

The Necessity of National Music Training

Tarkan Yazıcı

Department of Voice Training, Dicle University State Conservatory, Diyarbakır, Turkey

E-mail: yazicitarkan@gmail.com

Şefika İzgi Topalak

Department of Fine Arts Education, KTU Fatih Faculty of Education, Trabzon, Turkey

E-mail: sefikat@gmail.com

Abstract

Development of the culture, which is one of the factors that form the history of humanity, has enabled the development of humanity as well. Every society's own culture mingles its own culture to the world's richness and causes world's culture to change. As a result of these changes, national cultures and art of the societies that are in the process of globalization can be affected in a negative or positive way. Within this period, training conscious individuals and providing qualified music training in the period of formal education that ranges from pre-school time until university are needed.

The success of an education programme regards to what extent the student can use what he/she has learned, produce and how he/she leads the society. One of the objectives of music training programme must be to raise the individuals who can perceive past-present and future, comment on them, keep up with the society in which they live, know universal type of music based upon their own music thereby being able to understand different cultures.

During the research, by reviewing the literature, qualitative research model has been used; similar studies, books, articles, symposium notes, publications and dissertations that are related to this research's topic have been analyzed; and the necessity of universal music education has been highlighted.

Children can learn universal music more easily thanks to the music training/teaching that are provided in company with kid songs composed by anonymous tunes. Starting from their own music, thus, children are able to comprehend the music of all the existing nations better, and know different cultures. A music education/teaching that includes Turkish school songs taking source from local music and having been composed in this way will have positive effects in terms of our national music culture.

Being one of the basic human rights, music training cannot be performed under universal values in our country having rational, powerful and rich music education accumulation, knowledge and experience that cannot be benefitted enough due to some reasons. Whereas, music training and music culture are the most significant culture sources of a country.

Keywords: Music, music training, national music training.

1. Music Training and Its Importance

The fact that, for the humanity, how significant the music training is has been expressed many times not only by the educators but also by the philosophers.

Platon (2005: 117); in his work called "The Republic", expresses in this way that basic of education relies on music: "The young, as if they lived in a country of health, are to benefit from everything; all things touching to their ears and eyes from nice work of art, like a breeze that brings health from the most beautiful country of the world, are to resurrect them taking these people back silently to childhood loving the beautiful, resembling and living in a good harmony with it. For these reasons education with music is the most superior one, as rhythm and tune just go inside the soul and make it harmonious."

Among all art education branches, art education that leaves the most impressive effect over human soul is music training. The individual who gets music training begins to think more freely, understand the life better, get more tolerant. Because the most essential goal of music training is to raise the human intelligence and abilities to the utmost level.

Accordingly, music training is the condition in which people's musical manners-that they have or not-change and develop in human's own life with a purpose (Uçan, 1997: 8).

Development level of a society is in direct proportion to successful and happy young people that society has. The role of music training of the young and the children on a society's development is very important. Music training has an important role over the development of an individual. The individuals getting music training develop themselves together with the good manners that they have gained and hold nice values, also they endeavour to mske their environment beautiful, too. For the individual's perception of his/her environment, firstly, their emotions need to develop (Yazıcı, 2009: 13).

Music training enables the individual to have a better communication with his/her environment by having him gain musical manners with a certain method or by making changes over musical manners he has (Uçan, 1997: 8).

Music training, that is the most important step of fine arts education, has been regulated and carried out basically intended for three goals:

- General music training is a kind of music teaching that is done in every level and intended for everyone regardless of the division among school, department, section, branch, and programme (Uçan, 1997: 31).
- Volunteer (amateur) music training is for the ones who love and interest in music and it aims to create satisfaction with an active musical participation and to gain the required musical manners to maintain and develop it (Tarman, 2006: 10).
- Vocational music training is directed to the people who want to choose music as an occupation. Therefore it aims to gain musical manners that the occupation requires and this process is implemented by the professional ones (Tarman, 2006: 10).

Music has a great impact on every aspect of life. Music training, by affecting social and cultural structure not only of the children and the young but also of the adult, enables them to be individuals who are more self-confident have high self-esteem. Music has increased the liking level of the people with the ability regarding judgement and listening by enabling the feelings such as love, responsibility, and creativity to improve on them. Music that is a very active education way has taken an important place as a discipline in education systems (Yazıcı, 2009: 13).

According to Hallam (2001); studies done about music prove the effects of music over the individuals considering the other improvements except for music. For example, by having the students listen to music, their concentration level has been increased and their emotional and behavioral problems have been solved. In another study, as a result of increased music lesson hours, positive impacts have been acquired over social relations of the students. As an emerging point of the feelings, music is a therapy means that affects human feelings and makes the better. Intellectual improvement and emotional satisfaction are seen on an individual who is engaged in music (cited in Özmenteş, 2005: 94).

It is a proven scientific truth that music, that maintains its effect on every step of human life, can be heard by the baby and as a reaction to the sound that is heard in a way of kicking, thereby the effects of the music over human beings starts at a very early period just before the birth of the baby in a mother's body.

Fox (2000) has expressed; as a result of the studies in which the relation between the human brain and music is analyzed, the fact that people have displayed musical interactions since very early ages and the result that these interactions can be improved by true applications can be inferred; and also as a consequence of the studies carried out about the reactions which are given to music by little aged children, that babies have musical instincts and use music as a meaningful communication means in the first years of their growth has been revealed (cited in Özmenteş, 2005: 92).

Music is a communication means and power affecting every moment of children. The interactions as often making sound in different levels, shaking their feet by making sudden moves under the effect of sound they hear, trying to use any toy by shaking hitting and making sound and clapping their hands show us that music has several first effects over the babies and people will live with music one within another from the birth till the end of life.

Before being born, while the human body is formed in an atmosphere that is woven by sound and music, it is affected by music via his/her mother; he sleeps in company with the songs as lullaby; during infancy period, he tells nursery rhyme and plays with games including music; during youth period, he interests with different music; during adulthood, he lives in an environment of comprehensive music; during old age period, he keeps the deep and intense relation with music (Uçan, 1997: 12).

Human beings live together with the music from the birth till the end. Music training has a very important role not only over socialization of the child, but also over the ability of expressing himself and development of his intelligence. To form a qualified and contemporary society, the necessity to have a creative and clever individual has always stressed in a vital way. Such kind of individuals can be gained by music training. For centuries, by emphasizing the place of music over human life, many philosophers, authors and educators have supported the idea that music should be used as an education means. Social development level of a society is in direct proportion to successful and happy individuals. The effect of music and its individual societal cultural financial and educational functions, the acquisition that the young and children gain from music training is eternal over the development of a society (Yazıcı, 2009: 15-16).

Animals have been inspired by people and decided to build a school for themselves. Rabbit, bird, fish, squirrel, duck, and other animals have come together and started to prepare a school programme. Running lesson by the rabbit and flying lesson by the bird, climbing by the squirrel, swimming by the fish, digging by the mole have been added to the programme and they have demanded that these lessons be compulsory. At the end, the rabbit could not fly and has broken the foot, the bird could not dig the ground and has broken its beak. The education has gone on in this way. In the final class, the conger whose intelligence is not so developed has finished the school as the first as it could do all those things at least to some extent. Other animals have been fired from the

school labelled as incapable and they have decided to keep living in accordance with their own skills (Özdoğan, 1996: 13).

To attempt to educate the students who are different from each other regarding their skills intelligence or personality traits with a standard education thought and programme is going to form the basement of a huge failure. The most important mission to prevent this failure belongs to music training and instruction.

Because, in an education institution, music teacher raises and develops the others with his knowledge, good manners and life by guiding the children, young and adult to gain the musical learning process that is wanted (Uçan, 2005: 261-263). In this way, thanks to music training, the individual will be conscious about his skill and self-awareness, enjoy the life more, and see more meaningful and beautiful aspects of the life. In addition, he will perceive and comment the life better by developed personality, intensed concentration and increased observation skill; thus his ability to create and communicate will rise. A creative person will contribute his/her society to develop more.

Music is quite effective over developing the creative power that exists in human.

In the past, “creativity” that was accepted as an extraordinary power was evaluated as unique for the people who were talented. Unfortunately these thoughts still maintain their existence. The condition that music lesson is not a compulsory but elective affects the realization of music training in a negative way. A child that is integrated with music training will discover new ways and adopt being new thanks to “creativity” (Gel, 1991: 38).

2. Our Music Culture and Training in Republican Period

Atatürk, who knew well the power of the music to reach societies’ cultural identities, to protect them and to hand them down to new generations, said the following words that gave a different importance to music training during republican period-to make Turkish Nation reach the level it deserved-:

“Dear citizens, in all parts of the fine arts, I know that how eagerly you want the national youth to be developed. This is already being done, however, Turkish music is the one that needs to be seen first and most quickly (applause). The determiner of a nation’s new change is its being able to get and comprehend the change in music. The music that is tried to be listened to nowadays is far from the level of feeling proud. We have to know this clearly (bravo screams and applause). High remarks and utterances telling national sensitive feelings and thoughts should be gathered and processed according to general music concept. Just in this way, Turkish music can rise and takes its place in universal music. I wish Ministry of Cultural Affairs would pay attention to this issue and help it on the favour of the public (TGNA, 1934).

Music training has undertaken a very important task in the process of cultural change of a society as conveying society’s own cultural values and behaviours to new generations. Our society has gone through significant changes and come to present in order to keep up with the era and to exist. The period in which these changes were experienced in a fastest and most active way is the Republican period.

Change starts in any side of the structure and it goes on untill its other sides. In the basic terms, social change is the differentiation in the existing structure, however it is the differentiation on individual’s behaviour, faith and social institutions in the society (Doğramacı, 1993: 43).

Atatürk’s principles and reforms are exactly real change and development. The main principle in the fort he acceptance of change and innovation is to be able to fit into our society’s culture. The change of music and societal life parallels each other. Accordingly, the changes in music should be on the good direction so that their reflection on the society is good as well.

As Martin Luther said, “Music is the seed of all virtue. Society and especially youth can be raised by this divine art” (cited in Sun, 1969: 14).

Music teaching’s background in Turkey dates back to Seljuk period. In Seljuk’s period, music teaching was completely religious, indirect and traditional; while this teaching was religious, indirect and traditional in the early and middle era of Ottoman Empire, in the final era it looked religious, planetary, direct/indirect, traditional/modern; in the Republican period, it was completely planetary, direct and modern (Say: 2001, 147-150).

Music training that was underlined not only by Atatürk but also by many educators has been an important branch. Especially wanting the Turkish music to be protected and developed, whenever he could, Atatürk expressed that music had an important power to reach the level of contemporary civilizations.

Music training/culture has been developing and changing with the person making it real. Music is one of the vessels of life and culture nourishing the individual and society; music training is a period that opens this vessel and enlarges it; and lastly in its unique form, music culture is a cultural blood/juice that flows to the individual/society through this vessel (Uçan, 2007: 7).

Hard work and established institutions that emerged in music field together with the foundation of the republic are remarkable. Especially in a newly founded country, priority given to music and innovations done for this field indicates the attention Atatürk paid to music (Saygun, 1987: 17-18). In his words “Teachers, new generation will be your masterpiece”, Atatürk clearly emphasized that educating the public to make

modernization real was a must. As it is understood from these words that crucial tasks such as forming society's music culture and gaining contemporary music culture were assigned to music teachers in Republican period.

Affecting our society directly in the Republican period, music became the most important education item that protected and maintained cultural structure and taught contemporary innovations. The most important item of education became music teachers (Küçüköncü, 2010: 22-23).

That Teacher's Musical School was opened for the purpose of raising music teachers as the first formal education institution in Republican period indicates that music should be developed at least as much as other art branches taking its place in state policy and how important the music is for the society.

In Republican period, under the directions of Atatürk, formal general music training was stressed so that our society could develop/change and our national culture could be raised over contemporary civilization level; and necessary studies were immediately handled to raise music teachers. The most rational progress was Teacher's Musical School founded on the 1st September in 1924 just after the acceptance of Republic's declaration and this school's opening for education-training on the 1st November of 1924 (Şentürk, 2000: 137-138).

Uçan (2005: 58) emphasizes that, as parallel to the developments made in the first 70 years of the republic, gained experiences, provided improvements and knowledge accumulation, Turkish music training will be more effective and efficient.

Sun (1969: 196) has expressed the importance and impact of the music over society culture in this way: "A society can keep existing by the values suitable for that era it has created in economic and cultural field. Another branch of culture field is music; society's existence in this field can be provided by the contemporary music types (by the Works in art music, army music, entertainment music and educational music) that were created and added to life itself. It can be said that as long as these are made to come true in music field, the society can keep its music existence, if not, it cannot."

We can analyze music culture in Republican period and development of its education in main 3 stages;

1. First 30 years stage: 1920s, 1930s, and 1940s are in this stage. Developments in this stage were made in the principle of "from universal to nation",
2. Middle 20 years stage: 1950s, and 1960s are in this stage. In this stage, democratization in music was stressed mostly,
3. Last 30 years stage: This stage includes 1970s, 1980s, and 1990s. In this stage, faster democratization and pluralism in music were focused on (Uçan, 2005: 59).

Republican period "Turkish music reform" is a period in which, preserving an developing the national soul, there occurred a transition from monodical condition that took its root from east civilization and being formed there to monodical/polyphonic condition taking its root from east/west civilizations and being formed by them, furthermore, regarded as insufficient, pluralist/polyhonic condition taking its root from east/west civilizations and being formed there was experienced (Uçan, 2005: 57).

3. National Music Training and its Necessity

Turkish music culture of Turkish society history eras' humanity and community is one of the most effective, permanent and persistent items of history eras music culture (Uçan, 2005: 5) and it is musical life of Turks (Uçan, 2005: 9). Music culture is a kind of music in which a society is in close interaction. For a more clear definition, music culture is the reflection of a society. It is enough to view music culture of a country for having an idea about it.

As Atatürk said : "Our music can be observed from Anatolian public". All the world-wide popular artists that have been raised by Japan in west music firstly learned how to play any instrument of its own country. This case is the proof of the principle that is inalienable in terms of education; "one who does not know his own language cannot speak other languages". The big difference between the music tried to be given in our schools and the music listened by the public is the proof of main principle mistake in our music training (Tanrıkorur, 1998: 271). In terms of our national music culture, that our education system has local items is very important for our children and young population. A music training method full of Turkish school songs composed in this way taking its source from local music will be certainly effective regarding our national music culture by being included in music training (Yazıcı, 2009: 21).

According to Atatürk, the basis of Turkish Republic is culture. Art formed by culture is one of the most important life vessels of that country. Music was to be highlighted most among other art branches. Because the determiner in new change of a nation was its being capable of comprehending and accepting it. Turkish Republic music was to be a national music taking its origins from public music. Therefore, our national feelings and thoughts were to be performed in new music.

Turkish national music could rise just in this way and take its place in international music. "Ladies and gentlemen, the culture of a nation is speaking on the chest of this small saz (a kind of local stringed instrument) at which you are looking. It should not be forgotten that regarding the level of cultural and artistic moves, we

have to keep up with the civilised world but not leaving our national traditions. Melodies coming from the chest of this instrument called saz should be developed and paid attention and care” with this expression, Atatürk emphasizes how significant having our own national music culture is regarding keeping our existence as a society (Ministry of culture and tourism, 2005).

According to Sun (1969: 197), considering its all types, music has an important role in both societal and cultural ways. Music’s function to affect with societal and cultural importance can be realized just by educational music teaching. Music, music understanding and like that are acquired by music training will place in family structure and society, also it can be experienced by people from all societies. In this regard educational music training is the basis of a society’s music life and music future.

With the effort of Atatürk and music educators, important phases have been gone through since Republican period. Turkish school songs and national song repertoire have been formed; a music training concept unique for Turkish Nation has been developed. Provided that we could make our national values live and develop them, the fact that we could take part among developed societies was especially stressed during Republican period. As it can directly affect people’s feelings and combine the ones who even do not know each other in common feelings, music is a verbal or non-verbal language. This language that can sometimes be sound or an instrument has to be national since it holds psychological and socio-cultural items of the societies using it. As we cannot imagine a society that does not have its unique features, a language that does not reflect the elements of the society to which it belongs is sentenced to die (Tanrıkorur, 1998: 273).

Children interest in local melodies more than foreign melodies in comparison. Developed countries in terms of music training benefit from local music more in their training. Therefore local music is an important part of school music training, thereby of national music culture. Thanks to music training and teaching in company with kid songs composed by anonymous melodies, children can learn universal music more easily. In this way children, beginning from their own music, can comprehend the music of all existing nations open to world (Yazıcı, 2009: 22).

According to Uçan (1999); as long as we care local music with point of views of contemporary music figures like Zoltan Kodaly we can achieve all these elements. Our most basic principles are beginning from public music, starting music in the earliest ages, knowing that sound is the most accessible instrument and how important making music is (cited in Yazıcı: 2009: 22).

How can an individual that does not know anything about his own music understand the music of other countries? Or if we think about important functions of music training, will it be possible to reach success in this training?

In his writing titled as “Our Educational Music Problem and Basic Sight”, Muammer Sun (1969: 208) said these sentences about how our music training should be : “We should create Turkish school music works with a contemporary understanding and regard music teacher as focus point in education. In Turkish school music, we ought to have a place for the eminent samples of music having universal value and of old works. Turkish school music are the ones that have been created in a way that they have universal values. Turkish school music will exist in our country and abroad just on this condition and it will preserve its own identity through this way. If we share a place for the old songs created with meticulous compilation (nursery rhyme, clearance, folk songs etc.), the student makes the music that he/she hears from his/her environment so that he will not be alienated towards himself and his environment. As a result, environment music will develop, the valuable ones will spread all the country and be national and it will enable foundation of music union in Turkey to be faster. Environmental music will be ferment of Turkish school music and both of them together will form Turkish national music repertoire.”

4. Conclusion and Suggestion

There are some conclusions and suggestions coming from the previous descriptions:

- At present, the importance and functions of music training cannot be realized or can be ignored.
- Music training in Republican period was institutionalized in a way that era required.
- With a standard education understanding or programme, trying to train the students whose personality and intelligence may vary can form the basement of failure.
- Regarding music subject as an elective course prevents the condition in which music training is done as it should be.
- The effect of music training over cultural change of society is not cared.
- There is a big difference between the music that is tried to be given in our schools and the music that public listen.
- The level that our education system has local elements is insufficient.
- Local music cannot be benefitted enough in music training.
- The effect and success of Turkish music reform in Republican period should be a good example for today’s music training.
- Our own melodies should be given a place in a way that it should be in music training and teaching, too.

- All elements of the society have to be used for developing music culture.
- Music subject should be isolated from being an elective course and training hours had better be increased.
- That active teaching methods are used in education system commonly should be enabled.

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