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The Analysis Of Foreign Language Education Policies In Efl Contexts¹

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CHAPTER 1

¹ The study was retrieved from the researcher's PhD dissertation titled "Critical Evaluation of Foreign Language Education Policy with Specific Reference to English Language Teaching in Turkey."

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INTRODUCTION

Human beings have encountered various languages different from their own ones for centuries because there are a large number of speakers speaking a wide range of languages. Thus, they have come up with foreign language teaching and learning to deal with issues related to the languages they are unfamiliar with. For example, Latin was the dominant language and functioned as a lingua franca in the middle ages. Therefore, people had to learn this language at that time. However, following the technical and scientific developments, people replaced Latin with such dominant languages as French, German, and English.

Els (1994) sheds light on definitions related to language policies in general. He states that national foreign language teaching policy of a country is different from its national language and national foreign language policies. Accordingly, the country maintains its own language under the umbrella of its national language policy and makes use of its foreign language policy to regulate the position and use of foreign languages in the country, thereby regulating the use of foreign languages in classrooms. However, according to him, foreign language teaching policy deals with teaching and learning foreign languages.

When it comes to the philosophy of foreign language education policy in general, it is understood that there exist a number of factors which lie behind it. First of all, countries have benefited from foreign languages by doing business for centuries. The other factors such as religion, social policies, communication, globalization, technology, and science have shaped foreign language policies. For example, the Catholic Church tried to favour Latin on grounds of religious issues. Russian took place in China as the first foreign language in the 1950s on grounds of political relations. English has replaced Russian in Eastern European schools since the collapse of the Soviet Union as of 1989.

In nearly all countries, foreign language education policy is centrally planned and implemented at the micro level, namely in educational institutions. It goes without saying that planning for foreign language education is shaped by policy-making involving a large number of objectives (Mitchell, 2009). Baldauf (2005) goes as far as to argue that language policy and planning take place at different levels. Accordingly, they are regarded as a macro level which is in the political process at the top and as a micro level that is in the implementing process at the bottom.

English has been regarded as a dominant foreign language studied in nearly all countries. Thus, it is not surprising that it plays a significant role in foreign language education policymaking. The spread of English has accelerated worldwide since World War II, thereby finding place in the curriculum of all schools in the world. Globalization, scientific inventions, technological innovations, economy, diplomacy, and internet have contributed to the spread of English. Thus, English has advantages over the other foreign languages as it takes place in primary, secondary, and higher education curricula around the world. Thus, it has influenced foreign language education policy at the international level in many aspects. Consequently, the language norms have come under question in terms of world Englishes (Bamgbose, 2003; Jenkins, 2009; Kachru, 1986, 1992).

When it comes to the teaching and learning of English, the distinction between English as a second language (ESL) and English as a foreign language (EFL) comes into prominence. This distinction relates to the learners' familiarity with English (Stevens, 1992). Kachru (1992) asserts that the distinction between English as a second language and English as a foreign language is necessary in terms of educational context. ESL is provided in countries where English is the official language. For example, students from non-native English speaking countries go to the U.S. or Canada to take ESL courses. On the other hand, EFL is studied in a non-English-speaking country. For example, students

in Turkey, Japan, Iran or some European countries have EFL courses. The study reports on foreign language education policies that have been pursued from past to present in some EFL countries including Turkey, China, Japan and Iran, which share almost the same education contexts.

1. FOREIGN LANGUAGE EDUCATION POLICY IN TURKEY

The Turks have established a lot of states ranging from Asia to Europe throughout its history. Thus, they have had a wide range of relationships with other countries. It is not surprising that they have been exposed to different languages. To begin with, these languages were mainly Arabic and Persian as they had close relationships with the eastern countries. After they accepted Islam during the reign of the Karahanlılar (932-1212), especially Arabic dominated the Turkish language. After the Turks became Muslim and began to move to the west, they made contacts with Persian people. As a result, Arabic and Persian started to influence Turkish intellectuals. Moreover, the Turks adopted Arabic script. As a result, Arabic became educational language (Akyüz, 2011).

As the Ottoman Empire included lots of regions on its mainland, it made use of several foreign languages to pursue close relationships with other states. It made extensive use of Arabic and Persian to make contacts with Asian states. On the other hand, it benefited from Greek, Italian, the Bosnian language, Latin and the Hungarian language to communicate with the western countries. Particularly, Latin was used as a communication language to make contacts with Europe and the Byzantine. However, the contacts made with these foreign countries were implemented by the minority groups who lived under the umbrella of the Ottoman Empire. Thus, the Ottoman Empire depended on translation carried out by those who sustained their lives as minority groups.

There were innovation movements with respect to education from 1776 to 1839. These innovations were implemented during the reigns of Abdülhamit I (1774-1789), Selim III (1789-1807) and Mahmut II (1808-1839). The innovations were initiated with the opening of military schools. Teachers of foreign origin were employed in these schools as well. Such western languages as French and English were introduced in their programmes. Relationships with western countries were strengthened and students were sent to these countries. A medical school called Tıphane-i Amire and Cerrahhane-i Mamure during the reign of II. Mahmut in 1827 was opened for the purpose of educating surgeons among the Muslim people. The education was implemented in French.

The rulers of the Ottoman Empire began to give priority to the need for modernizing the equipment and training of their armies to keep up with the western countries in the eighteenth century (Lewis, 1961). They wanted their armed forces to be trained up to the level of contemporary western armies as regards technical equipment, skill, and training. These innovations were introduced with the help of French instructors. Thus, the French language became prominent as a western foreign language in the Ottoman Empire at that time.

Despite making attempts to prompt western languages, the number of Muslim Turks who mastered European languages was still small. As a result, those who instructed people in the use of technical innovations in the army were Europeans. Their instructions were implemented by translation (Lewis, 1961).

Following the declaration of Tanzimat (1839-1876), modernization and westernization movements in education came into existence. Westernization movement continued in military schools. Education of Western languages influenced the school programmes in these schools.

New educational institutions were required to keep up with developments in the

western countries. Moreover, the Ottoman Empire needed intellectuals who acquired western education. Recommendations came from western world to realize the reformations the Empire was committed to. As a result, a school called Mekteb-i Sultani whose education would be in French was opened in 1868. France had played a significant role in setting up the school. Its education was implemented mostly by French teachers.

A language school called Lisan Mektebi was opened in 1883 in the period of Ottoman Empire. It aimed to enable civil servants who worked for foreign affairs to learn a foreign language. The foreign languages were French, English, German, Russian, Arabic and Persian.

As the Turkish course books did not exist to maintain the military schools at that time, the education was carried out through the course books translated from foreign languages. The education was implemented by the minority groups who knew French (Demircan, 1988).

As pointed out previously, education in the military and medical schools was implemented in French. However, this sort of education was regarded as unsuccessful as the teachers could not cope with Turkish. The school, entitled 'Mekteb-i Osmani', was opened to assist Turkish students in attending the French Military College in the following time. In this school the students were taught French. The teaching techniques depended on reading and writing. Although the teachers were French, the education was viewed as unsuccessful and abolished in 1874.

French language teaching was given importance in other Ottoman schools as well. This foreign language teaching was taught by the minority groups as foreign language teacher education was not needed. Thus, the person who knew a foreign language was entitled to teach the language. The teaching method depended on grammar translation as it was popular at that time.

The missionaries who came mostly from western countries played significant roles in teaching foreign languages. Children of non-Muslim families were educated in their schools. The foreign languages taught in these schools were Latin, Greek, French, Arabic, Persian, Armenian and Hebrew. However, the foreign language teaching was under the control of the minority groups.

The Ottoman Empire began to do business with the USA in the 1800s. The relationships with America gained importance after that time. Following the first American Protestant school in Beirut in 1824, the number of these schools increased in the Ottoman Empire. The American missionaries had rich economic resources and organizations. They regarded the Ottoman Empire as significant to enter Asia (Akyüz, 2011). Furthermore, Catholic schools were opened by the missionaries. France aimed to pursue religious, cultural and economic interests in the Ottoman Empire thanks to these schools.

As pointed out above, it was not until 1900s that English language teaching became important in the Ottoman Empire. It became compulsory in few schools such as the naval academy. Being opposed to the fact that the Protestant schools did not teach any foreign languages, Cyrus Hamlin set up İstanbul Robert College in 1863. H. R. Robert donated some money to this school. To begin with, education was implemented in the minorities' languages and English. It was implemented only in English in the following years. The school was handed over to Ministry of Education and called Boğaziçi University in 1971-1972 education year (Demircan, 1988).

The Ottoman Empire that entered the first World War along with Germany closed the schools opened by such opposing countries as France, England, Russia and Italy. The German language was introduced in secondary education.

At the beginning of the republic era, the governments gave priority to teaching of

Turkish rather than teaching any foreign language. Knowledge of a foreign language was regarded as a tool to keep up with new technological developments. It was supposed to be implemented by means of translation.

The law on unification of education came into force in 1924 and all educational institutions gathered under the umbrella of the Ministry of Education, thereby causing the medreses to be abolished. The teaching of Arabic and Persian came to end in secondary schools in 1929-1930 education year. Following the abolishment of these languages, western languages were supposed to take place in the curriculum of schools as compulsory or elective. These languages were Latin, Italian, German, French and English as shown in the following table:

	1924	1927	1935	1941	1950	1960
German	+	+	+	+	+	+
French	+	+	+	+	+	+
English	+	+	+	+	+	+
Italian	+	+	+	+	+	+
Latin	-	-	-	+	+	-
Arabic	+	+	-	-	+	+
Persian	+	-	-	-	+	+

Table 1.1 The foreign languages taught in Turkey (Demircan 1988)

At the beginning of the republic period, foreign education specialists were called on to contribute to Turkish education system. There were implications for foreign language teaching in their reports. For example, John Dewey from America suggested that different schools teaching different foreign languages should be opened. According to Dr. Kühne, German language teaching should be taught in technical schools.

Professor Albert Malche, who was Swiss, was entitled to find out the necessities and present his suggestions as regards high education of Turkey in 1932. Following the submitted reports, İstanbul University was opened in 1933. Most of its first lecturers were the scientists who escaped from Hitler's despotism. They were invited to Turkey to contribute to high education of Turkey. To begin with, they delivered their lectures in German, but at the same time they were translated into Turkish by research assistants.

Following the developments in the international relations after World War II, mass communication gained significance for information exchange. English language teaching was given priority in education. The colleges which were supposed to teach in a foreign language came into existence as of 1955. Later, these colleges were called Anatolian High Schools as of 1975.

The Russian language gained significance after the fragmentation of U.S.S.R. at the beginning of 1990. Following this event, relations between Russia and Turkey improved. Trade between these countries was accelerated. Thus, the Russian language gained importance. As a result, Turkish businessmen had to learn Russian to do business with Russian counterparts. On the other hand, tourism has had an impact on spread of the Russian language. Consequently, Russian language teaching has taken place in some schools' curriculum. Furthermore, it has been taught by courses. For example, Turkish Education Research Centre teaches Russian. Furthermore, some universities have made room for Russian language teaching. For example, Beykent University has a department of Russian translation and interpreting. Gazi University has a department of Russian Language and Literature.

As a result of relations with Japan and China, Japanese and Chinese have been regarded as necessary due to the economic issues. These two languages have been involved in foreign language programmes of some schools. For example, Çanakkale Onsekiz Mart University has a department of Japanese language teaching.

On the other hand, foreign language education policy in Turkey has recently been influenced by the policies pursued by the Council of Europe. Turkish ministry of education tries to keep up with the policies on foreign language education in European countries. Consequently, foreign language curriculum in Turkey has been formed in accordance with the policies followed by the Council of Europe. Thus, foreign language education policy in Turkey suggests that Turkish EFL students should make use of the European Language Portfolio. In doing so, they should acquire learner autonomy and self-assessment. They should learn about the other countries' cultures. Moreover, foreign language education should be based on student-centred learning. The current foreign language education policy requires parents' support for its implementation.

2. FOREIGN LANGUAGE EDUCATION POLICY IN CHINA

English language teaching has been dominating foreign language education policy in China due to globalization. The spread of English has accelerated since 1978 when China adopted the Open Door Policy (Hu, 2007). In other words, English has been the prominent foreign language and gained importance among Chinese people. It is regarded as a foreign language rather than an official language. However, it has been viewed as a tool to assist Chinese people in coping with modernization and globalization. Furthermore, Chinese people get economic benefits by the help of the English language.

Hu (2007) identifies three reasons for the spread of English in China: the globalization of China, government promotion of English and English being important to individuals. China's globalization process has gained momentum since it joined World Trade Organization in 2001. Thus, English has become more prominent in China since then. Furthermore, the use of internet has accelerated this process.

Today, this country is regarded as a developed country in terms of exportation of goods. It exports a wide range of products to the other countries. English language is mostly used for the trade exchange. Furthermore, the country has newspapers, televisions, magazines and websites published or broadcast in English to introduce its developments to the world. As for the Chinese government's promotion of English, the central government has been trying to accelerate China's integration into the global world. When the country won the bid to host the 2008 Summer Olympic Games and entered the World Trade Organization, English became significant for the integration process as it has been used as a global language. Accordingly, demands for English have gone up. The government has been supporting English nationwide by means of various attempts.

Hu (2007) suggests that the position of English in the educational context has shown differences since the foundation of the People's Republic of China in 1949. As the new Chinese government was not recognized by the West at that time, it developed close connections with the former Soviet Union, thereby promoting the Russian language in the country. In other words, Russian had advantages over the other foreign languages. English was restricted to few institutions. Many English teachers had to change their education profession in favour of Russian.

China began to establish economic relationships with the western countries in the early 1960s. Thus, the relationship with English-speaking countries improved. English language teaching was given priority. Furthermore, it was officially declared as the first foreign language in China in 1964. However, the position of English lost ground during the Cultural Revolution (1966-1976). In the early years of the Cultural Revolution, English

was prohibited in the educational context as it was thought to imply bourgeois ideas. Learning anything in connection with western countries was viewed as inconvenient. Furthermore, teachers of English language and the other foreign language teachers were exposed to ill-treatment. Nevertheless, English was brought into effect again in the educational curriculum in the early 1970s as the country began to establish new ties with the western countries. When the Open Door Policy was announced in 1978, the purpose was supposed to mainly get benefits from foreign science and technology to lead to China's modernization. In 1979, the government announced that foreign language education was to support English as well as such languages as German, French and Japanese. However, English was given priority to enhance China's modernization. As China has been internationalized since the early 1990s, the governments have been taking drastic innovations in connection with foreign language education policies.

3. FOREIGN LANGUAGE EDUCATION POLICY IN JAPAN

It is not surprising that the spread of English all over the world has influenced Japanese education system as well. Thus, English is taught extensively as a foreign language in Japan. Furthermore, it is used in a wide range of areas, i.e. trade, academic study and overseas travel (Mckenzie, 2008). As a result, English language teaching has a profound impact on Japanese education system and society.

Sasaki (2008) suggests that the history of English language teaching in Japan includes four periods. The first period lasted from 1860 to 1945. English was first introduced and brought into the educational context mainly for the elite at that time. The second period continued from 1945 to 1970, when English was involved in the compulsory education system for the first time. The third period lasted from 1970 to 1990, when English was viewed as a tool used for communicating with the foreigners who spoke the language. The last period includes the present period in which a number of new policies have been adopted.

The Japanese people have encountered a number of foreign languages in its history. The Chinese language especially takes place among these languages. It has influenced Japanese writing system for a long time (Mckenze, 2008). The Japanese people made their first contact with the European countries when the Spanish and the Portuguese came to their country in the sixteenth century. However, this contact did not last for a long time. Following the relationships with these countries, they met the Dutch people by means of economic relations. The Dutch language was studied by a few scholars. In doing so, they led to the study of the other foreign languages.

English was introduced into Japanese society by means of the Japan - US Treaty of Amity and Commerce in 1858 (Butler & Iino, 2005). Consequently, America and Japan initiated diplomatic relations, thereby leading to English language teaching. Furthermore, Japan gravitated towards the west during the Meiji era which lasted from 1868 to 1912. At that time, Japan launched its modernization trend and its modern education system. It was native English speakers' duty to teach English. Most of these native speakers were Christian missionaries. English language teaching implemented by native speakers depended on oral English (ibid). A foreign language education system was set up in the 1890s and English, therefore, became the sole foreign language.

On the other hand, the English language fell into disfavour after Japan had managed to survive few wars. The country slowed down the westernization movement, thereby causing nationalism to come up. The use of English as a medium of higher education was replaced with Japanese. Foreign texts and teachers were steadily abandoned in favour of Japanese texts and teachers in the early 1900s (Kitao & Kitao 1995, as cited in Butler & Iino, 2005). Moreover, English was only used for academic purposes and learnt with

the aim of reading texts instead of communication. In other words, learners of English in Japan focused on grammar, vocabulary, and translation instead of communication.

The study of English lost priority during World War II as the language belonged to the enemy (ibid). Later on, this situation was changed in favour of English due to the American military government. The education system of Japan was adjusted at that time.

4. FOREIGN LANGUAGE EDUCATION POLICY IN IRAN

The history of English language teaching in Iran dates back to 1836 when the first elementary school was set up by the American missionaries (Borjian, 2009). After 1925, western languages were introduced to Iran by European religious institutions including America, Britain, France and Germany. Christian missionaries were allowed to set up schools in the country. During that time, the American and British missionary schools supported the English language. These schools were turned over to the Iranian ministry of education in the 1930s.

At the beginning of the twentieth century, the French language gained prominence as it was the lingua franca at that time. The English language became prominent in the 1950s when the Iran-America society was established due to the close relationship with America so it began to replace the French language in the Iranian education curriculum. Furthermore, Fulbright activities started in 1950, thereby focusing on English language teaching in Iranian secondary education. The Peace Corps took part in English language teaching in 1962 (Strain, 1971). However, there were problems with English language teaching due to lack of appropriate English textbooks and qualified English teachers, overcrowded classes, being unfamiliar with modern techniques of foreign language teaching and demotivation of students (Borjian, 2009; Strain, 1971).

Foreign language education policy has encountered inconsistency because of the post-revolution political atmosphere in Iran. The government has attempted to ban English. However, many industrial, economic, military, and industrial activities are implemented in English in the world so the attitude towards English has changed. At present, English is regarded as a tool which enables all Iranian students to communicate with the international community for the purpose of defending the national and international rights of the country (Farhady & Hedayati, 2009).

Although foreign languages taught in Iran are English, Arabic, German and French, English language teaching and learning has gained importance due to developments in technology and science in the world. Furthermore, Iran has had close relations with other nations recently so the English language has been given priority as an international language. For example, it has cooperation with OPEC (Organization of the Petroleum Exporting Countries), the UN, and Islamic Conference Organization.

CONCLUSION

Human beings have made extensive use of languages to communicate with one another for ages. In doing so, they have interacted socially with the other people speaking various languages. They have used them to meet their daily needs and do business. Consequently, they have had to learn and teach them for the purpose of communication.

Foreign language education has recently accelerated due to globalization as it serves as a significant instrument for communication, education, and knowledge. Thus, people seek to learn foreign languages in order to gain a better life. Parents require their children to learn at least one foreign language so that they can find a good job. Businessmen wish to learn foreign languages to do business abroad. Educational institutions wish to enable their students to acquire knowledge of foreign languages so that they can catch up with

the developed countries' technology. In addition to the above-mentioned instrumental motivation that lies behind learning a foreign language, there are other reasons for doing it. In other words, foreign languages enable individuals to be acquainted with a wide range of cultures. That is to say, they learn about various cultures. Furthermore, they get to know different customs, traditions, and languages. By comparison, this situation enables them to discover their own culture and language.

As for the choice of foreign languages, the English language has advantages over the other languages as it is used worldwide. As a result, it has become a prominent language in the international media and the internet has accelerated this process. Therefore, the current foreign language education policies of Turkey and the above-mentioned countries depend mainly on English language teaching.

English, which has the status of a foreign language (EFL) in Turkey, is being taught in the vast majority of schools as a compulsory foreign language for the time being. Thus, Turkey belongs to the expanding circle that consists of the countries where English is taught restrictively in EFL contexts (Kachru, 1992).

On the other hand, foreign language education policy in Turkey has recently been influenced by the policies pursued by the Council of Europe. Turkish ministry of education tries to keep up with the policies on foreign language education in European countries. Consequently, foreign language curriculum in Turkey has been formed in accordance with the policies followed by the Council of Europe.

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The Role Of Parents' Childrearing Styles On The Psychology Of Children And The Quality Of Their Lives

Sinem EYİCE BAŞEV¹

CHAPTER 2

¹ Dr.,

INTRODUCTION

According to Yavuzer (1990), defining the ideal parent is hard. However, it can be said that successful parents tend to accept their child as an individual as is, trust, support, and encourage them, express their love, help the child to gain confidence and define their own limits by gaining self-discipline; while approaching the child with balanced, consistent, and determined behaviours. For parents to be able to teach those behaviours to their children, they need to be stable, peaceful, and at peace with themselves. Parents, though not the “only one”, are indeed seen as the most essential factor of socializing process. Children’s first interactions in life, where they gain their social abilities, personal characteristics, and social adaptation and values, are with their parents.

At present, the relationship between parents and children is not seen as a unilateral communication from parents to children, but a bilateral one. However, since parents are responsible from children’s nurture and education in the first years of life, they have a bigger effect (Maccoby, 2002).

Theories and approaches about development, which emphasise the parents’ role, take those periods into account when identifying the early physical and social circles of the child (Maccoby, 2002). Therefore it is necessary to evaluate the parents’ childrearing behaviours, especially in the first years. Therefore, the main objective of this study is determined as to obtain the role of parents’ childrearing styles on the psychology of children and the quality of their lives.

Some researchers have introduced various parenting characteristics in the name of defining their nature (Holden, 1997). For instance, parents’ childrearing styles can be analysed under three categories: egalitarian and democratic, over-protective and interfering, and overly authoritarian and domineering (Kulaksızoglu, 1998).

(i) Egalitarian and Democratic Style: The child is considered as an individual and allowed to develop their character independently. Parents acknowledge their child’s personal characteristics and help them to develop themselves. Since the family does not have an oppressive structure; elastic behaviours are observed, instead of strict rules. In this system a positive approach which awards success, instead of penalizing failures, prevails. Parents love their children unconditionally.

(ii) Over-protective and Interfering Style: This style is defined as an overprotective approach, where all decisions are made by the parents and the child never gets to be included in the decision process. Parents make all the sacrifices that they can for the child but prevent them from becoming an individual, by not allowing them to decide and be independent. Children who grow up in such families suffer from lack of confidence, avoid taking responsibilities, and their decision-making ability remain underdeveloped.

(iii) Overly Authoritarian and Domineering Style: In this style, the child is totally under the domination of their parents, and has to obey them unquestioningly. Here, the communication is unilateral and physical punishments, which scare the child, may apply. Also the child’s emotions or ideas are not only ignored but also suppressed, and the dominant feelings are fear and anger. These children tend to be coward, timid, and submissive to authority, but the second that the authority is gone, they become recusant and aggressive. In fact, there are some characteristics of those approaches and two of them shine out more: emotional relations and supervision. Supervision has a very wide range from being restricting to tolerant. Emotional relations on the other hand, put the child in the centre and vary from acquiescent to repudiate (Yavuzer, 1990). Furthermore, it is known that parents approach their children with supportive and supervisory behaviours (Yavuzer, 1995). Supportive approaches include affirmative behaviours related to the child’s personality such as showing love and attention, and engaging in activities; while

supervisory approaches might include crossing with or insulting the child, not showing love, and even engaging in physical violence. It is because, with this approach, parents try to change the child's behaviours. According to Baumrind (1996), there are three different styles: Authoritarian, Authoritative, and Permissive.

(i) *Authoritarian Style*: In authoritarian style, the child's actions are always controlled, demands are ignored, the child becomes dependent to the authority, strict rules apply, and the child is expected to be mature, suppressive, and obedient. This style is parent-centred. No matter the circumstances, parents decide everything and do not recognize the child. In this punishment-based approach, the child is usually physically abused.

(ii) *Authoritative Style*: Parents explain the rules, which the child is supposed to follow, clearly and warn them explicitly about the consequences, if they fail to do so. If a need occurs, the rules are open to discussion. Parents keep the child under control all times but also support their personal development. The child lives in a loving environment with bilateral attention and responsiveness. Parents feel responsible about their child as they should, and expect mature behaviours from them.

(iii) *Permissive Style*: The feelings of love and attention between parents and the child are weak. There is no one to control the child's actions. Children decide everything by themselves and there is almost nothing that is expected from them. The child's actions are not supervised or controlled. Hence there is no punishment system. An unstable and inconsistent discipline is observed in this system.

When Baumrind's studies are examined, it is seen that the children raised by authoritarian parents are more likely to be insecure, unhappy, timid, not able to express themselves and aggressive (Yilmaz, 1999). Lai and Salili's (1999) study shows that authoritarian parents' children, whose demands are either rejected, banned or restricted, tend to keep this attitude in the further years of their lives. Permissive parents' children, tend to be immature and dependent. They are not confident and entrepreneurial, since they are not able to decide by themselves. These children lose their motivation on the first obstacle they run into and have a lower morale of resistance (Gonzalez, Greenwood, & WenHsu, 2001). Lastly, authoritative parents' children have several positive characteristics such as participating in family decisions, having the right to speak, being independent and open to discussion and cooperation with parents about anything, and having no trouble expressing themselves. Since these positive characteristics help them having flawless cognitive, physical, and social development processes, these children have high self-esteem and confidence. Thereby, those successful, curious, open to discoveries, and highly motivated children (Gonzalez et al., 2001); are ahead of their peers in means of realizing themselves, thanks to their high adaptation levels (Cardinal & D'Allura, 2001).

According to Yavuzer (1990), there are winners and losers in the battles of authority between the parents and the child. Either the winners are the adults, the authoritarian parents; or the losers are the adults and the winner is the child. In both cases there is only one side that is winning and the loser gets angry. However, when a problem occurs in a bilateral relationship, the solution must also be provided bilaterally. Only on this condition both parties can win.

Maccoby and Martin (1983), analysing Baumrind's Parenting Styles two dimensionally, have constructed four parenting styles by intersecting those dimensions. There are also "responsiveness" and "demand" aspects in this "Two-Dimensional Framework". The four styles included in the model, depend on the levels of these dimensions. Also the permissive style in this model is also analysed in two categories. permissive/spoiling and permissive/neglecting. Maccoby and Martin's (1983) four styles are as follows (Holden, 1997):

(i) *Authoritarian Parenting Style*: In this style, all actions of the child is strictly restricted and supervised, and the control mechanism is advanced. Since there is no compromise on the topics of respect and obedience, this style is defined as a loveless environment where the child's needs are not satisfied, and the attention and responsiveness towards the child is minimum.

(ii) *Authoritative Parenting Style*: The levels of love, attention and acceptance are high in this style, while there is a mild supervision. Also the parents behave highly responsive, demanding, controlling and acquiescent towards the child and.

(iii) *Permissive/Indulgent Parenting Style*: In permissive style, parents' love and attention towards the child are so high. They overly accept everything. However they lack supervision and control. The family inflict no punishment on the child whatsoever.

(iv) *Permissive/Neglecting Parenting Style*: Parents show no kinds of love, attention, intimacy etc. towards the child. Not only they ignore the child's needs, but also the levels of responsiveness, acceptance, and control are low. The child's actions are not supervised at all and this clearly means that the child is neglected.

The environment that the parents live in and individual differences cause changes in parenting styles. But these diversities do not differ that much in ethical aspect. According to Steinberg et al. (1994), personality differences and the similarities between individuals' behaviours are caused by parenting styles. Studies made in Turkey and in Western countries, clearly show that the children of authoritarian parents have a higher level of social development, confidence, self-esteem, academic success, self-sufficiency etc. (Gungor & Sumer, 1999).

METHODOLOGY

This study followed a positivist approach. Questionnaire was conducted in Istanbul among the children aged between 12-17. Due to the existence of age limit, purposive sampling was used in this study. In addition, because of none existence of the actual number of children who are aged between 12-17 and live in Istanbul, a number of 300 was determined as a sufficient amount of children to study in order to reach a conclusion. Therefore, 300 questionnaires were distributed randomly. 15 questionnaires were taken out from the study due to they were not filled adequately. In forming the questionnaires three measurement scales were used which are namely, Parental style questionnaire (Kuzgun, 1972 - has three different parental styles: Democratic, Authoritarian and Careless), The Symptom Checklist-90 (SCL90-R - has ten sub-categories Somatization, Obsessive-Compulsive Symptoms, Interpersonal Sensitivity, Depression, Anxiety, Hostility, Phobic-Anxiety, Paranoid Ideation, Psychoticism, Additional items) and The Pediatric Quality of Life Inventory (PedsQL - has four sub-categories: Somatic/physical, Emotional distress, Social/interpersonal, Cognitive/academic). Participants' demographic information were also asked through providing several questions in relation to their demography. Quantitative data collected through the questionnaires were analysed by using SPSS software. In the analysis, correlation and regression analyses were used to find out the role of parents' childrearing styles on the psychology of children and the quality of their lives.

RESULTS

Demographic Characteristics of the Respondents

Characteristics	Percent	Characteristics	Percent		
Gender	Male	52%	Education status of father	No education	2%
	Female	48%		Primary school	40%
Age	13-14	25%	Working status of mother	High school	35%
	15-16	20%		University	23%
	17-18	55%		Not working	65%
Education status	Primary school	30%	Working status of father	Retired	10%
	High school	70%		Working	25%
Marital status of parents	Divorced	6%	Income status of family	Not working	3%
	Married	94%		Retired	15%
Number of brothers and sisters	0	9%	Education status of mother	Working	82%
	1	19%		No answer	15%
	2	25%		Low income	18%
	3	30%		Middle income	47%
	4	13%		High income	20%
	5+	4%			
	No education	11%			
	Primary school	50%			
	High school	31%			
	University	8%			

Table 1. Demographic Characteristics

NeuroByte**Correlation Analysis**

		Democratic Parental Attitude	Authoritarian Parental Attitude	Careless Parental Attitude
Somatic/physical	Pearson Correlation	-.022	.040	.153
	Sig. (2-tailed)	.819	.681	.117
Emotional distress	Pearson Correlation	.024	.132	.165
	Sig. (2-tailed)	.807	.178	.091
Social/ interpersonal	Pearson Correlation	.093	.190	.147
	Sig. (2-tailed)	.343	.050	.133
Cognitive/academic	Pearson Correlation	-.047	.172	.167
	Sig. (2-tailed)	.629	.079	.086

Table 2. Parental Attitudes / The Pediatric Quality of Life Inventory (PedsQL) Correlation Matrix

According to results, there is a positive but weak correlation between Authoritarian Parental Attitude and Social/ interpersonal aspect of quality of life inventory.

Table 3. Parental Attitudes / The Symptom Checklist-90 (SCL90-R) Correlation Matrix

		Democratic Parental Attitude	Authoritarian Parental Attitude	Careless Parental Attitude
Somatization	Pearson Correlation	-.171	-.022	-.033
	Sig. (2-tailed)	.080	.820	.737
Obsessive-Compulsive Symptoms	Pearson Correlation	-.030	-.102	-.099
	Sig. (2-tailed)	.758	.297	.313
Interpersonal Sensitivity	Pearson Correlation	.032	.007	.039
	Sig. (2-tailed)	.748	.943	.694
Depression	Pearson Correlation	-.021	.061	.036
	Sig. (2-tailed)	.832	.533	.713
Anxiety	Pearson Correlation	.018	-.008	.024
	Sig. (2-tailed)	.853	.932	.804
Hostility	Pearson Correlation	-.092	-.076	-.073
	Sig. (2-tailed)	.350	.441	.456
Phobic-Anxiety	Pearson Correlation	-.016	.088	.094
	Sig. (2-tailed)	.869	.370	.337
Paranoid Ideation	Pearson Correlation	.008	.153	.153
	Sig. (2-tailed)	.931	.117	.118
Psychoticism	Pearson Correlation	-.085	.108	.105
	Sig. (2-tailed)	.385	.273	.284
Additional items	Pearson Correlation	.079	-.015	-.038
	Sig. (2-tailed)	.420	.879	.697
Average of symptoms	Pearson Correlation	-.017	.013	.017
	Sig. (2-tailed)	.862	.892	.860

Table 2. Parental Attitudes / The Pediatric Quality of Life Inventory (PedsQL) Correlation Matrix

According to results, no correlation was found between the variables.

		Age	Gender	Education Status	Marital status of parents	Number of brothers and sisters	Education status of mother	Education status of father	Working status of mother	Working status of father	Income status of family
Somatic/physical	Pearson Correlation	-.021	.061	.060	-.133	-.128	-.080	-.086	.011	-.260**	-.243*
	Sig. (2-tailed)	.830	.534	.543	.175	.191	.416	.382	.913	.007	.012
Emotional distress	Pearson Correlation	.117	-.073	.098	-.065	.054	.048	-.027	.018	-.003	-.129
	Sig. (2-tailed)	.232	.458	.317	.508	.584	.624	.780	.856	.972	.188
Social/interpersonal	Pearson Correlation	.114	-.120	.147	-.053	-.012	-.114	-.022	.021	.010	-.181
	Sig. (2-tailed)	.246	.221	.132	.591	.905	.244	.822	.829	.920	.064
Cognitive/academic	Pearson Correlation	.008	-.046	.000	-.072	.122	-.154	-.056	-.094	-.039	-.159
	Sig. (2-tailed)	.939	.642	.998	.462	.212	.116	.567	.338	.693	.103

Table 4. Demographic Characteristics / The Pediatric Quality of Life Inventory (PedsQL) Correlation Matrix

According to results, working status of father and income status of family are negatively correlated with somatic/physical aspect of the quality of life.

		Age	Gender	Education Status	Marital status of parents	Number of brothers and sisters	Education status of mother	Education status of father	Working status of mother	Working status of father	Income status of family
Democratic Parental Attitude	Pearson Correlation	.061	.110	.091	.131	.033	-.130	-.034	-.136	.170	-.095
	Sig. (2-tailed)	.534	.262	.353	.179	.738	.186	.732	.163	.081	.332
Authoritarian Parental Attitude	Pearson Correlation	-.092	.122	-.091	.002	.132	-.280**	-.279**	.082	.211*	.020
	Sig. (2-tailed)	.348	.214	.351	.986	.176	.004	.004	.402	.030	.842
Careless Parental Attitude	Pearson Correlation	-.080	.166	-.056	.010	.103	-.223*	-.247*	.107	.146	-.009
	Sig. (2-tailed)	.413	.089	.572	.916	.292	.021	.011	.273	.135	.928

Table 5. Demographic Characteristics / Parental Attitudes Scale Correlation Matrix

According to results, education status of mother and father are negatively correlated with both careless and authoritarian attitudes. In other words, when education level of parents is decreasing, their careless and authoritarian attitudes are increasing. Working status of father is also positively correlated with authoritarian attitude.

		Age	Gen-der	Edu-cation Status	Marital status of parents	Num-ber of broth-ers and sisters	Edu-cation status of mother	Edu-cation status of father	Work-ing status of moth-er	Work-ing status of father	Income status of family
Somatization	Pearson Correlation	.015	-.004	.033	-.228*	-.070	-.032	-.015	-.045	-.162	-.048
	Sig. (2-tailed)	.882	.969	.736	.019	.475	.742	.876	.649	.097	.628
Obsessive-Compulsive Symptoms	Pearson Correlation	.213*	-.081	.164	-.182	.052	.034	.121	-.004	-.008	-.191*
	Sig. (2-tailed)	.029	.409	.092	.062	.594	.732	.216	.967	.933	.050
Interpersonal Sensitivity	Pearson Correlation	.120	-.090	.098	-.221*	.033	-.031	.042	.025	.090	-.232*
	Sig. (2-tailed)	.219	.360	.319	.023	.740	.756	.670	.801	.360	.017
Depression	Pearson Correlation	.224*	-.124	.109	-.195*	.091	.067	.178	.010	.055	-.119
	Sig. (2-tailed)	.021	.206	.268	.045	.355	.492	.068	.920	.576	.223
Anxiety	Pearson Correlation	.082	-.139	.081	-.248*	.052	.046	.099	.018	-.020	-.094
	Sig. (2-tailed)	.401	.156	.407	.010	.594	.642	.312	.854	.838	.338
Hostility	Pearson Correlation	.261**	-.091	.180	-.219*	-.013	.057	.154	-.008	.018	-.098
	Sig. (2-tailed)	.007	.353	.065	.024	.891	.558	.116	.934	.853	.318
Phobic-Anxiety	Pearson Correlation	-.031	-.087	.025	-.227*	.011	-.261**	-.213*	-.007	-.019	-.116
	Sig. (2-tailed)	.753	.377	.803	.019	.908	.007	.028	.942	.848	.236
Paranoid Ideation	Pearson Correlation	.064	-.076	.063	-.201*	-.098	-.040	.039	-.036	.005	-.061
	Sig. (2-tailed)	.516	.441	.522	.038	.317	.687	.692	.712	.960	.538
Psychoticism	Pearson Correlation	-.069	-.013	-.043	.118	-.093	-.206*	-.136	-.146	-.063	.072
	Sig. (2-tailed)	.484	.892	.658	.227	.343	.034	.164	.134	.519	.463
Additional items	Pearson Correlation	.260**	.034	.157	-.151	.055	.008	.074	-.032	.066	-.225*
	Sig. (2-tailed)	.007	.730	.109	.123	.574	.932	.449	.742	.499	.020
Average of symptoms	Pearson Correlation	.196*	-.101	.144	-.263**	.023	-.026	.077	-.017	.022	-.197*
	Sig. (2-tailed)	.044	.301	.141	.006	.815	.791	.431	.864	.821	.043

Table 6. Demographic Characteristics / The Symptom Checklist-90 (SCL90-R) Correlation Matrix

According to results, income status of family, marital status of parents and education status of mother significantly correlated with several symptoms. They are negatively correlated so that when the income level of family decreases, when divorce in place and when mother is not educated well, symptoms are increasing. Regression analysis was also conduct to see the affect of parental attitude on the psychology of children and the quality of their lives. The results can be seen in below table.

Regression Analysis

	R ²	B	Beta	Sig.
Somatic/physical ↻ Authoritarian Parental Attitude	.133	-1.030	-.995	.001
Somatic/physical ↻ Careless Parental Attitude	.133	1.056	1.119	.000
Democratic Parental Attitude ↻ Working status of father	.115	.186	.219	.036
Authoritarian Parental Attitude ↻ Working status of father	.174	.195	.211	.037
Social/interpersonal ↻ Income status of family	.106	-.126	-.210	.047
Somatization ↻ Marital status of family	.090	-.145	-.256	.019
Obsessive-Compulsive Symptoms ↻ Marital status of family	.156	-.262	-.230	.028
Obsessive-Compulsive Symptoms ↻ Income status of family	.156	-.092	-.259	.012
Interpersonal Sensitivity ↻ Marital status of family	.178	-.469	-.273	.009
Interpersonal Sensitivity ↻ Income status of family	.178	-.174	-.323	.002
Depression ↻ Marital status of family	.188	-.271	-.254	.014
Depression ↻ Income status of family	.188	-.071	-.213	.034
Anxiety ↻ Marital status of family	.134	-.203	-.315	.003
Hostility ↻ Marital status of family	.157	-.207	-.249	.018
Phobic-Anxiety ↻ Marital status of family	.159	-.184	-.256	.015
Paranoid Ideation ↻ Marital status of family	.077	-.184	-.218	.047
Additional items ↻ Age	.189	.148	.397	.024
Additional items ↻ Income status of family	.189	-.101	-.288	.005
Average of symptoms ↻ Marital status of family	.197	-.208	-.320	.002
Average of symptoms ↻ Income status of family	.197	-.054	-.266	.008

Table 7. Regression Analysis Results

DISCUSSION AND CONCLUSION

Results have shown that there is a weak but significant relation between authoritative parents' attitudes and problems related to other people. According to direction and value of the relation, the more the attitudes of parents increase, the more the problems of child related to others increase. As stated in the literature, authoritative parents wish to raise their children in direction of their wishes and ideals. Therefore, they take a repressive attitude against the child. As a result of this attitude, the family avoids of exhibiting love against their children, the love is replaced by discipline. They generally do not abstain from punishing the child in order to enable the necessary discipline. These children, who are raised by their families strictly, under pressure and without any tolerance, can never enjoy their childhoods. These kinds of parents see their children as adults. In any case and time, they give up their repressive and authoritative attitudes. This situation may sometimes go so far as to humiliate, scorn the child. It is because; they are always trying to find faults of their children. Therefore, punishments by them gradually increase and even these punishments go so far as to turn to violence. But, they see violence as a part of upbringing. Children raised by repressive and authoritative parents have become

a coward, timid, shy and withdrawn person. They own a structure being afraid of making any mistake, being supersensitive.

These children become adults in the future who is indecisive, cannot decide by his/her own what to do and can be affected easily by everyone. They can be deceived and exploited easily by people. Due to their supersensitive and fragile structures, one of the possible results is that they may have a sickly character.

According to results, attitude of authoritative parents and attitude of careless parents are effective on problems related to health and activity. Accordingly, while the effect of authoritative parents is in the negative direction, the effect of careless parents is in the positive direction. As stated above, one of the possible results is that a child raised in an authoritative family structure may have a sickly character due to his/her supersensitive and fragile structure. However, what is surprising is that the careless and unconcerned family attitude has a positive effect on problems related to health and activity. Careless and unconcerned parents have not limited and audited requests of their children. But, they extraordinarily neglect their children and are unconcerned with their interests and needs. They nor exhibit love against their children or discipline them. The child, who is deprived of love and care and left growing by himself/herself, has had an aggressive attitude. Children in this situation, who want to love and affection from their parents, have been trying to prove their existence to draw their parents' attention. But, after a while, the child begins to incline away from the family and search for love and interest, s/he could not take from her/his family, out of doors. As a result of this, s/he totally drift away her/his parents in time and behaves careless against them. In facts, parents with a careless and unconcerned attitude against their children, do this with a good intention. The presence or absence of the child inside home is not clear. The biggest mistake of these kinds of parents is to confuse borders of tolerance and nonchalance. Their disinterest and negligence against the child go so far that the child starts to question whether they are his/her real birth parents. Unconcerned parents form superficial relationships with their children when needed and in case of any problem, they show a hostile attitude against the child. After the problem is solved according to them with these attitudes, their careless and unconcerned behaviours against the child go on as they are. The child with careless and unconcerned parents is bored and feels discomfort due to lack of care.

As a result of negligence and forgottenness, children exhibit all kinds of behaviours in order to remind their parents of their existence and draw parents' attention. This may sometimes go to undesirable behaviours. The child may behave aggressively, offensively and in a crime-directed way. The reason is that negative behaviours of children of unconcerned parents have been developing and coming into prominence. Because of the fact that children growing with careless parents could not experience senses of love and affection in their families, they have been starting to look for love outside in their later ages and this time, when their parents start to need them, children do not show an interest in them. As a result of these information, it can be said that children without care do not have problems related to activities, because they are looking for love and care outside.

According to results, occupation of father has a positive and statistically significant effect on democratic parent attitude. As stated in the literature, in the democratic parent attitude, the child is surrounded by a sincere love by definition. Parents are seen as a positive role model. They approach the child as a member of family, as an individual. Therefore, the child has the right to speak for decisions taken. Parents offer alternatives to the child according to age and position of the child and leave the decision to him/her. Thus, the child also learns to bear responsibility of decisions s/he made. In any way, physical or emotional violence has not been committed, instead, the method of persuasion has been used. The child has been free for his/her choices, exchanging views with his/her parents,

solving problems that may arise, through talking. Parents show way to their children with their attitudes and behaviours.

Children with democratic parents have been raised in a democratic and reliable environment. Therefore, their most important feature is the respect they have for themselves and their surroundings. Besides, they become people who are sensitive, knowing their limits, active, tolerant, sociable, creative, able to defend their own ideas, be respectful to others' ideas, responsible, balanced and adaptable. The family, who takes interests and skills of the child in consideration, prepares the most suitable environment that the child can improve himself/herself. Therefore, the child has been growing as a friendly, socially-balanced and happy individual. When results are evaluated in light of this information, it can be concluded that parents with good occupations have been approaching their children in a democratic way.

One of the most important results is great effects of divorce situation of parents and income level of family, which are two of demographic factors, on states of mind and life qualities of children. Many mental and satisfaction problems, on which especially divorce situation is effective, have been found. Also Amato (2005) stated in the literature that children of divorced parents are negatively affected both socially and emotionally. Again, in the light of researches done to date, it is detected that the qualification of their family structure and problems within the marriage lie behind problematic behaviours of children and there is a negative-directional interaction between problematic behaviours of children and family harmony (Savi, 2008).

In this sense, for the relation of parents with the child, the role of marriage is significantly effective. The harmony inside the marriage is effective for revealing the life quality of family. Negative relationship between the mother and father may result in much different negative behaviour of individuals. It is possible for both spouses and children to go through a trauma due to deterioration of the marriage harmony (Fidanoglu, 2007). Disharmony between spouses also cause these roles of parents be affected negatively. Conflicts between spouses lead to decrease in discipline of parents on their children, inconsistencies in behaviours or parents to incline away from their children. This situation results in the child be suffer from compliance problems.

Also, because of the fact that the decrease in harmony between spouses causes, in some cases, parents to increase psychological and emotional control over children, these children may behave anxiously and inner directedly. In order to solve compliance problems of children, parents are to increase the quality of interactions both with each other and with their children (Yasar, 2009).

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Investigation Of Pre-Service Music Teachers' Teaching And Learning Conceptions

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CHAPTER 3

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INTRODUCTION

The concept of teaching learning is the ideas of teachers in the process of education (Chan, 2003). Teaching and learning concepts, teachers' preferred teaching and learning gives information about their thoughts about ways. These thoughts include the meaning of teaching and learning and the duties of teachers and students (Aypay, 2011; Chan & Elliott, 2004).

Brownlee, Purdie, and Boulton-Lewis (2003) describe the notion of teaching-learning conceptions as the individual's understanding of what constitutes effective teaching-learning and how these affect the students' learning processes. In line with the changes and developments in education, two different teaching-learning approaches have been formed. These can be expressed as traditional and constructivist teaching-learning approaches (Aypay, 2011; Bıkmaz, 2011; Chen and Elliot, 2004; Cheng, Chan, Tang and Cheng, 2009; Oğuz, 2011; Şahin and Yılmaz, 2011; quoted by Ocak, Ocak & Kalender, 2017).

In the traditional approach, while the information in the curriculum is transferred to the student, the process shaped by the lack of students in constructivist understanding is important. In the traditional approach, the teacher follows a way to transfer the knowledge directly, and in the constructivist approach, the students guide to take an active role and learn meaningfully by participating in the course (Brooks & Brooks, 1999, p.17; Aydın, Tunca & Alkın-Şahin, 2015, p.1332).

In order to educate teachers musically equipped individuals and to behave according to the understanding adopted by the program, the concept of learning teaching which they adopt as one of the basic elements of the curriculum and the teaching activities are important.

It is possible for the students and teachers who are determined in the music education program to be instructed according to the behaviors that should be exhibited in the teaching process. The success of the teaching programs can only be possible if teachers adopt the philosophy of the program and organize teaching activities that are appropriate to the learning teaching approaches based on this philosophy. This is related to the fact that the prospective teachers have graduated from these qualifications in undergraduate education.

When the related literature is examined, it was seen that various studies were conducted in terms of the concepts of teaching-learning. Numerous studies in teacher education have suggested that teachers' beliefs have an impact on their conceptions in classroom teaching (Aypay 2011; Chan & Elliott, 2004; Cheng et al., 2009; quoted by Saçıcı, 2013). It can be said that teachers' teaching and learning approaches will determine their classroom behaviors and their instructional strategies. Therefore, it is considered important to determine the teaching and learning approaches of the student teachers (Aypay, 2011, p.11). Determining the teaching and learning approaches of pre-service teachers provide an understanding of what strategies, methods and techniques will be used in the classroom in the future. This situation can shed light to the teaching staff on how to train teacher candidates and how and how to be a role model (Chan, 2003; Eren, 2009). For this reason, the aim of the study was to investigate the conceptions of teaching and learning of pre-service music teachers.

LITERATURE REVIEW

Teaching learning process is a process that requires multidimensional interaction in which the learner determines what, how and how to learn. Learning defined as a relatively permanent behavioral change occurring as a result of the interaction of the individual

with the environment at a certain level (Senemoğlu, 2007) and is also referred to as an instrument in the adaptation of the individual to the environment (Fer, 2011).

Açıkgöz (2009) defines teaching as a process that aims at student development and consists of planned activities for the initiation, maintenance and realization of learning. Teaching and learning process consists of three basic dimensions (Saban, 2014). First; program or content, second; the process or method and the third, the evaluation. There are two basic concepts (traditional and constructivist) that contrast each other in learning and teaching.

Nowadays, constructivist theory is the basis of the curriculum in practice. Constructivist theory has based Piaget's theory of cognitive development and argues that the transfer does not provide learning. According to theory, learning is an active process developed by the individual on the basis of experience (Aslim, 2011). On the other hand, the constructivist teaching-learning conception, also called student-centered instruction. Constructivist theory provides students with a set of basic knowledge and skills. It does not deny the view that it should be gained, but it means that individuals in education are more concerned with thinking, understanding, being responsible for their own learning and stresses the need to learn to control (Saban, 2014). Constructivist learning involves an active process in which individuals build meaning by combining their own knowledge with new ideas (Jones and Brader-Araje, 2002).

Constructivist conception "emphasizes the creation of active learning environments that permit critical thinking, discovery and collaboration" (Chan & Elliott, 2004, p.819). In traditional conception: "The teacher acts as the source of knowledge and students as passive recipient of knowledge. Such model/conception emphasizes learning by receiving information, especially from the teacher and from textbooks, to help students encounter and learn well-defined concepts" (Chan & Elliott, 2004, p.819).

Having the self-regulating ability of the learner means that the process itself can be directed. In this respect, students will be able to know their own learning styles and will help them to complete the learning process effectively. In the classes based on traditional understanding, different activities are not offered for each student. The responsibility of the teaching learning process in traditional classroom settings the teacher is active in the process. According to a teacher who has a traditional understanding, the student takes the information and the teacher is the one who transfers the information to the student (Senemoğlu, 2007). Therefore, the student does not actively participate in the process of knowledge formation, and the student follows this process in a passive manner. When the traditional and constructivist teaching-learning understanding is reviewed, it is seen that both approaches are diametrically opposed to each other. In both the teaching-learning approach, there are contrasts between the acquisition of knowledge, the sharing of power and authority in the classroom, and the roles of teachers and students.

The traditional teaching and learning approach that prevailed until recently in the Turkish Education System has started to leave its place to the constructivist understanding with the implementation of the curriculum prepared based on the constructivist approach. Studies related with conceptions about teaching and learning showed that teachers' classroom behaviors and actions are affected by their teaching and learning conceptions. However, in line with the reforms in the curriculums, there is no research findings about whether or not music teacher candidates converged constructivist understanding.

METHOD

This study was a descriptive study aiming to determine pre-service music teachers' conceptions of teaching and learning. The study made use of a general screening model. Screening models are "approaches that aim to describe, as is, the characteristics of a past

or present situation. They attempt to describe the event, individual or item that is the subject of the study according to its own inherent conditions" (Karasar, 2009, p.77). This study has employed "criterion sampling method", one of the purposive sampling methods. According to Patton, (1990) "the logic and power of purposeful sampling lies in selecting in formation-rich cases for study in depth (p.169). In selection of the pre-service teachers, basic criterion has been established as being 4th graders of Music education program.

PARTICIPANTS

Participants of the research is consists of 162 fourth-year music teacher candidates. The study was conducted in the spring semester of the 2017-2018 academic year at the music education department of the fine arts education division of different Universities in Turkey. Demographic information about the participants is provided in Table 1.

		n	%
Gender	Female	103	63.6
	Male	59	36.4
	Total	162	100
Type of high school the teacher candidates graduated from	Fine Arts and Sports High School	130	80.2
	Anatolian High School	24	14.8
	Regular High School	8	4.9
	Other	-	-
	Total	162	100

Table 1. Demographic information regarding the prospective music teachers'

INSTRUMENTS

The "personal information form" and "Teaching and Learning Conceptions Questionnaire" which was developed by Chan and Elliot (2004) and adapted into Turkish by Aypay (2011) were used in the research as data collection tools. The scale consists of 30 items with 5-point, likert-type. These items consist of 12 items (1, 3, 4, 6, 11, 15, 17, 19, 22, 25, 28 and 30) and constructivist teaching-learning approach and 18 items (2, 5, 7, 8), 9, 10, 11, 12, 13, 16, 18, 20, 21, 23, 24, 26, 27 and 29) are divided into two factors: traditional teaching-learning concept. The high score obtained from the sub-factors is interpreted as the conception of the factor it represents. The Cronbach Alpha reliability coefficient was calculated as .84 for the overall scale, .88 for the constructivist understanding factor and 0.83 for the traditional understanding factor (Aypay, 2011, p.25). In this study, Cronbach Alpha reliability coefficient was calculated as .79 for the general scale, .89 for the constructivist understanding factor, and .83 for the traditional understanding factor.

DATA ANALYSIS

Data were analyzed by SPSS package program. In the analysis of the data, whether or not the teaching-learning approaches of teacher candidates changed according to various variables, firstly, the normal distribution of the data was tested with skewness and kurtosis coefficients. T-test was performed on independent groups to see whether there was a significant difference between genders and One-Way Analysis of Variance (ANOVA) was conducted to identify the differences with respect to the type of high school

graduated from. The significance level was taken as $p < 0.05$.

RESULTS

In this section, the findings have been presented by statistical analyses of the data collected.

Teaching-Learning Conceptions	n	\bar{x}	ss
Constructivist	162	4.02	.52
Traditional	162	2.54	.74

Table 2. Descriptive statistics results of teaching-learning approach

When table 2 is examined, mean score of constructivist conception of music teacher candidates is calculated as ($\bar{x} = 4.02$) and average score for traditional understanding is ($\bar{x} = 2.54$). This finding shows that pre-service music teachers generally adopt a constructivist approach.

Teaching-Learning Conceptions	Gender	n	\bar{x}	ss	sd	t	p
Constructivist	Female	103	4.26	.40	160	2.85	.00*
	Male	59	4.04	.48			
Traditional	Female	103	2.47	.42	160	2.60	.01*
	Male	59	2.70	.46			

* $p < 0.05$

Table 3. T test result of pre-service music teachers according to genders

As table 3 demonstrates, the analysis results show that there is a significant difference according to genders ($p < .05$). Accordingly, it can be said that female students teaching and learning understanding levels ($\bar{x} = 4.26$) was higher than male students ($\bar{x} = 4.04$). On the other hand, male pre-service teachers ($\bar{x} = 2.70$) adopted the teaching-learning approach towards traditional understanding more than women ($\bar{x} = 2.47$).

Variables	Variance source	Sum of Square	df	Mean Square	F	p
Type of high school graduated from	Between groups	1.272	2	.526	1.264	.124
	Within groups	17.704	159	.327		
	Total	18.976	161			

Table 4. Result of one-way analysis of pre-service music teachers according to variables of type of high school graduated

As can be seen in table 4, there is no statistically significant difference between pre-service music teachers' teaching and learning conception levels and the variables of type of high school graduated from [$F(2-159) = 1.264$; $p > .05$].

CONCLUSION AND DISCUSSION

According to the results of the analysis, it was determined that the teacher candidates' constructivist teaching and learning conceptions were high and their traditional teaching and learning understanding was low. A review of the literature revealed no previous studies that attempted to determine the teaching and learning conceptions of pre-service music teachers. However, numerous studies conducted in different branches (Anderson and Piazza, 1996; Aulls, 2002; Aydın, Tunca & Alkın Şahin, 2015; Aypay, 2011; Bilgin & Aykaç, 2016; Levitt, 2002; Saçıcı, 2013; Tsai, 2002) have demonstrated that teacher candidates increasingly use constructivist or student-centered practices. Research results of Baş (2016) suggested that students in classrooms where teachers adopted constructivist teaching-learning approaches were more successful than the students in classrooms where teachers adopted the traditional one. It is possible to see the results of different studies in the related literature. In his research, Eren (2009) concluded that prospective teachers have a closer understanding of traditional understanding. Chan and Elliott (2004), in their study in Hong Kong, found that teacher candidates did not have a dominant understanding of teaching and learning.

Another finding of the study is that the conceptions of teaching and learning of preservice music teachers varied significantly by gender. The study suggests that female students had higher teaching and learning conceptions with respect to the teaching and learning- conceptions than male students. On the other hand, male pre-service teachers adopted the teaching-learning approach towards traditional understanding more than women. Several studies (Aypay, 2011; Baş, 2014; Bıkmaz, 2011; Eren, 2009; Oğuz, 2011; Şahin & Yılmaz, 2011; Tezci, Dilekli, Yıldırım, Kervan & Mehmeti, 2017) found that there is a significant difference in favor of women in this respect. This result is consistent with the findings of previous research. It is possible to see the results of different studies in the related literature. In their study, Chan et al. (2007) found out that teacher learning approaches do not differ in terms of gender. Oğuz (2011), in his study, concluded that the scores of teacher candidates in constructivist approach did not differ according to gender, and that the scores of teacher candidates with traditional understanding differed by gender. According to the results of Akyıldız's (2016) research, it is concluded that the constructivist and traditional teaching-learning conceptions of the same teachers do not differ according to their gender. According to the research results of Aydın, Tunca & Alkın Şahin, (2015), while teaching and learning approaches of teacher trainees do not show a significant difference according to "gender in the traditional conception dimension, they show a significant difference in the dimension of constructivist approach. Accordingly, it is concluded that male pre-service teachers are closer to constructivist conception than female teacher candidates.

Another finding of the study is that there is no statistically significant difference between pre-service music teachers' teaching and learning conception levels and the variables of type of high school graduated from. Evrekli et al. (2009) concluded that the type of high school graduated from teacher candidates is not a factor affecting teaching-learning approaches. Therefore, this result is similar to the findings of the research.

RECOMMENDATIONS

Determining the teaching paths of pre-service teachers can contribute to teacher training programs. On the other hand, it allows teachers to determine how to design a learning environment. It will be possible to identify pre-service and in-service programs and teaching activities as it will help to determine the other variables related to these approaches. In this research teaching and learning conceptions of pre-service music teachers were examined according to gender and types of high school the teacher

candidates graduated from. It is suggested that the teaching learning conceptions of the pre-service music teachers and music teachers are examined by including different variables. It is suggested that the qualitative researches should be investigated and the application dimensions of these conceptions should be investigated.

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A Study into The Course Notes of Logic 1-2 in Open High Schools and Secondary Education Logic Textbooks in Terms of Their Contents

Ekrem Ziya DUMAN¹

CHAPTER 4

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1. INTRODUCTION

One of the most basic instruments to reconstruct a nation is education. While making the learners attain the competence of solving problems, education aims at training people as the ones having a balanced and healthy character in physical, mental and emotional terms. The fact that education is the most basic way of reshaping a nation makes education one of the fundamental fields of interests for states (Islek, 2013, p. 1). Ministry of Education uses textbooks as the primary source in order to realize the basic values that it wants to make the students attain.

A textbook is the printed work to be used at formal and informal school systems at any kind and level, of which subject matters are prepared in line with the teaching program, used for the purpose of learning (Ministry of Education, 1995). In addition, textbooks are the materials allowing teachers to teach the things as he wishes in a systematic way and allowing students to revise at the desired pace (Sahin, 2004). The most basic component guiding textbooks is the teaching program, as textbooks are written within the framework of teaching programs.

Teaching program is defined as the learning experiences provided through the activities that are planned both at school and out of school for the learner (Coskun, 2016-2017, p. 7). The studies carried out by educational and teaching programs aim at supporting the physical, mental and emotional developments of the students completing preschool education, supporting the students completing primary education for reasoning, moral integrity and their social skills, supporting the students completing secondary education for their basic skills and competencies, supporting the students completing high school for the preparedness for an occupation and life in line with their interests and aptitudes (Ministry of Education, 2018, p. 4-5). In this sense, teaching programs are of vital importance in determining the knowledge, skills and behaviors.

A teaching program must be need-based. It must contain the changes in science and technology affecting the daily life of individual (Coskun, 2016-2017, p. 11). Informatics technologies are used to solve such problems as lack of physical structures, materials and teachers. Using informatics technologies in education emerged a new education model. This model is called distant education (Isman, 2011, p. 8). With the distant education, it is aimed to eliminate such cases as the obligation of being at certain age and education levels for individuals, the necessity to be present at certain centers and inequality of opportunity (Kaya, 2002, p. 8).

One of the concepts used with distant education is open plan teaching. Open plan teaching is basically a model used as distant education model using the closed areas less and the use of technologies facilitating the learning of the person studying by oneself (Kaya, 2002, p. 14).

In the late 1992, distant education system started in secondary education by pushing the current limits. From 1992-1993 education year onwards, open high school that was serving with the distant education method at high school level was founded. Even though open plan teaching high school is the same as the high school in formal education in terms of the program content, it is different in terms of its structure and process from other formal school systems and is a model having a peculiar and central system (Ministry of Education, 2017). The courses of open high school are given to the students through radio and television programs and printed materials. The printed materials used as the basic learning sources in open high school are textbooks and course notes. The textbooks to be used in distant education are given both the responsibility of the functions of the textbooks known as good and the fulfilment of the functions of the teacher in the classroom (Kaya, 2002, p. 45-46). For that reason, open high school textbooks must be prepared more

attentively, neatly, qualitatively and detailed compared to the high schools applying a face-to-face education.

One of the most fundamental function of teaching programs is to provide the equality of opportunity in education by means of obtain content and application unity; since textbooks are written in the basis of teaching program and these books are taught in formal education. Even though the practitioners are different, common outcomes are tried to be attained at students as a result of teaching the textbooks written depending on the same teaching program. In this sense, teaching is guided basically through teaching programs before textbooks. For that reason, teaching programs are the most basic elements in shaping individuals in a way, training them, guiding the coming generations (Duman, 2018, p. 605).

The importance of textbooks in education and teaching environment is valid for the logic textbooks. The more the suitability of logic textbooks to the teaching program of logic course and to the criteria of being a textbook is, the more both the teaching objectives and the general objectives of the Ministry of Education are obtained. In this sense, making some determinations in line with certain criteria in the textbooks of logic in application, making necessary correction will be guiding for the future applications (Duman, 2014, p. 26).

In the current study, it was aimed to determine the similarities and differences taking place in the course notes of logic used as a textbook in the open plan teaching schools and in the textbook of logic used at high schools in formal education.

1.1. The Purpose of the Study

It was aimed in the current study to compare the course note of the Logic Course 1-2 taught in open plan teaching schools in 2016 and the textbook of the Logic Course taught in secondary education in 2012 by the Ministry of Education in terms of their contents. In this context, it was aimed to determine the similarities and differences in both books comparatively. Therefore, whether there was a difference between distant education and formal education high schools in terms of textbooks were determined.

1.2. The Importance of the Study

Determining the similarities and differences in the course notes of logic in the open plan teaching schools and in the textbook of logic of the Ministry of Education, making a contribution to the arrangement of the content applied in a wrong way, finding solutions to the problems that the candidates of university entrance exam are likely to encounter and supporting the achievement of equality of opportunity in this way make the current study important. It is because the current study will deal with the above mentioned problems, detect and correct them since asking different contents or the topics that are not taught in open high school could lead to troubles for some students at university entrance examination.

1.3. The Limitations of the Study

The current study is limited to the course note (book) of the Course Logic 1-2 printed in 2016 for open plan teaching school (Open High School, Open Vocational High School) and secondary education logic textbook written by the commission and printed in 2012 by the Ministry of Education. The source of open plan teaching schools is expressed as textbook instead of course note in the study.

2. METHOD

2.1. The Model of the Research

A literature review was carried out in the study for the related sources within survey model in the study. In this way, the current study is a qualitative research.

According to Sonmez and Alacapinar (2017, p. 108), it is important to evaluate document in terms of the cultural structure of the document and the meanings assigned to it in a qualitative research.

In the current study, document analysis, which is one of the qualitative research methods, was used in order to compare the logic textbook of open plan teaching schools and the logic textbook of the Ministry of Education in terms of their contents. The document analysis in the study comprises the analysis of the written materials informing about the fact or facts aimed to investigate (Yildirim & Simsek, 2016, p. 189).

The materials to be used as data in document analysis are closely related with the problem of the research. As an example, the document to be used as data in a research regarding education are the sources such as textbooks, program (curriculum) regulations, corresponding in and out of the school, course and unit plans etc. (Yildirim & Simsek, 2016, p. 189-190).

3. FINDINGS

There are similarities and differences between the logic textbooks of open plan teaching schools and those of the secondary education. In the first place, the contents of the textbooks were given fully. Following that, the similarities and differences were given between these books. The content of the logic textbook for open plan teaching schools is as follows:

1. LOGIC
 - A. Subject of Logic
 - B. History of Logic
2. CLASSICAL LOGIC
 - A. Concepts and Terms
 1. Definition of the concept
 2. Definition of the terms
 3. Types of concept
 4. Inter-conceptual relations
 5. Five universals
 - B. Definition
 - C. Proposition
 1. Definition and structure of proposition
 2. Types of proposition
 - a. Propositions in terms of the quality of judgement
 - b. Propositions in terms of the number of judgement
 - c. Propositions in terms of modal of judgement
 3. Inter-propositional relations
 - D. Syllogism
 1. Definition and structure of syllogism
 2. Types of syllogism
 - a. Simple syllogisms
 - b. Compound syllogisms
 - c. Irregular syllogisms
3. MODERN (SYMBOLIC) LOGIC
 - A. Two-valued Logic
 1. Logic of propositions
 - a. Proposition connectives and truth tables
 - b. Logic constant, validity, consistency, equivalence
 - c. Analytical table
 2. Quantification logic
 - a. Quantifiers and open sentences
 - b. Interpretation, validity, consistency
 - c. Testing with analytical table
 - B. Many Valued Logic
 - C. Modal Logic
 - D. Identity Logic
 - E. Logic of Existence
4. LOGIC APPLICATIONS
 - A. Logic and Mathematics

Definition-Axiom-Theorem
 - B. Logic and Naturel Sciences
 1. Classical view
 2. Modern view
 - C. Application of Logic to Critical Thought and Rationalistic Discussion
5. PHILOSOPHY OF LOGIC
 - A. Subject of the Philosophy of Logic
 - B. Some Problems Studied in the Philosophy of Logic

Table 1. The Content of Logic Textbook for Open Plan Teaching Schools

The logic textbook of open plan teaching schools has five units. The main headings of the units are made up of logic, classical logic, modern (symbolic) logic, logic applications and philosophy of logic respectively. In the unit of logic, which is the first unit, the subject and history of logic are given. In the unit of classical logic, concept and definitions, the definition of concept, the definition of term, types of concept and inter-conceptual relations are given. Following that, five universals, definition, proposition, definition and structure of proposition, types of proposition, propositions in terms of quality, number and modal judgment, inter-propositional relations, syllogism, definition and structure of syllogism and simple, compound and irregular syllogisms as the types of syllogism are given. In modern (symbolic) logic, the third unit, the topics of two-valued logic, logic of propositions, proposition connectives and truth tables, logic negations, validity, consistency, equivalence, analytical table, quantification logic, quantifiers and open sentence, interpretation, validity, consistency, testing with analytical table, many valued logic, modal logic, identity logic, logic of existence are given. In the unit of logic applications, the topics of logic and mathematics, definition-axiom-theorem, logic and science of nature, classical view, modern view, application of logic to critical thought and rationalistic discussion are given. In the unit of the philosophy of logic, the subject of the philosophy of logic, some problems studied in the philosophy of logic are given.

In the unit of logic in the book, the lexical meaning of the concept of logic, the differentiation of knowledge truth and logic truth, types of reasoning, reasoning principles and the history of logic are given. Following it, the reading passage with the title of logic studies in Turkey is given.

The content of the logic textbook for the secondary education is as follows:



1. INTRODUCTION TO LOGIC
 - A. What is true thinking?
 1. Basic concepts
 2. Reasoning principles
 - a. Identity principle
 - b. The principle of non-contradiction
 - c. Excluded middle
 - d. The principle of sufficient reason
 - B. Applications of Logic
 1. Logic and practical life
 2. Logic and technique
 3. Logic and science
 4. Logic and philosophy
2. CLASSICAL LOGIC
 - A. Aristotle and Logic
 - B. Concept and Term
 1. Whatness, reality, identity
 2. Intention and extension
 3. Types of concepts
 4. Five universals
 5. Inter-conceptual relations
 - C. Definition
 - D. What is proposition?
Types of proposition
 - E. What is inference?
 1. Direct inferences
 - a. Opposition inferences
 - b. Conversion
 2. Indirect inference
 - a. What is syllogism?
 - b. Rules of syllogism
 - c. Logical obligation and probability in syllogism
 - d. Types of syllogism
3. LOGIC AND LANGUAGE
 - A. Different tasks of language
 1. Transferring information and language
 2. Factors preventing to transfer information
 - a. Polysemy
 - b. Uncertainty
 - c. Factual and verbal discussions
 - B. Understanding, Defining

- | |
|---|
| <p>4. SYMBOLIC (MODERN) LOGIC</p> <p>A. Passage to Symbolic Logic</p> <p>B. Logic of Propositions</p> <ol style="list-style-type: none"> 1. Propositions and its structure 2. Simple and compound sentences 3. Proposition connectives 4. Inference 5. Symbolization 6. Interpretation 7. Table of truth 8. Analytical table (tree method) <p>C. Quantification Logic (Predicate Logic)</p> <ol style="list-style-type: none"> 1. Symbolization 2. Basic concepts 3. Basic rules <p>D. Many valued logic</p> <ol style="list-style-type: none"> 1. Three valued logic 2. Fuzzy logic |
|---|

Table 2. The Content of Logic Textbook for Secondary Education

Secondary education logic textbook has 4 units as “Introduction to Logic”, “Classical Logic”, “Logic and Language” and “Symbolic (Modern) Logic”. In the unit of introduction to logic, which is the first unit, the topics of what is true thinking, basic concepts, reasoning principles, identity principle, the principle of non-contradiction, excluded middle, the principle of sufficient reason are given. Following that the topics of applications of logic, logic and practical life, the relation of logic with technique, science and philosophy are studied. In the second unit, the topics of Aristotle and logic, concept and definition, whatness, reality, identity, intention and extension, types of concepts, five universals and inter-conceptual relations are given. Following them, the topics of definition, what is proposition, types of proposition, what is inference, direct inferences, opposition inferences, conversion, indirect inference, what is syllogism, rules of syllogism, logical obligation and probability in syllogism, types of syllogism are explained. In the unit of logic and language, the topics of different tasks of language, transferring information and language, factors preventing to transfer information, polysemy, uncertainty, factual and verbal discussions, understanding and defining are given. In the unit of symbolic (modern) logic, passage to symbolic logic, logic of propositions, propositions and its structure, simple and compound sentences, proposition connectives, inference, symbolization, interpretation, table of truth, analytical table (tree method), quantification logic (predicate logic) are given. Following that the topics of symbolization, basic concepts, basic rules, many valued logic, three-valued logic, fuzzy logic are studies.

Upon the general review of the units, it is likely to see that the subjects are given in the right order in terms of introduction of the topics. Such that, the science of logic is given in the first place. Besides that, Aristotle having made significant contributions to the field of logic is given in the unit of classical logic. In particular, concepts are given in the first place in the units of classical logic and symbolic logic where there is a lot of application and then some examples and explanations are given with regard to the application, which could have an impact on learning.

1. CLASSICAL LOGIC
1.1. Concept and Term
1.1.1. Types of concepts
1.1.2. Five universals
1.1.3. Inter-conceptual relations
1.2. Definition
1.3. Proposition
1.3.1. Types of propositions
1.4. Syllogism
1.4.1. Types of syllogism
2. MODERN (SYMBOLIC) LOGIC
2.1. Propositional logic
2.1.1. Propositional connectives
2.1.2. Analytical table
2.2. Quantification table
2.3. Many valued logic

Table 3. The Similarities of the Textbook of Logic for Open plan teaching School and the Textbook of Logic for Secondary Education

Regarding the contents of the books, it is likely to see that the units of classical logic and symbolic logic are mostly similar. In the classical logic unit, all other topics except for Aristotle and logic in the textbook of logic for secondary education are common in both of the books. In the symbolic logic units, a part of the topic of quantification logic and other topics except for fuzzy logic are similar in both textbooks.

Another remarkable point in both of the textbooks is that even though the units are different, they bear the same topics at certain level in terms of content. As an example, a great part of the units of logic, applications of logic and the philosophy of logic in the logic textbook of open plan teaching schools are given in the unit of the introduction to logic in the logic textbook of secondary education. In this sense, the common contents are definition, axiom, theorem, theory, induction, complete induction, incomplete induction, deduction, hypothetical deduction, discussion logic, philosophy of logic, logical truth, information truth, true, false, proposition, premise, result. In addition, it is likely to say that the contents studied in the unit of the applications of logic in the logic textbook of open plan teaching schools are studied under the heading of the applications of logic in the unit of introduction to logic in the logic textbook of secondary education.

As a consequence, besides the fact that the units of classical logic and symbolic logic are the same to a great extent, despite the differences in terms of the units and headings in both books, it is remarkable that some topics are similar under different headings.

Open plan teaching Schools Textbook of Logic	Secondary Education Textbook of Logic
1. APPLICATIONS OF LOGIC	1. INTRODUCTION TO LOGIC
1.1. Logic and mathematics	1.1. What is true thinking?
1.1.1. Definition-Axiom-Theorem	1.1.1. Basic concepts
1.2. Logic and Sciences of Nature	1.1.2. Reasoning principles
1.2.1. Classical view	1.1.2.1. Identity principle
1.2.2. Modern view	1.1.2.2. The principle of non-contradiction
1.3. Application of Logic to Critical Thinking and Rationalistic Discussion	1.1.2.3. Excluded middle
	1.1.2.4. The principle of sufficient reason
2. MODERN (SYMBOLIC) LOGIC	1.2. Applications of Logic
2.1. Quantification Logic	1.2.1. Logic and practical life
2.1.1. Interpretation, validity, consistency	1.2.2. Logic and technique
2.1.2. Testing with analytical table	1.2.3. Logic and science
3.1. Modal logic	1.2.4. Logic and philosophy
3.2. Identity logic	2. LOGIC AND LANGUAGE
3.3. Logic of existence	2.1. Different tasks of language
4. PHILOSOPHY OF LOGIC	2.1.1. Transferring information and language
A. Subject of the Philosophy of Logic	2.1.2. Factors preventing to transfer information
B. Some Problems Studied in the Philosophy of Logic	2.1.2.1. Polysemy
	2.1.2.2. Uncertainty
	2.1.2.3. Factual and verbal discussions
	2.2. Understanding, Defining

Table 4. The Differences of the Textbook of Logic for Open plan teaching School and the Textbook of Logic for Secondary Education

Upon the investigation of the logic text book for open plan teaching schools and secondary education logic textbook in terms of their differences, the subjects of the two units in both of the books are totally different. Such that, the first unit of the secondary education logic textbook, "Introduction to Logic" and the third unit, "Logic and Language" are not given in the logic textbook for open plan teaching schools. It is likely to say that the first unit of the logic textbook for open plan teaching and the unit of introduction to logic in the logic book of secondary education are partly similar. Besides that, the subjects of the third unit of the logic textbook for open plan teaching, "Applications of logic" and the fourth unit of "Philosophy of Logic" are not given place in the secondary education logic textbook.

The remarkable topics which are in the logic textbook for open plan teaching schools but not in secondary education logic textbook are classical view, modern view, modal

logic, identity logic and the logic of existence in the subject of logic and sciences of nature. In addition, as the topic of the philosophy of logic are studied as a unit in the logic textbook of open plan teaching, it is explained in detail. Certain problems of the philosophy of logic in this unit are explained. These headings are the subject of philosophy of logic and the problem it deals with, problems regarding the value of truth and concept of existence, problems regarding the concept of logic, problems regarding validity, problems regarding logic negations. Another remarkable issue here is that even though the problems with regard to validity and logic negations are given, the content is not given. In this sense, there is an internal inconsistency and lack of knowledge in the book. The content told in detail in the logic textbook for open high schools compared to secondary education high school textbook of logic is the supervision of validity, inconsistency and conversion with analytical table in quantification logic. Upon considering the course of logic as a whole, this issue is of importance in terms of not disrupting the integrity and giving the course content fully. For that reason, it is a subject that must be in the secondary education logic textbook but the textbook is limited as the content is limited with the limitation of the attainment of the subject in the teaching program of high school logic course in 2009.

Depending on the findings above, it is likely to say that the subject that are given in the logic textbook of open plan teaching schools but not in the secondary education logic textbook are the ones out of the curriculum within the context of university entrance exam, since the Ministry of Education made some limitations or combination in the content by making some simplifications while the logic textbook for open plan teaching high school has not been updated for years, which causes problems for the open plan teaching high school students.

While the unit of "Logic and Language" in the secondary education logic textbook is given at the rate of 20%, the logic textbook for open plan teaching schools do not contain this unit. In this unit, different tasks of language, transferring information and language, factors preventing to transfer information, polysemy, uncertainty, factual and verbal discussions, understanding and defining are given. In order that the importance of logic is perceived and adopted in terms of language and daily life, the unit of "Logic and Language" is a necessary subject. Not learning this subject in the period of high school is an important lack for the graduate students of open plan teaching high school in terms of both daily life and university entrance exam.

One of the subject that are given in the secondary education logic textbook but not in the logic textbook of open plan teaching schools is the topic of fuzzy logic. In particular, the subject of fuzzy logic is of importance in terms of relating logic and the development of technology, making a connection between these developments with the fuzzy logic and so making the importance of logic concrete for daily life and science. Not learning this subject is an important lac for the students of open plan teaching high schools.

4. CONCLUSION AND RECOMMENDATIONS

The basic characteristics that make textbooks different from other books are that they aim a certain field, the information is presented in a systematic way, the topics in them are limited to teaching program and they are suitable for the level of students (Gokdere & Keles, 2004). Textbooks are the basic material building a bridge between the program and students. Being the most basic communication source between the teaching program and students, textbooks are basic tools guiding students in line with the objectives of the course (Ceyhan & Yigit, 2005; B. Reys, R. Reys & Chavez, 2004). According to a great many studies (Chambliss & Calfee, 1989; Demirel & Kiroglu, 2006; Kiliç & Seven, 2006), teachers trust in textbooks while both conforming to teaching programs and making teaching decisions. In addition, teachers benefit from textbooks at the stage of assigning homework

and evaluating them. When it comes to student, textbooks are the written tools informing them about an issue in detail, allowing them to revise what they learn and to learn what they cannot learn. The reasons that require using a textbook in learning process are the arrangement of textbooks according to teaching program, following the content depending on the program, using them as a teaching material, easiness of using, easiness in assigning homework and allowing students to make evaluations (Yildiz, Sünbül & Halis, 2004; Ocak & Beydogan, 2005). Being used as the source of information at many stages of education, textbooks are known to be used in determining activities and the teaching methods to be applied (Sonmez, Dilber, Dogan & Ertugrul, 2005). For that reason, it is necessary that textbooks be considered depending on the program prepared. In particular, complete and true content must be given in terms of content.

In addition, textbooks are the materials enriching the teaching environment, enhancing the permanency of the knowledge learned. For that reason, textbooks are a fundamental element in the construction of teaching (Duman, 2018, p. 233).

With the current study, the textbooks of logic course were used. In this sense, open plan teaching and secondary education high school logic textbooks were used and their contents were investigated. It was found that the content of the material used for open plan teaching high school was not written in line with the teaching program of the logic course last admitted in 2009 and that the content do not comply with the teaching program. For that reason, the functions of the above mentioned textbooks do not correspond in full sense for open plan teaching high school. On the other hand, it was found that the textbook prepared for the logic course for secondary education complies with the teaching program prepared for the logic course in 2009 in terms of content. Therefore, it is likely to say that the contents of the two books which students study in the course of logic do not exactly correspond each other. As a result, it is likely to say that there becomes an inequality of opportunity at this point since open plan teaching students will expose to the same topics in terms of content in the exams they will do at the end of the high school (particularly university entrance exam) with the formal education students and they will be disadvantageous compared to the graduates of formal education in terms of the topics they do not study.

In addition, open plan teaching students learn the topics they do not need to for the university entrance exam instead of the topics they have to study in terms of the content. It is inevitable that such kind of cases will lead to important problems in the university entrance exam for the students of open plan teaching. It is because the students studying in the open plan teaching high school and those studying in a formal education are given the same exam with the idea that they are equal in any sense. In this context, it is clear that open plan teaching students having short of knowledge in some topics will have problems in university entrance exam. This case causes a problem in terms of the equality of opportunity in education. Even though the teaching program of the course logic for secondary education was admitted in the year 2009, the textbook of logic course for the open plan teaching schools has not been updated for about the last 10 years. As a result, this case leads to a problem of inequality of opportunity in education between the graduates of open plan teaching high schools and those graduating from the formal education.

Upon the review of the books in terms of similarity and differences in content basis, there is a similarity based of the units in the units of classical logic and symbolic logic while there are some partly similarities in other units. Even though the names of the units are different in the books, it was found that certain contents are partly given in different units. However, the unit of "Logic and Language" and the topic of "fuzzy logic" are given in a suitable way in the logic textbook of the secondary education while it does not take place in the logic textbook of open plan teaching schools.

In order to benefit from the textbooks in a more efficient way, it might be useful to investigate the teaching program of the course. Investigating the explanations in the program, determining the necessary points to be paid attention, seeing the activity examples in the program, studying the objectives and attainments of the subjects in a detailed way might increase the efficiency (Duman, 2014, p. 27). In this sense, the current logic textbook of the open plan teaching high school must be written again in compliance with the teaching program of the logic textbook for the current secondary education program and the content must be rearranged according to this teaching program. In this way, the imbalance appearing between the graduates of open plan teaching high schools and those graduating from the secondary education in terms of the course of logic will be eliminated.

The content of the teaching programs aiming at the arrangements of the teaching activities and content to be carried out in line with the political function of education is made in this sense (Zabun, 2018, p. 43). In this context, after the arrangements with the need in the teaching program of the course of logic in secondary education, the textbooks of logic used in open plan teaching schools and formal education must be updated according to this program.

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Music Teacher in Music Education and Guitar in Instrument Relation¹

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CHAPTER 5

¹ This study was derived from the by Sevcan TEPE's master's thesis "Assessment of Professional Competence Perceptions of Individual Instrument Education-Guitar Students in Music Teaching Program" supervised by Assoc. Dr. A. Aylin CAN.

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1. INTRODUCTION

Human education is based on behavior; formed on the basis of behavior and proceeds on the basis of behavior (Uçan, 1997). Human beings try to improve their potential and ability throughout their lives. And music is one of the important areas of this effort. Because music is an art that can be used to describe feelings and thought with sounds when people cannot put them into words, or when they don't find words enough to explain (Dikici Sığırtaç, 2005). Music is such an art that it fills the void within the human soul and awakens the sense of completeness in humans. This is why music is described as the food of the soul. The human spirit feeds on music, grows and matures. People protect the health of their soul with music. People can choose best music for their soul and can fulfill the void by recognizing the music, knowing the existing music in the world and developing the likes of music. This aspect of music has made music education a necessity.

Music has been an art of interest by individuals of all ages throughout history with the power to influence people. Besides all these features, music is believed to be effective in human education as well. The role of music in human education is very important. (Yönetken, 1952 akt. Haseki, 2015). While learning the music, human also learns both individuality and integrity with society, learns history, math, teamwork and learns discipline while working.

Therefore, the basic elements of music education, it's quality and realization of this education are important areas of study. It is thought that the music teacher and the fields related to music education are among the main elements of music education and should be voiced. Meticulously examining these areas and interpreting the obtained data can be used as contribution to the music education. Based on the importance of music education, the relationship between music teaching and instrument was studied in this research, focusing on the "opportunities of classical guitar music course", and the advantages of the instrument were tried to be revealed. In the light of the importance of teaching instrument in human life, both in it's usage in institutions educate music teachers and in it's usage in music lessons has been emphasized, music teacher and the relationship of instrument was tried to be pointed at.

Music education

The music education given since childhood; helps children to learn in all developmental areas. In addition to providing a different perspective to the child, helps to child to learn by doing and living, and become an productive individual. In addition, it enables the child to be proud of himself and to taste the sense of success, which is effective in the development of self-confidence and self-esteem of the child (Lazdukas, 1996).

With the right purposes music education makes the child's learning permanent. Many different subjects can be learned permanently through music. In addition, music education, which also supports other developmental areas of the child, enables the development of artistic creativity and aesthetic aspects (Güler, 2008). Individuals who develop artistic and aesthetic aspects become more sensitive and thin-minded individuals at every stage of their lives. A society of individuals with strong aesthetic aspects becomes an exemplary society adorned with good behavior.

This is why a systematic music education is very important. Permanent behavioral changes and permanent mental developments can be gained in individuals through planned music education.

Many studies have been conducted around the world to observe the positive effects of music education on people. For instance, Mozart played for the 36 high school students, who participated in the experiment called "Mozart Effect" by Rauscher Shaw & Catherine

(1993), for a certain period of time during the application process. At the end of the study, there was a significant increase in the IQ of the participants. In this study, it was concluded that music had a positive and direct effect on children's intelligence development.

Another study of the positive effects of music education on people was conducted in Scotland. In this experimental study, first of two group of students from first grade were given "music" training and to the other group "discussion tactics" training and at the end of the research, the students who took music training were observed to gain an increase in their leaning to read skills compared to the other group (Dauglas & Williatts, 1994).

Another study, which examined the positive effects of music education on people, was carried out by Bilhartz, Bruhn & Olson (1999). In this study, a group of children in a certain age range were given daily music lessons and 'Stanford-Binet Intelligence test' was applied to these children before and after the research. At the end of this research, the success of the children who received music education increased in thinking, being creative and gaining scientific perspective skill tests and their success rate has increased from 50% to 87%. The rates obtained are remarkable and the development of these features which are of great importance to people is a matter to be carefully focused on the development of humanity.

In this regard, various researches have been made in our country and similar results have been achieved. For example, in the study conducted by Öztosun (2002), language and music relations were used. In this study, an education was applied with the musical chips and the effects of this practice on reading teaching were investigated. In this study, it was determined that the reading education that was made with musical chips was more effective than the reading education done with traditional techniques.

In another study conducted by Özçelebi (2008), motor skills of a group of children in 5-6 age group who had learned piano and who had not were compared. The sample of the study consisted 22 children in two different groups who were chosen randomly with continuing pre-school education, learning piano and those who don't. The Bruinks-Oseretsky Motor Skill Test was used to measure motor skills for these children and it was determined that learning piano has a positive and meaningful difference in the development of motor skills.

Another example of the studies carried out in our country is Özkale's work in 2010. In this study, the effects of rhythm studies on cognitive skills of 6-year-olds were investigated. This experimental study with pretest-posttest groups was conducted with 40 children between the ages of 5 and 6.5. It was found that the rhythm patterns applied in the study had a meaningful and positive effect on the cognitive skills of children.

Examples in the field show that the importance of music education is acknowledged in many ways. The Hungarian music educator Kodaly says that music education was supposed to be given nine months before the baby was born, but this thought changed to starting music education nine months before the mother was born (Kamacioğlu, 1993). Kodaly's statement is a striking discourse that draws attention to the importance of music education.

The most common places that gives music education are the music courses in schools. Music education is a part of the curriculum in all over the world. Every age group, from pre-school education to undergraduate education, takes music education in schools. Because music is one of the basic lessons people need to learn. How efficient this course will be depends on the music teacher. An adequate music teacher is the one who able to develop himself / herself, try new educational methods, make appropriate teaching to students and use the materials related to his / her course in a good way. In all courses, the method of teaching the lesson in the most permanent way is to take advantage of various materials and this applies to the music lesson as well. Using audiovisual materials

in music lessons is very important in terms of efficiency and permanence of teaching. The most important material of the music class is of course, the instrument. Isn't music basically composed of human voice and instrument? In teaching to sing and singing which is an indispensable element of the music lesson, the music teacher's greatest assistant is the instrument. In addition to singing, the music teacher's instrument is also one of the essential factors in making the subjects taught to be more enjoyable, helping students to have fun in classes and makes the class productive. The instrument is both a teaching instrument and a material of accompany. The music teacher uses the instrument in every stage of the music lesson from ear training to pleasure training. It shows that instrument training is one of the most important components of music education. For this reason, the music teacher has to use an instrument in order to have the course in the most efficient way.

Due to the necessity of using instruments in the classes, instrument training is provided in educational institutions that train music teachers. If we look at the instrument training given to music teachers in undergraduate education, the list goes as individual instrument education, compulsory piano education and school instrument education.

Music teacher candidates with compulsory piano education are expected to have the technical skills and interpretation power to use the piano enough to teach songs in their lessons and to accompany the songs they teach. The main instrument of music education is the piano. However, there are limitations to the use of the piano in education. For example, it is important that the piano is more expensive than the other instruments and that the obtain process of piano is more difficult than the other instruments. It is difficult to say that all of the music stores, especially the ones outside of the big cities, sell piano. The fact that the piano is an expensive instrument can cause the sale of the piano to be less than the other instruments. Despite these restrictions, there is no music class in some of the schools that can buy piano. This situation leads to the lack of suitable place for the piano to be used in school. Since it is difficult to move and place a piano, the teacher can not carry the piano to the classrooms to which he/she will teach the lesson. In addition, tuning a piano chord is not as easy as other instruments and often requires tuning, most music teachers do not have a piano that they can use in their music lessons. This leads the music teacher to other instruments with fewer limitations (Gündoğdu, 2006).

2. MUSIC TEACHER AND INSTRUMENT

Music teaching is the general name of the profession and refers to the whole of many different types of music teaching. The parts that make up this whole can vary according to the type of music education given. Music teachers not only can give general music education but also instrument education, sound education or choir education. Apart from the type of music education, music teachers vary according to their school levels. The result explains that music teacher is the general name of a profession that contains all these characteristics one by one. The music teacher is the person who gives his students positive musical behavior. For this reason, music teachers are again responsible for the musical tastes of society and the level of sophistication in perception of music. For this reason, the music teacher must be both a good musician and a good teacher.

Although music technology has developed very much, music teachers are the practitioner, coordinator, evaluator, preparer, developer, provider and planner of various programs that are implemented within the framework of music education programs and his/her duty also covers all in-class, extracurricular, in-school and outside school activities, so even the imagination of a music education without a teacher is impossible. Since the music teacher is the one who organizes, directs and conducts the music education and musical activities of the whole school starting from the classroom, it is inevitable to be

equipped with some musical knowledge and skills in order to achieve these activities (Özen, 1998).

As in other areas, the attribution and quality of music education is also related to the attribution of the music teacher. Both with music knowledge and skills, and his/her knowledge and skill in the area of teaching methods, the training of he/she will give is going to be a quality music education. For all these reasons, it is very important for music teachers to be educated with good education for the quality of education service.

In music education, reinforcing thing that completes the given education. Songs that can be composed of folk songs and world music are associated with almost every achievement in music education and these songs can be singular or polyphonic (Uçan, 1990). The two basic elements used in teaching these songs are the child's voice and the teacher's voice. But a musical accompaniment that will support the voice of the child and the teacher will enrich the education and make the child love polyphony. Also, it would be useful for the teacher to accompany with an instrument to prevent voice fatigue. The music teacher who wants to make his / her course a qualified one must be able to use his / her instrument well. Using the instrument in the music lesson will also help the music teacher develop the love of music in his students.

Music education is undoubtedly an important element of instrument education. The aim of the musical education that music teachers should give to their students in order to increase the permanence of learned information and to support the psycho-motor and cognitive development of the child is to improve their musical skills, to increase their musical knowledge and to overcome the love of music (Özen, 1995). Instrument education is an important part of music education as it enables the person to discover his or her existing abilities and develop his or her existing skills with new skills (Uslu, 2006).

When there is no instrument education, music education cannot be expected to achieve its full goal. The effective participation of the students and transforming the perceived theoretical knowledge into practice in order to sustain permanence, can only be achieved with the materials and instruments used (Özdemir, 2002).

The positive effects of using instruments in music lessons have been the subject of various research. In the research conducted by Dayı (2002), he stated that through the instruments of music teachers, they developed their students' interest and love for music lesson and aimed to provide active participation in the lesson. Playing an instrument in the classroom will appeal to the children's tastes and help the class to have interest. The child who is interested in the class becomes more involved in the class, which increases the success.

The effect of using instruments in music lessons on the quality of education is undisputed. The results of the research conducted by Yılmaz (2010) support our thoughts on this subject. In this study, the results of the music teachers' singing accompaniment were obtained in order to make it easier for students to learn the songs and to make the music lessons more enjoyable for students. According to the results, instruments that are most suitable for playing along are guitar and piano.

At this point, it is important to choose the instrument that will be used to assist education. It is important for the chosen instrument to help the teaching of the song, to be played along by the song, to be suitable for the teaching of the instrument as a collective and to be a musical instrument that will raise interest in the child. Another important issue is the availability of the instrument, and as mentioned earlier, the piano has some limitations. The classical guitar contains all the features expected from the instrument that will be used in music education without any restrictions.

3. CLASSIC GUITAR

When we look at the popular instruments used today, we can see that the guitar ranks first among the popular instruments used in many genres, from pop music to jazz, classical music to folk music (Yöndem, 1998). This shows that the classic guitar brings together people who loves different music genres. Classical guitar is popular in today's human life due to its easy-to-reach and easy-to-carry feature. After the 1950s, the guitar quickly became a worldwide musical instrument (Yılmaz, 2015). But guitar being a popular instrument dates back to the 16th century. Guitar becomes both a solo and a play along instrument back then. It is known that the famous violinist Paganini loved guitar very much, played guitar well alongside the violin, loved guitar music very much, and composed many works for the guitar (Say, 2002).

Guitar, among stringed instruments, has wide potential. The multi-faceted formation of the guitar allows the guitar to be used in a variety of different music and in a variety of ways. The guitar is a musical instrument that allows both the chords and the melody to be played simultaneously.

This popularity of the guitar in the world is not different in Turkey. Especially in recent years, guitar festivals, recitals, radio and television programs have become widespread and adopted in our country (Küçükosmanoğlu, 2006). In Turkey, vocational music education schools (Conservatories, Faculty of Education, Department of Fine Arts, Music Teaching Department, Fine Arts Faculties and Anatolian Fine Arts High Schools) guitar education is provided. At the same time, guitar education is also intensive in the form of special music education (special classes and special courses). Guitar is an indispensable instrument of extracurricular instrument training in primary and secondary schools. Because of its popularity, students are interested in music lessons through guitar music and are keen to play a musical instrument through guitar lessons. In primary and secondary schools, the most frequently requested extracurricular courses are guitar courses. It is therefore preferable that the music teacher knows how to play the guitar.

4. MUSIC TEACHER AND CLASSIC GUITAR

Guitar is an instrument that is becoming more widespread among teachers and students due to reasons such as being both solo and play along instrument, being multi-voiced, portable, easily supplied and popular. A music teacher can use guitar in accordance with the gains of his/her lessons continuously. Elmas (2003) said that music teachers could benefit from the guitar by singing in the classroom, playing along the songs they teach, teaching to their students as a class instrument, and in educational arm work. These words of the Elmas shed light on many researchers, and these areas of use of the guitar have been investigated in various studies. If we consider these one by one:

- In this study, Akbulut (2001) found that using guitar as a student play along instrument to the singing teacher gave better results to the students than the singing teacher using guitar as a play along instrument. In a study Küçükosmanoğlu (2011) held, the effects of using classic guitar, using block flute and teaching without using an instrument were investigated and the results of this study were determined that using classic guitar as teacher's instrument is more effective than using block flute and not using any instrument.
- In his study on music teacher to use songs that he/she teaches with guitar, Erdoğan (2007) adapted the parties written for the piano from Jean-Marc Allerme's first 3 books titled "Solfege 440 on Musical Formation" to the classic guitar. As a result of this research, the guitar can be used in the role of the piano. It has been concluded that classical guitar can be used as a play along instrument in music lessons, including solfege education.

- The results of the survey conducted by Halvashi (1999) showed that children love paying attention to the classes because they love guitar and music teachers use guitar consciously to create taste in music.
- The results of the study conducted by Halvashi (1999) showed that the music teacher could benefit from teaching his students as a guitar player and benefit from educational arm work. It was concluded that the guitar was placed in the first place after the block flute in the teaching of the instrument.

In the music lesson curriculum published by the Ministry of National Education, the effects of musical education on brain were determined with studies such as instrument education on neuroscience and music psychology. It has been concluded that instrument training provides the detection of different regions in the brain. The training of the instrument allows the right brain and the left brain to work together and the situation has a very important impact on brain development. Although it is argued that instrument education is necessary in primary and secondary schools, due to the limited duration of in-class activities, instrument education usually left aside. For this reason, it is important that the instrument education is planned within the scope of activities such as courses and exercise. These plans can be made by decisions taken at the teachers' meeting. Because there is no content on instrument education in textbooks. With the decisions taken, it is possible to plan the instrument education according to the level of the classes, the demands of the students and the skills of the students. Teachers should guide students in this regard. (MEB,2018). For this reason, music teachers use various school instruments in education (guitar, block flute, bağlama, electronic organ etc.). In a survey conducted by Halvashi (1999), music teachers were asked whether it was appropriate to use classic guitar as a class instrument in primary and secondary music classes in the survey, and they received a "yes" response from a large number of teachers. Based on this and a few other questions, Halvasi's interpretation is that the students were usually given block flute training as a class instrument in primary schools, but after a while it was possible to give them guitar lessons by using their interest in classic guitar, guitar education was supported by extracurricular activities, such as club and exercise work. For this reason, the researcher argues that the classic guitar is a class instrument suitable for students.

All of these features, as we have mentioned before, bring the guitar forward. Eroğlu (2012)

in the research carried out by Eroğlu (2012), the guitar's easy to move feature has been noted as a plus. It is also mentioned that among other features, guitar is cheaper than buying a piano and it is easier to learn and perform than other string instruments. Since guitar having a wide narration enables it to be used in many musical genres, it makes the guitar more prominent than other instruments. Since its easy to tune, it is possible to use different chords. Classic guitar adapts easily to new chord shapes.

The use of the guitar as a teacher instrument also has an effect on cognitive behavior engraving of the units involved in music lessons. A survey was carried out by Uluocak (2008) on this subject. In this study, the effect of using guitar as auxiliary instrument of music teacher in music lessons and it's success in music lesson was investigated. In the research, a unit was determined from the content of the music lesson. In the teaching of the selected unit, a group of students were taught using a block flute and another group of students were taught using a guitar. The effect of the use of guitar as a teacher instrument on teaching is more positive and more positive than the effect of the use of block flute on teaching.

Research shows that the guitar has many advantages compared to other instruments. Classic guitar is a very important instrument due to it's popularity, being a play along instrument, being a light and easy portable instrument, being sold in many places and

having reasonable prices. Because of these characteristics, music teachers also prefer guitar. Music teachers who know how to play classic guitar can make it more enjoyable to sing by using guitar while teaching songs and use the guitar as a play along instrument for the song, and since classic guitar is a musical instrument that they are keen to learn, music teachers can have the advantage of teaching students to play instruments. They undoubtedly make the course more efficient in terms of teacher and student. An efficient music lesson not only teaches music, but also brings love of art, respect for art, disciplined work through instrument teaching, harmony with society while making music together, and respect for oneself and others, along. As well as giving students the chance to express themselves in art, it keeps young people away from bad habits and ensures that young people are more peaceful with them. Of course, in order for students to gain all these positive behaviors in their music class, they must first love the music class and the way to love it is to love the teacher of the class. At this point, a music teacher who can use a popular popular guitar well, admires himself to the class and therefore makes his students love the class. Since the guitar provides such an advantage to the music teacher, it is essential that the music teachers learn at the level that they can use in their undergraduate education.

In the individual instrument education-guitar lessons, music teaching undergraduate students are given guitar lessons. However, this course is only given to individual guitar major students, music teaching department students during their undergraduate education is not given guitar training. Music teachers who are trained in individual instrument guitar are advantageous to the teachers who are trained in other individual instruments. But the expectation for music lessons to be efficient can be realized by all music teachers having this advantage. This can be happen by giving all music teachers guitar education in a sufficient time, either with elective or school instruments or with a similar course.

It is obvious that the longer term compulsory guitar training in undergraduate education will be beneficial for music teachers. However, it is essential that this course is well planned. It is necessary to give education to teacher candidates to be able to benefit from the technical features of the guitar, to give an education in which they can perform some of the outstanding examples from the works written for guitar and to give the necessary training in using the guitar as a play along instrument. This requires examining the existing training program to determine whether it meets the expectations. A study was carried out by Köz (2007) on this subject. The research is important for this study in which the suitability of the guitar for use in music teaching is investigated. Faculty members from universities and actively teaching music teachers participated in the research. The common opinions of the lecturers who participated in the research support our thoughts about guitar. Teachers has gathered in the same opinion, since it has a wide range of sounds, its suitability for performing polyphonic music, the formation of various rhythm patterns that can be used while playing the guitar, and its various sound effects, the guitar is a sufficient instrument to accompany the school songs for the music teacher. In addition, instructors also support the idea that the guitar will contribute positively to the music lesson. Music teachers who participated in the study found the guitar as a play along instrument and shared the same idea with the faculty about its advantages. Another result of the study is that it gives light to our doubts about the adequacy of the guitar education given in undergraduate education. Music teachers who participated in the study have the idea of insufficient resources related to the use of guitar in play along education. In addition, in terms of course hours and content, individual instrument guitar lessons found insufficient. The main issue they find inadequate in terms of content is chord exposures and play along practices. Music teachers who participated in the research also shared the same ideas with the faculty. Many of the music teachers who participated in the study did not find the guitar education to be sufficient to play along with the songs, especially in

school music classes. In addition, they stated that they had a shortage of resources related to playing along to school songs and that they prepared play along parts for the songs they taught. This shows that studies should be carried out not only in the course hours and course contents but also in the course resources. Köz (2007) argues that as a result of this research, the content of individual instrument - guitar lessons taught in faculties should be renewed by making the necessary arrangements, but it is not enough to update the course contents and there also should be an increase in course hours. However, it brings the question of whether there is a sufficient number and quality of teachers for this course and this subject should be evaluated because it is important in the name of music education. This result of K z supports the ideas advocated in this study.

The resource shortage observed in the training of the guitar as a play along instrument has attracted the attention of the researchers before and have made suggestions for the training model to be used in the training of the guitar. The work carried out by Yungul (2008) is an example of this. In this study, basic books and methods used in guitar education were studied. As a result of this study, various methods, techniques and models that could be used to play along school songs were investigated and solution suggestions were made. There are very basic and important issues in this solution proposals. Solutions has been proposed to the questions such as; how to find the accompaniment figure suitable for the structure of the accompanying melody, what are the accompaniment models that can be applied to various tunes? It is an important work in terms of resource shortage seen in the education of use as accompaniment instrument of the guitar.

Another model proposal for use as accompaniment instrument of the guitar was introduced by Yılmaz (2010). In his work, the researcher conducted studies to match the classic guitar and school songs. The five song that music teachers use most frequently in their music classes are chosen, and these works are examined in various ways and written accompaniment to the songs and given examples of accompaniment models that can be made. The researcher suggested to determine the effectiveness of these accompaniments by using them in primary music lessons. Such studies are important for the creation and development of the relevant literature.

5. CONCLUSION AND DISCUSSION

This research has shown that it is a necessity for the music teacher to use the instrument so that music lessons can happen efficiently. The instrument to be used must be a musical instrument that does not contain any restrictions for use in music lessons. Classic guitar is an instrument that should be given priority in this matter. Because research has shown that classic guitar; easy to carry, easy to buy, easy to tune, and its an instrument that contain a combination of harmony, melody and rhythm within in the use of accompaniment. It can be used for pleasure training in guitar music lessons, teaching students as a class instrument, and educational arm work. For this reason, it is a necessity to teach guitar to music teacher candidates in institutions that train music teachers. However, it has been revealed that the teaching staff in the faculties and the music teachers who had guitar education did not find the individual instrument-guitar lessons enough in terms of duration, course content, chord positions and the resources available for the accompanying education. For this reason, in addition to giving compulsory guitar lessons to the music teacher candidates, the contents of the guitar lessons in music teacher programs should be revised accordingly, the number of lessons should be increased and new resources should be created for the literature. In this way, music teacher candidates who have a good guitar education will feel more prepared for the profession, and they will find themselves more capable of using instruments in their music classes. Thus, the course quality of these teachers will increase, teachers and students will be more efficient for these lessons will create positive effects in the students' lives. The behaviors that are tried to be acquired in music classes will be brought to the students even more easily and enjoyable.

We hope that this study will shed light on new research, and we wish to contribute to the development of classical guitar education and therefore music education in our country.

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