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A historical view of music teacher training in turkey from the past to the present

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Abstract

Music teacher training in Turkey which has become important with the Republican Era is one of the areas of concept and practice. In this area, important developments have been made along with the various and multiple applications which have been implemented since the establishment of the Music Teacher School in 1924. As a result of this approach, many organizations at the present day which deal with professional music education have been established. In this study, music teacher training in Turkey from the past to the present is analysed within the framework of a descriptive model; the state at the present day is displayed with a historical perspective.

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Keywords: music, education, music teacher training;

1. Introduction

In Turkey, within planned music teacher training, important developments have been made with different applications from the past to the present, a multiple and a productive accumulation has come into being. By drawing upon this accumulation and gained experiences in accordance with the circumstances of fact in Turkey and the requirements of modern music education, a consistent music teacher training has been developed. In the development of a consistent music teacher training, after the establishment in the 1920's and the stages of re-organization in the 1930's, the application in a decisive way in the 1940's and 1950's, the transition to new system searches in the 1960's and 1970's and especially since the beginnings of the 1980's, significant steps have been taken.

As it is seen, the music teacher training system applied in Turkey is a progressive and multiple entire systems in which systems follow and complete each other (Uçan, 1998). Higher education institutions within this system form the most important elements of the system.

The formation of the need to train music teachers in Turkey, within the framework of the rise and development of modern education, is closely related to the formation and developments regarding the arise of the need of teachers in the general sense and meeting these needs, directing the society's music life in accordance with the new aims and the re-organization.

In our country, with the Republican Era greater importance has been given to the process of the rise and development of modern education, especially to the music education in teacher schools, arrangements and activities in order to train teachers better in terms of music education has picked up speed, and many steps have been taken

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with the spread of the universal music education and with the rise of the need to train teachers who will give this education.

2. Education, Music, Music Education, Music Teacher, Music Teacher Training

Education gains the most effective process quality in shaping the individuals and society by being organised in a content that covers science, technique and art. That is why the most important duty belongs to education. Art education which is in the direction of this aim.

is one of the three main dimensions of the education process. Music education makes up one of the important branches of arts education as an art education which has more sounds and audio qualities (Uçan, 1987).

Music which takes place within the framework of phonetic arts is an aesthetic whole that describes emotions, opinions, designs and impressions by processing them into sounds that have been combined according to a particular beauty apprehension in a particular aim and method. As of this point, it is an inseparable part of the human being's life. Music has specific functions in the human being's life. These functions can be categorised under five headings as individual, communal, cultural, economic and educational. Together with music education which is so important and functional in a human being's life, meeting the individual's and gradually the society's aesthetic needs, satisfying their creation motive, developing their appreciation and making them more sensitive to the reality they are living in are endeavoured. With this way, it is expected that the interaction between the individual and communal and cultural environment especially the musical environment is more organised, more effective and more productive (Uçan, 1987).

Music education is developed under two main frames as general and professional in an organised, planned and methodical way. A music teacher is certainly the most main and most effective element of formal music education.

A music teacher is responsible for the formation of behavioural changes in a student according to the aims of music education. A music teacher is the person who has direct responsibility in an individual's acquisition of musical behaviours. As of this point, he/she has undertaken effective duties at the levels of the societies' musical appreciations and development. Therefore, one must know well the methods and techniques to teach the aimed musical behaviours as well as having the skill of putting into practice. In other words, one must not just be a competent musician but must also be a good instructor, too. Within this framework, he/she must have specific qualities in order to be able to carry out his/her duties in a successful way. This obligation makes music teacher training necessary (Uçan, 1986).

Music teacher training is a professional education that trains music teachers who undertake the duty to get the individual to gain specific musical behaviours and make positive changes purposely in these musical behaviours.

3. The Historical Development of Music Teacher Training

3.1. The Ottoman Period

The valid teacher type prior to the 19th Century in the Ottoman Period was the teacher type asked for at the schools where more religious education was given. Therefore, religious music education carried out indirectly at the Sibyan Schools and Madrasahs naturally was endeavoured to be applied at these schools by the religion men. The music lessons and activities in the education program of Enderun Schools (palace schools) were carried out by the important creator and interpreter musicians of the period.

On the other hand, education at the Janissary band (of musicians), which is a long-established military music education institution of the period, was carried out by competent musicians who undertook a duty at the institution. However, new instruments and teachers had been started to be brought in from Europe after the removal of the Janissary band (of musicians) in 1826 and the establishment of the bands instead of the janissary band of musicians. Consequently, the traditional teaching methods and techniques had changed. In this period, in the military areas new schools more appropriate to the western education system than the traditional one had been opened as a result of adopting the European practices for the purposes of growing stronger and renewing. Together with the Muzika-i Humayun established in 1831, a new and modern music teaching concept had been formed (Uçan, 1986).

The need for well-trained teachers had begun in music lessons which started to take place in the programs of

girls middle school and teacher schools in 1870 and in boys middle schools and teacher schools since the 1910s.

In terms of this point, the first solution that came to mind and which was immediately put into practice was the approach of training music teachers by sending talented young people to Europe for music education. This approach is certainly not a long-established and adequate solution on its own. As a result of the searches in terms of this point, it had been understood that besides the existing teacher schools, it is necessary to open a teacher school which just trains music teachers (Şentürk, 2001).

Thus, the actual long-established solution was made with the Music Teacher School (Musiki Muallim Mektebi) which was established in 1924 in the Republican Era by M.Kemal Atatürk's orders.

3.2. The First Phase in Music Teacher Training in the Republican Era. (1924- 1937)

In Turkey, music teacher training which has been carried on continuously since the beginning of the Republican Era has showed continuous development by going through four phases. In terms of institutional organisation and changes, these phases are formed from these stages: (1924- 1937) after primary school middle school; first five and then six years of Music Teacher School (Musiki Muallim Mektebi), (1937- 1978) after high school three years of higher education; Education Institutions, (1978- 1982) four years of higher education; Higher Teacher Schools Music Departments and (1982- 1998) universities' education faculties, music education departments.

One of the first long-established leaps made even before one year had passed over the announcement of the Republic was the establishment of the Music Teacher School (Musiki Muallim Mektebi), which has the aim of training music teachers for middle schools, high schools and teacher schools, in September 1924 in Ankara. With the establishment of this school, for the first time in its history, the Turkish music education system had gained an educational institution with the aim of just training music teachers.

In the guide of the Music Teacher School, the management of the school was to be carried out by a principal who knows well the historical context of Western Music and relating to this has proved getting his/her competency with a diploma from a higher music school. Ekrem Zeki Üngör was appointed as the first institutor principal. Work had been done at this educational institution to train music teachers as well as artists and this process had been continued till 1934.

Music teacher training which took within itself the Music Teacher School at the first stage between the years 1924 and 1937 was first within the context of MEB Primary School, then Middle School and in 1934 was part of the National Music and Representation Academy (Milli Musiki ve Temsil Akademisi). One of the aims of the National Music and Representation Academy is to train music teachers. This institution consists of the Music Teacher School (Musiki Muallim Mektebi) and the Riyaseti Cumhur Filarmonik Orchestra and Representative Branch (Temsil Şubesi). Therefore, the Music Teacher School has become one of the three institutions of the specified academy. This school is an institution which is connected to the Higher Education Head Office, it first gives five years then six years of education at middle school level and students are selected by means of a music talent exam related to primary school (MV, 1925). This institution has branch information, general information and teaching information in its programs, and in the selection of teaching staff specific qualities and criteria are looked at (MV, 1925). Experts who came from abroad were of benefit in order to structure and develop this institution.

Professor Paul Hindemith who was called to establish a conservatory between the years 1935 – 1937 and who was to deal with the music problems directed to connect to Gazi Middle Teacher School and Education Institution under the supervision of a foreign expert and the department was transferred to the institution that was mentioned in 1937. Professor Eduard Zuckmayer had been given the department's first presidency (Ünal, 1988).

Thus, the Music School Teacher in music teacher training in which (music) interpretation has more weight and in which there are shortcomings in terms of general culture has left its intense music education to three-year higher educational institutions which have a better balance between the aspects of artists and teachers.

3.3. The Second Phase in Music Teacher Training (1937- 1978)

In this phase, three-year educational institutions as higher schools in the country, have trained teachers in various branches such as art, PE and music in middle schools. Educational institutions, that have trained branch teachers since 1978, had their period of training raised to four years and their names have been changed to Higher

Teacher Schools. Basic training has been re-organised as to train branch teachers for II. Degree and Secondary Education Institutions (Ünal,1988).

Also, three-year Hasanoğlan Higher Village Institution has been opened in order to train teachers and inspectors for village institutions and region schools. The aim of this institution which was opened in 1942 was to train teachers for areas such as agriculture, technique and fine arts in village institutions. Music teachers have been graduated from the fine arts department.

On the other hand, the right of teaching music has been given to the graduates of Turkish Music Government Conservatory and to the graduates of the fundamental sciences, composition, voice education and music sciences departments at Government Conservatory provided that they take professional formation lessons.

Besides the Gazi Education Institution (Gazi Terbiye(Eğitim) Enstitüsü) from 1937 to 1978, after the 1960s, the İstanbul-Atatürk, İzmir- Buca and Nazilli Educational Institutions Music Departments have been added. In this phase, by having the music teacher training organised in a more planned way, Teacher Schools have taken place as institutions which are connected to the Head Office, have three years of education, have selected students by the means of a secondary education based, general information and music talent exam, have branch information, general culture and teaching information in their programs and look for specific qualities and criteria in the selection of teaching staff (MEB, 1969).

The two “Music Seminars” which were opened within İstanbul Çapa Primary School in 1951 and within Ankara Primary School in 1963 have undertaken a very important duty in terms of training well-qualified music teachers in Turkey. These schools have brought in teachers who were advanced in music to primary schools, and have also trained students, who started music education at a young age and improved a lot, for the music departments in educational institutions. Students coming from here would have completed a six-year music education once they have completed their part in the music department (Kutluk, 1996).

3.4. The Third Phase in Music Teacher Training (1978- 1982)

In the years 1978-1982, music teacher training in the third phase which includes Ankara-Gazi, İstanbul-Atatürk, İzmir- Buca and Bursa Higher Teacher Schools Music Departments shows a similarity to a large extent to the situation in the second phase in terms of the unit connected to the institution it is carried out from, education level, the method of taking students, program content and the selection of the teaching staff. However, in terms of its lesson types and varieties in its education programs, it is much more dimensional than the previous phases; its education duration has become four years and it has come to a position where it gives a higher education degree equivalent to a bachelor’s degree (MEB, 1981).

Higher Teacher Schools in Turkey have turned into education faculties in 1982 after going through radical changes and have taken place within universities connected to Higher Education Institution; music teachers have started to be trained at these universities.

3.5. The Fourth Phase in Music Teacher Training (1982- 1998 and The Situation until The Present Day)

Between the years 1982 and 1998, music teacher training was given at the music education departments of education faculties at education universities. In this term, the departments applied their education programs by developing them themselves; in the meantime, new music education departments had opened within many universities. Anatolian Fine Arts High Schools which have been opened since 1989 have undertaken an important duty in forming the substructure of music education departments. Thank to this, music teacher training has reached the opportunity to have eight years of continuous education.

After the work of re-structuring education faculties of Higher Education Institution since 1998, music education departments have been organised as “Fine Arts Education Department Music Teaching Main Discipline”. Education program and lesson contents are formed by the Higher Education Institution (YOK) and are applied to all departments.

In the present Turkey, music teacher training has gained a structure and process in which training is carried out at a university where education is predicated on a scientific approach and students are selected according to a middle-school based, general information – general talent and music talent exam. Furthermore, it is a structure and

process in which the education duration consists of four years, in terms of the program's content and organisation, well-qualified music teachers are trained, and academic degrees are sought for in the selection and training process of the teaching staff. Also, this structure and process which gives a bachelor's degree, allows certain graduates to go on to get a higher degree, doctor's degree and proficiency degrees in arts.

At the present day, students who are 18 and have completed high school or an equivalent level can be enrolled at an institution that trains music teachers. Most of these students are from the Fine Arts and Sports High Schools from where they have a musical accumulation from the previous years. These schools which have opened and have gradually increased have performed a very positive and important role in terms of raising the quality in the training of music teachers.

Currently, music teacher training is given at 25 universities throughout the country. Every year, about one thousand graduates who are music teachers get appointed to primary schools, high schools and schools at equivalent levels. The main aim in music teacher training is to train music teachers who have training education, who know educational music and have developed musical audio – reading, writing. Furthermore, the aim is to train music teachers who know how to use his/her voice in the right way, whose aesthetic appreciation level is high, who can play at a high level the teacher and student instruments which are used in music education and who have knowledge at an efficient level about national and universal music types.

4. Conclusion

A music teacher in Turkey is one of the main elements of formal music education. Training music teachers in a planned way with a program has started for the first time in the Republican Era even though the education mentioned had a past till the Ottoman period.

From 1924 when the Music Teacher School was established till this day, within these 87 years, important developments have been made; a rich accumulation has been formed in the area of music teacher training.

Since 1982, Education Faculties Music Education Departments, then Education Faculties Fine Arts Education Department Music Teaching Main Disciplines are continuing music teacher training with the education, teaching, research and application programs at the levels of a two-year degree, bachelor's degree, higher degree, proficiency in arts and doctor's degree. At the same time, they are bringing in new dimensions which are consistent with the circumstances of fact in Turkey and the requirements of modern music education.

In the formation of healthy and conscious societies, the quality of students is in direct proportion to the education level of teachers; teacher training will continue to be an issue which will always protect its importance and up to datedness. Therefore, like today, the necessity of training teachers by considering the innovations in education in the future, and the truth that education is an long-term investment should always be continued to be taken into consideration.

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