Güzellik Sanatlar Lisesi Piyano Öğretmenlerinin Güzellik Sanatlar Lisesi Piyano Ders Kitaplarına İlişkin Görüşleri

Opinions of Fine Arts High School Piano Teachers’ About Piano Course Books at Highschool of Fine Arts

Şefika İZGİ TOPALAK, Tarkan YAZICI

Extended Summary

Music departments of "High School of Fine Arts" where the students are admitted with special talent exams in art education structuring of Turkey and where secondary-level educational and vocational music education is provided ground on realities, demands, expectations in Turkey's own opportunities and characteristics of musical sphere and also the necessities of the time (Uçan, 1995). In aforementioned departments whose major courses are music theories, voice training and instrument training; piano education system in the scope of instrument training is a compulsory course that includes 4-year education period of students, and the content of this course consists of gradual technical researches and studies, samples of works from Turkish and world composers, musical samples from piano literature as well as learning-teaching techniques within music education (Sungurtekín, 2002; MEB, 2006). The most important goal of this course is to allow a student to actively and productively use instrument in his/her professional and social life; to get reading skill of treble-f clefs together; get skills to coordinate right and left hands; get decoding skill, performance skill, scene-performance (Yazıcı, 2013; MEB, 2006). Depending on teaching techniques applied; it’s been predicted that the student gets those behaviors and skills at the end of 4-year piano training. Beyond any doubt, basic principle of a qualitative education application is course books (Kılıç and Seven, 2007). For this reason, in order to help necessary arrangements in Fine Arts High School piano education system and determine the problems of piano teachers when they use course books in education applications and to solve their problems, it is necessary to determine Fine Arts High School Piano Teachers' opinions about piano course books; to determine how much these books can be used.

Research is descriptive. Survey model has been selected to determine the opinions of Fine Arts High School piano teachers about piano course books. In order to get a general view of research subject in the direction of statistical analysis of quantitative data obtained, researchers have used survey method to reach sample. Study has included 50 piano teachers who attended Applied Seminar where Piano Education Programs of Music Departments at Zeki Müren Fine Arts and Sport High School in Bursa were evaluated from the point of educational attainments for 2012-2013 education period. Sample group of the study consists of 50 Fine Arts High School piano teachers, and those teachers have been subjected to "Satisfaction Survey on Piano Course Book at Fine Arts High School". From the teachers who have attended to study; 56,6% female (n=30), 43,4% male (n=23). Attendees consist of teachers 20,8% with 0-5 years of experience (n=11), 39,6% with 6-10 years (n=21), 28,3% with 11-19 years (n=15), 11,3% 20 years and over (n=6). "Satisfaction Survey on Piano Course Book at Fine Arts High School", which has been prepared to determine the opinions of Fine Arts High School piano teachers about piano course books, consists of 19 matters and is Likert Scale with point scoring system between 1 and 5. Study's confidence has been examined with Cronbach Alpha coefficient of internal consistence and has been found as 942. According to Kline (2000), confidence consistence with .70 shows that it has a perfect value from the point of internal confidence (Akt: Işık and Sakallı Uğurlu, 2009). Definer statistical methods (number, percentage, average, standard deviation) have been used when data have been evaluated. In parametric comparison of quantitative data among groups, normality distribution test has been applied and it's been determined that distribution is not suitable to normal distribution; for this reason, non-parametric tests have been applied. Obtained findings have been evaluated by 95% confidence interval and 5% significance level.

Piano teachers in the study think that piano course books are not sufficient from the point of piano education principles, having performance from general to universal, connection to other music courses (chorus, hearing etc.), finger numbers, description terms (nuance), speed, density terms and contents of different periods-composers, so different piano course books are required. Furthermore, study group exhibits "hesitant" attitude in recognition of assistance of piano course books for students to think creatively; giving students the problem solving skills; sufficiency of preparation homework in the beginning of education process and assessment and evaluation questions at the end of education process; facility values of educational topics; sufficient time to reflect all contents of course books up to end of education period; students' ability to get educational attainment; putting the order of topics from easy to hard; considering differences between students and sufficiency of general content of course books. Especially attendees with “0-5 year” experience do not find piano course book acceptable from the point of education program. Shortly; the study shows that piano course books are insufficient and Fine Arts High School piano teachers show a "negative" tendency to piano course books at Fine Arts High Schools.