psychological necessities of human being directing to positive and modern qualifications.

Curriculum

Formal education primarily aims that individuals can understand the transmitted things in their native language correctly, express themselves, use the native language properly, effectively and well, and so achieve communication and interaction with social environment in required level at first. For this purpose, it is needed to perform native language education in the desired quality. Native language education is also related to the education of social and cultural fields which are applied primarily with learnings based on audial and visual perceptions. In this sense, music education is an important teaching aid and instructional area of formal education. Because music is the common cultural and artistic language of individuals having both national and international characteristics used in all atmospheres from the closest environment to the farthest environment. In the primary school curriculum made in 1936 and 1948, this issue was stated in brief as “music lesson is an expressional one like Turkish language and painting and integrated with all other lessons and children can express their life-styles by imitating natural and human being sounds, singing and making rhythmic movements” and explained as “Children’s Turkish speaking skills will improve by means of music lesson”.

Formal education in our country has been planned within the framework of Turkish National Education Basic Law. According to this, the objective of school music education among the objectives of Turkish National Education (1739 sayılı Türk Milli Eğitim Temel Kanunu, 1973) is stated as “to provide training young generations whose personalities developed, who experienced the pleasure of social life, and becoming a living, executive, and creative partner of modern civilization for music together with other branches of science, technology and fine arts by directing to national and global musical art”.

In the period of republic, various targets that give direction to the music education with the curriculums prepared in the years of 1936, 1948 and 1968 in accordance with the modernization targets of Ataturk leads have been stated. In brief, these can be explained as items in the following:

- To improve musical hearing, reading and writing, rythm feelings of children,
- To provide that they become a Turkish citizen who are cheerful, energetic, depend on their country and nation, and whose social relationships are strong,
- To encourage children to sing a song, play a musical instrument, listen to a musical work, be eager to participate in rythmic works and creative activities according to their interests and abilities,

- By encouraging children to participate in musical activities at school, home and in the environment, to make music as a tool for the improvement of children in terms of socialization and their excitements,
- To help for the development of national cooperation via musical works,
- To enable children gain the habit of working individually and as a group, develop their ability to create and expressional skills, know about the national and global artistic values, adopt and like them, gain different points of view in constructing such an environment that makes faster the formation of Modern Turkish Music.

Findings

The findings in the following have been attracted related to the curriculum for the year 2006:

It is understood that the curriculum had been prepared by a specialized commission for 1st-8th class music lesson founded by General Directorate of Elementary School and there were advisor of 2 university academic staff in the department of musical teaching, 4 music teachers, 5 class teachers, 1 curriculum development expert, 1 measurement&evaluation expert, 1 guide and psychological consultant, 1 linguist as commission members.

The general objectives of Turkish National Education stated in the 2nd article of the general objectives of **National Education Basic Law** No. 1789 at the very beginning.

In the **introduction** part of Teaching Curriculum of Elementary Schools Music Lesson for the year 2006,

It is stated that “the elementary music curriculum have been prepared by taking into account the content and approaches of 1968, 1984 and 1994/1995 curriculums in the way to provide the development of individuals for especially affirmative domain”. Teachers are requested not to be thankful with the activities in the curriculum, but to develop new activities. It has been explained that the curriculum had been prepared within the framework of “The Constitution, Principles and revolutions of Ataturk, expectations related to Turkish social lifestyle, the importance of art/music education, musical skill expected from students, behaviors wanted to bring students in by development plans, findings obtained from surveys, expectations of specialized commission”.

With respect to this, it is emphasized that musical lesson curriculum required to be applied as taking care of the subjects such as “being student-centered, students’ becoming active and effective,

functional knowledge and skills, paying attention for improving abilities and creativity, being transformable of information to practice, giving place to every aspect of music in each lesson”.

It has been explained that the vision of the curriculum is “to train individuals who are at peace with oneself and the environment, know the national and international cultures, have the love of their country and nation, sensitive to events in their environment, change and developments, open to all kinds of fine arts, are happy and self-confident, and have a distinctive personality”.

It is said that in **the fundamental approach** of the curriculum is based on a student-centered perception of **constructivist approach** and this means that students filter the new information from their previous skills and experiences, reinfer and conceive in their minds. According to the constructivist theory, it is stated that each individual come to learning environment with a readiness level, learning occurs during social process, permanent learnings come true by means of activities, students should take place in the learning process, information and skills gained are restructured by individuals.

It is specified that the constructivism in the music education “pays importance not to teaching but to learning, accepts personal differences, supports researching and notice previous experiences, concentrates on performance and activities for learning, pays attention to individual learning differences, adopts the approach that learning occurs in the social environment, supports realism and functionality in education, provides chance for students to form information and to infer from their experiences.

It is stated that the structure of the Musical Lesson Curriculum consists of general objectives, basic skills, learning areas, objectives, activities and explanations.

In brief, it is emphasized that the general aims in terms of music education are to educate individuals who are musically aesthetic, developed for expressing themselves and to produce via music, acculturation, personality and self-confidence, having spiritually, individually and socially strong relationships, qualified for musical listening, singing and playing, perception, being informed, using Turkish language correctly and effectively, making easier their integration with the world by reinforcing the national unity and integrity through being able to say Turkish National Anthem and other anthems appropriately to their essence and the feelings of love, sharing, responsibility. **Basic skills** have been explained as “using Turkish language effectively, well and clearly for virtual music, critical thinking for the aspects of musical creativity, musical perception, activity and culture, pay attention to social values via music, benefiting from technology in musical activities, musical literacy” and **values** did as “sharing, tolerance, responsibility”.

It has been determined that **learning areas** are four basic areas which are as a whole in terms of content and titled as “listening- singing- playing”, “musical perception and being informed”, “musical

culture”, and “creativity in music”. It has been explained that the **objectives** are the information, skills, attitudes and values expected to be gained by students and they are classified according to educational level. It is said that the **activities** can be prepared differently from the ones given as examples. The symbols for the content, application and evaluation for the objectives have been given in the **explanations**.

With respect to the process of **learnin/teaching for music lesson**, it is stated that determination of students’ level of readiness are required at the beginning of academic year, activities that are classes within and extracurricular are compulsory for the objectives, project and performance works should be done throughout the academic year, it is required to make evaluation activities as covering each subject at the end of academic year. It has been explained that it is needed to be benefited from teacher guide book, student workbook and CDs and featured books supporting main books during the lesson. Related to this, explanations have been given for the “process, measuring&evaluation, and preparation to next lesson” concerning the learning/teaching process of a sample music lesson. Examples related to practice have been given for 1st, 2nd, 3rd, and 8th classes.

In the part of method and techniques, common philosophy of Dalcroze, Carl Orff, and Kodaly approaches beside traditional education methods have been explained.

With respect to the Measuring and Evaluation, those explanations in the following have been made in brief:

Using of different teaching methods has introduced different measurement and evaluation models. Beside alternative measurement and evaluation tools, traditional tools are used especially in the grade-based evaluation by restructuring.

It has been classified that the alternative measurement and evaluation tools are “interview and meeting, self-assessment and peer assessment, performance works, projects, portfolios, concept maps, check lists, observation forms” and the traditional measurement and evaluation tools are “short answer items, multiple choice items, matching items, and open ended questions”.

Some meanings of musical terms have been explained in the part of glossary.

Those common findings in the following have been found related to the use and application of the curriculum in the year 2006 with respect to the information obtained from observation reports and interview forms that students in the department of music teaching filled during the

“school experience and teaching practice” lessons at the elementary schools in the province of Çanakkale. It is understood that (MEB, 2006);

- The general curriculum is not understood by the teachers, but teacher guide books and student workbooks prepared in accordance with the curriculum have being used as lesson plan,
- The activities suggested for teaching during the lesson have not been used and the new ones have not been organized,
- Worksheets, instructional equipments and similar teaching/learning tools have not been used,
- Constructivist approach has being tried to be used. however, instead of students’ becoming active and effective in general during the educational activities, teachers use teaching methods in which active students take the role of copier,
- There is a music class at some of schools, but mostly music teachers go around to have a class,
- what do the learning areas mean has not been understood,
- The lessons are generally used as the activities related to the learning areas which are **“listening, singing, playing”**, **“musical culture”**, **“musical perception and being informed”** within mostly in their own unity and activites related to the learning area of **“musical creativity”** were not organized,
- Teacher guide books and CDs concerning student workbooks which are used during lesson do not exist,
- At the schools having Music Class, there are also computer, music systems, projection apparatus, board with the staff, and organ,
- Testing and measuring are done with performance test and playing and singing performance of the student are tested and evaluation is generally made according to them,
- “Performance works, projects, observation forms” from alternative measurement and evaluation tools and “short answer items, multiple choice items, matching items, and open ended questions” from the traditional measurement and evaluation tools have being used.

Interpretation

Elementary school music curriculum for the year 2006 is the one that has being applied in order to come true the current music education of Turkish society during the period of participation in EU and to make contribution to musical culture.

Mustafa Kemal Atatürk pointed the civilization as a target for the Republic of Turkey. In order to become modernized in music, he argued that its own polyphonic rules of our melodies concerning our traditional music culture should be determined, many melodies in these rules should be performed and it is required that our national music is formed, it takes place in the international level, and people are educated about music.

Similar to other music curriculums prepared in the period of Republic, it has been understood that curriculum in the year 2006 has also targeted to perform these goals. Within the framework of being able to achieve these goals, we can interpret the findings concerning the curriculum and application as in the following:

- It is understood that the curriculum has been prepared to “a specialized commission for 1st-8th class music lesson” by the Ministry of National Education. However, there are not any philosopher, sociolog, supervisor, and dance specialist in this curriculum.
- It has been seen that the curriculum was prepared within the framework of Turkish National Education Basic Law.
- It has been stated that it was prepared by taking account the content and approaches of the curriculums in 1968, 1984 and 1994/95. However, differences can be understood immediately when guide books prepared for the practices of curriculum were examined.
- It is emphasized that the music lesson curriculum should be corresponded by taking care of the subjects such as “being student-centered, students’ becoming active and effective, information and skills are functional, paying attention to development of abilities and creativity, being able to convert knowledge into practice, and giving place to each aspect of music in every lesson”. However, this situation has being applied by teachers in a completely different way that mostly teacher are active and students try to learn by copying. It is understood that each aspect of music could not take place in every lesson and it is used as within their own unity mostly in general either only the singing and playing part of the learning area of “listening to, singing, playing” or being informed related to “musical culture” or informing about the learning area of “musical perception and being informed”.
- In this sense, music teachers try to teach music generally in accordance with their own music admirations, interests, and educational approaches and by using their musical knowledge, skills

and behaviors they gained in the educational institution they graduated. Besides, issues such as difficulty in application of the curriculum for level, teachers have different backgrounds, and competences arising from their interests and special abilities result in some difficulties and differences in general during the application of elementary schools music lesson curriculum in the year 2006.

Conclusion and Suggestions

European Union that Turkey also make effort to participate in makes agreements and contracts and form groups, blocks, unions for defence, development, economical and cultural cooperation, union of forces in order to organize the relationships of countries in many areas by improving them. Today the period related to the participation in European Union continues currently. Some modern arrangements have being made with respect to political, economical, legal, social, and culturel issues in the period of participation in European Union.

Among EU countries, economy and cultural issues have an important place rather than others. One of the most important elements of cultural aspect is also music. In this respect, Republic of Turkey has to determine governmental policies for the integration of Turkish music teaching, culture, art and industry with modern world for the period of participation in EU and several studies about these subjects have being done (Sevda-Cenap And Vakfi, 2006).

The meaning of environment has gained a different dimension today by means of mass media. The relationship between “close environment” and “remote environment” which is one of the most important principles of education has brought education in a new dimension by means of these media tools. The music language has become common educational field and tool of modern education and the communication way of common cultural environment that human being used from the closest to farthest societal and social environment. This situation especially should be evaluated in the general music curriculum.

In the period of republic, various targets that give direction to the music education with the curriculums prepared in the years of 1936, 1948 and 1968 in accordance with the modernization targets of Ataturk leads have been stated. These goals are related to the cultural adaptation during the entrance in EU at the same time. However, these should be made more applicable, concrete, observable, and measurable.

It is stated in **the fundamental approach** of the curriculum that a student-centered perception of **constructivist approach** should be effective in the curriculum. Yet, the way of this process related to how it would be applied has not been comprehended and this causes wrong applications. This situation should be explained to teachers via in-service seminars and CDs to be prepared as covering the sample applications.

Each modern curriculum should be prepared by specialized commissions by a scientific approach. It is said that the curriculum in the year 2006 had been prepared by a commission. This curriculum is still being applied and evaluations should be made after the functionality of the curriculum for application was determined. Then revisions are required within the framework of the results.

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About the Author(s):

Asst. Prof. Dr. H. Yılmaz KUCUKONCU
Çanakkale Onsekiz Mart University, Faculty of Education
Department of Fine Arts Education
Music Teaching Program
E-mail: yilmazkucukoncu@yahoo.com