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PRESCHOOL AND KINDERGARTEN MUSIC IN TURKEY

ABSTRACT

The aim of the study was to compare the rates of other countries, rates of enrollment in kindergartens in Turkey. In addition, the use of music in kindergarten teaching methods that are being used to draw attention. Status of the research problem, the rate of enrollment in pre-schools, nursery education over the years to identify and also to determine what music should be used. This research is important because of two reasons. The first is comparing the rate of enrollment rate in kindergartens in Turkey with other countries and the second is the determination of how to use music in kindergartens. As a result, in terms of quantitative and qualitative functions of kindergarten education, Turkey is obviously less developed than the many of other countries. In consequence of this research, some suggestions are improved for the development of the current situation in Turkey.

Keywords: Nursery, Education, Music, Qualitative, Quantitative

TÜRKİYE'DE OKUL ÖNCESİ VE ANAOKULU MÜZİĞİ

ÖZET

Araştırmanın amacı Türkiye'deki anaokullarının okullaşma oranlarını diğer ülkelerdeki oranlarla karşılaştırmaktır. Ayrıca, anaokullarında kullanılmakta olan öğretim yöntemlerinin içinde müziğin kullanımına dikkat çekmektir. Araştırmanın problem durumu, okul öncesi eğitimdeki okullaşma oranını yıllara göre belirlemek ve ayrıca anaokulu eğitiminde müziğin nasıl kullanılması gerektiğini saptamaktır. Bu araştırma iki açıdan önemlidir. Birincisi Türkiye'deki anaokullarının okullaşma oranının diğer ülkelerle karşılaştırılması ve sonucun belirlenmesi, ikincisi ise anaokullarında müziğin nasıl kullanılabileceğinin belirlenmesidir. Sonuç olarak, nicel açıdan diğer ülkelere oranla, Türkiye'nin okul öncesi eğitiminde gerilerde olduğu belirlenmiş olup, araştırmadaki bulgular ışığında Türkiye'deki okul öncesi eğitiminin nicel ve nitel yönlerden geliştirilmesi yönünde öneriler geliştirilmiştir.

Anahtar Kelimeler: Anaokulu, Müzik, Eğitim, Nitelik, Nicelik

1. INTRODUCTION (GİRİŞ)

In this study, the present situation of preschool education in Turkey will be examined in accordance with both qualitative and quantitative methods. The results of previously done researches on this issue constitute the fundament of this work. Quantitatively, the number of students, teachers, schools and classes in Turkey in comparison with another countries are evaluated. On the other hand, qualitatively, this study points out some approaches through the implementation of some teaching methods used in preschool education. Music has always been known as the catalyst of the education; thus, pre-school music education has been included in this study. It points out the importance of benefiting from music education in the kindergarten; as will be explained, music education on the pre-school level not only provides a musical training for children but also helps general learning process of children.

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

The aim of the study was to compare the rates of other countries, rates of enrollment in kindergartens in Turkey. In addition, the use of music in kindergarten teaching methods that are being used to draw attention. Status of the research problem, the rate of enrollment in pre-schools, nursery education over the years to identify and also to determine what music should be used. This research is important because of two reasons. The first is comparing the rate of enrollment rate in kindergartens in Turkey with other countries and the second is the determination of how to use music in kindergartens. As a result, in terms of quantitative and qualitative functions of kindergarten education, Turkey is obviously less developed than the many of other countries. In consequence of this research, some suggestions are improved for the development of the current situation in Turkey.

3. QUANTITATIVE APPROACH (NİTEL YAKLAŞIM)

Nursery and early education is called "preschool education" in Turkey. As it is known, preschool education begins with birth and ends when the child reaches six age. In past decades, attending a preschool programme was not compulsory in Turkey. But, nowadays; this programme was rendered compulsory in 32 cities of Turkey.

The Ministry of National Education conducted a research in 2004 - 2005. According to results of this research, pre - school education enrollement ratio was only 16.1% (Temiz, 2006).

Tablo 1. enrolment ratio in preschool education
(4 - 5 Years old) Turkey

(Tablo 1. Türkiye'de ilköğretim okullarındaki (4 - 5 yaş) okullaşma oranı)

<http://digm.meb.gov.tr/ikili/ALM/testr.doc>

2002 - 03	2003 - 04	2004 - 05	2005 - 06	2006 - 07
11, 7	13, 2	16, 1	19, 9	25

Another researches about enrollment ratio had been made by some other countries. According to results of this researchs its enrollment ratio are as following: enrollment ratio in Germany's west is 70%, in Germany's east is 96%, in Austria is 70%, in Belgium is 95%, in Denmark is 82%, with 5 years in Spain is 100%, with 4 years in Spain is 90% and with 3 years in Spain is 55% (Tufan, 2006). When the enrollment ratios of the countries given above are compared, it seems that the former country is Spain with 100%, the last country is Turkey 16.1%.

In accordance with the results of recent studies on this fact, Çubukçu¹ explained that enrollment ratio arose from 10% in 2003 to 37% in 2009 (Çubukçu, 2009). However, rate of rising even if it seems to be good it is not sufficient really.

Researcher Özgan² has made a study in 2009. In this study, he compared the change in the number of preschool education students, teachers, schools and classes from 1930 to 2009 in Turkey.

Tablo 2. The change of the number of preschool education students, teachers, School and Class from 1930 to 2009

(Tablo 2. 1930'dan 2009'a okul önces eğitiminde gerçekleşen okul, sınıf, öğretmen ve öğrencilerin sayısal değişimi)

Akademic Years	Number of Schools	Rate of Increase in the number of schools - classrooms	Male	Female	Total	Rate of Increase in the number of Students	Rate of Increase in the number of Teachers	Rate of Increase in the number of Teachers
1932 - 33	92	---	1990	1905	3895	---	32	---
1940 - 41	51	-44,6	889	801	1690	-56,6	60	87,5
1950 - 51	52	1,9	941	819	1760	3,4	71	18,3
1960 - 61	64	23	1535	1195	2730	55,1	104	46,7
1970 - 71	112	75	2299	1902	4201	53,3	185	77,8
1988 - 89	3.437	2968,8	53404	50527	103931	2373,9	6391	3354,5
1994 - 95	5169	50,3	77738	70350	148088	42,4	90,98	42,3
1995 - 96	5600	8,3	84055	74299	158354	6,9	9771	7,3
1996 - 97	6082	8,6	92872	82038	174710	10,3	9971	2
1997 - 98	6583	8,2	96690	85843	182533	4,4	10376	4,6
1998 - 99	6888	4,6	107933	96526	204461	12	10979	5,8
1999 - 00	7880	14,4	111637	100966	212613	3,9	11591	5,5
2000 - 01	8255	4,8	119821	107643	227464	6,9	11896	2,6
2001 - 02	9480	14,9	133036	120477	253513	11,4	14295	20,1
2002 - 03	8873	- 6,4	148214	135091	283305	11,8	13356	- 6,6
2003 - 04	13285	49,7	180605	164753	344758	21,6	17511	31,1
2004 - 05	15929	19,9	222279	203501	425780	23,5	22109	26,2
2005 - 06	18539	16,4	286347	263799	550146	29,2	30910	39,8
2006 - 07	20675	11,5	334252	306597	640849	16,4	38240	23,7
2007 - 08	22506	8,9	366209	335553	701762	9,5	41969	9,7
2008 - 09	23653	5,1	421033	383732	804765	14,6	47633	13,4

The source was obtained from [8 and 13], a: Akyüz (2004) and b: The Ministry of National Education (2009), Transporting: Özgan (2009)

The study shows that there is a significant increase in the number of teachers, students and school / classroom in preschool education between 1970 and 1989. According to the results of his research it can be said that there is a significant increase both in the number of teachers - students and the school - classroom in Turkey. However, it is not sufficient regarding the significance of preschool education.

4. QUALITATIVE APPROACH (NİCEL YAKLAŞIM)

The kindergarten education is a quite exceptional issue. A kindergarten teacher must have some occupational qualities to be good at their job. This qualities are "love of career and children", "having a good mental health", "being patient and tolerant", "having

¹ The Republic of Turkey The Ministry of National Education.

² Habib Özgan Gaziantep University, Faculty of Education, Gaziantep / TURKEY

strong occupational knowledge", "establishing a reliable environment based on love", "having a good sense of humor", "being sensitive about the needs of children", "being a person collecting all kinds of materials and assessing them", "being a contemporary model with his / her dressing up, speaking and attitude"(Tufan, 2002, 80). Of course there are many other tenets which should be added to the given qualities of a preschool teacher and music and musical educational background is inevitably one of them.

Music education is a field of study associated with the teaching and learning of music (Yutkin, 2008). Music education proliferates one's success in society. "The Texas Commission on Drugs and Alcohol Abuse Report noted that students who participated in band or orchestra reported the lowest lifetime and current use of all substances [1].

According to the Florida Music Educators Association, "Music and the Fine Arts have been a significant portion of every culture's educational system for more than 3,000 years. The human brain has been shown to be "hard-wired" for music; there is a biological basis for music as an important part of human experience. Music and the Arts surround daily life in our present day culture [2].

It is important to note that "While studies show positive influences in other academic areas, music and the Fine Arts are an academic discipline that are, as the other academics, an independent way of learning and knowing" [2].

Musical education also proliferate overall brain activity. A research conducted at the University of Wisconsin has indicated that students with piano or keyboard experience performed 34% higher on tests that measure spatial - temporal lobe activity, which is the part of the brain that is used when doing mathematics, science, and engineering [2].

Music education also increases one's success in society. The Texas Commission on Drugs and Alcohol Abuse Report noted that students who participated in band or orchestra reported the lowest lifetime and current use of all substances [3].

This early-childhood approach sometimes referred to as the Sensory-Motor Approach to Music was developed by the violinist Madeleine Carabo - Cone. This approach involves using props, costumes, and toys for children to learn basic musical concepts of staff, note duration, and the piano keyboard. The concrete environment of the specially planned classroom allows the child to learn the fundamentals of music by exploring through touch [4].

Music not only inspires creativity and performance, but academic performance overall is seriously impacted. A research study produced by the Harris Poll has shown that 9 out of 10 individuals with post graduate degrees participated in music education [5]. All of this approaches show that music has an important role to improve quality of kindergarten education.

5. RESULTS AND SUGGESTIONS (SONUÇ VE ÖNERİLER)

As a result, it is seen that no improvement has been provided about both the quality and quantity of Turkish pre-school education. At the same time, of course these indicators give us clues for a way to solve this problem and improve the quality of education in Turkey. Qualitative and quantitative researches, at this point, support and clarify each other to proliferate preschool education and these two different methods of research reciprocally guide each other. Regarding the outputs of researches, suggestions below are composed to improve the preschool education in Turkey:

- The number of schools must be increased.

- Kindergarten education must be implemented in not only 32 cities of Turkey but also all cities of Turkey.
- The quality of the kindergarten teacher must be improved.
- The physical conditions of schools must be improved.
- All of the teaching programmes must be carefully prepared.
- Natural learning methods must be used in teaching.
- Teacher must not fall in the strife for teaching in an ambitious and harmful way, learning must be practiced without forcing the child (unconsciously).
- All fields of art (music, art and the others) must be placed on teaching programme taking into account the different cultures.
- Especially music must be used as an intensive method both directly and indirectly (as a tool and as a separate area).
- Music must be taught through listening without knowing (unconsciously).
- The music books and CD's which have been performed by professional artists must be benefited.

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