



An evaluation on practicing of teacher's book and student's workbook based on music classes 2006 primary education teaching program*

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Abstract

The aim of this investigation was to evaluate practicing of teacher's book and student's workbook based on music classes 2006 primary education teaching program of sixth grade. Universe of this investigation consisted of Primary Schools of central districts of Ankara depended on Ministry of National Education. By choosing twenty Primary Schools depended on Çankaya, Etimesgut, Kazan, Keçiören, Yenimahalle districts, sample groups were formed.

To analyze all data interview method was used and all data of interview were achieved with the partial intercourse analysis method.

After collecting all data, results were acquired about practicing of teacher's book and student's workbook based on music classes 2006 primary education teaching program of sixth grade level taking part within the sample group. To the results, necessary suggestions for failing sides were offered.

Key Words: Music Classes of Primary Education, Teaching Program of Music Classes, Teacher's Book of Music Classes, Student's Workbook of Music Classes

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1. Introduction

Under the effect of globalization process giving a new breath to 21th century, new developments on learning and technology were seen and needs of individuals and societies were taking form with the effect of these developments. These developments also directly affected education system of countries. Basic education concepts like “learning, teaching, theory, data, and method” had to be reinterpreted.

“The condition for keeping up with modern level on music education field is to perceive, to adopt and to practice teaching method and techniques of which effectiveness and functionality were proved. Naturally, every teacher follows a different way peculiar to him/her while teaching music. This personal teaching method displays parallelism to experience and aims of the teacher, environment of classroom and necessities of the students. On modern education, there is no longer a teaching environment where the information is directly given and received. On the contrary, there is an understanding in which a modern individual who has the ability of reaching the information whenever it is necessary, who is able to use the information whenever he/she needs, who is not passive but active and who aims to life long learning is educated” (Albuz, Akpınar, 2009).

“General music education aims to bring common general music culture which is necessary for a healthy, balanced, and a humanistic life and which is suitable for every level for every age and for everyone without segregating kinds of school, department, field, and program” (Uçan, 1999). Music education programs are strictly needed to practice a conscious and planned education, to its continuation and to its transformation to intended behaviors.

Music classes teaching program of primary school changing many times from the Republic period to the present was eventual arranged to constructional based in 2006. Music Specific Expertise Committee organized by Ministry of Education developed it and it came into force in 2007-2008 education period.

Teacher's book and student's workbook were prepared through the light of constructional method and the new teaching technique and they were served to the music classes of primary education.

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As a result, main idea of the study is to evaluate practicing of teacher's book and student's workbook based on music classes 2006 primary education teaching program of sixth grade level.

1.1. Problem

How does practicing of teacher's book and student's workbook seem through the music classes 2006 primary education teaching program of sixth grade level?

1.2. Purpose

This study aims to evaluate practicing of teacher's book and student's workbook based on music classes 2006 primary education teaching program of sixth grade level, to identify functionality position between the two books and to determine applicability level through the indications

2. Method

In this chapter, method of the study, materials that are used to find data, statistical methods and techniques that are used to collect data and to analyse the collected data.

2.1. Model

This study has both basic and practical quality as per its level and descriptive quality as per its process. Qualitative data is acquired from various theoretical sources and quantitative data is acquired by using interview method. Quantitative data was created by analyzing with statistical methods and by digitizing data.

Interviews consisted of opinions and thoughts about practicing of teacher's book and student's workbook based on music classes teaching program of music teachers who works in twenty primary school that were randomly selected were depended on central districts of Ankara.

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Questions prepared and constructed to teacher's book and student's workbook were arranged as two interview forms for both teacher's book and student's workbook. These interview forms consisted of six questions for each books.

2.2. Data Collecting and Data Analysis

Data related to teacher's book and student's workbook based on 2006 primary education music classes teaching program of sixth grade was acquired by interview method. Questions of interview forms were created for each book and questions consisted of opinions, thoughts, and suggestions of teachers. Interview forms were arranged for study through the opinions of specialists after test practices. Interviews were begun to carry out in twenty primary schools of central districts of Ankara depended on Ministry of National Education in the spring term of 2008-2009 school year. Interviews had been completed by getting appointments to music teachers' programs until the end of the spring term. Before every interview, researcher had mentioned how he would use data; how long face to face interviews would last and he also mentioned that he definitely kept personal information belonging interviewers secret. After all these explanations, researcher completed interviews with sound recorder by depending on voluntariness of all teachers.

Verbal data acquired by interview method was narrated by Microsoft Office Word 2007 software. Teachers' experience and their opinion about 2006 primary education music classes teaching program of sixth grade contributed to the study in a large scale. Qualitative data transformed into quantitative data by creating frequency and percentage dispersion chart to see the results acquired from the opinions of twenty teachers in the same stage.

3. Finding and Commends

3.1. Finding and Commends on Evaluation of 2006 Primary Education Sixth Grade Music Classes Teacher's Book through the opinions of Teachers

This chapter involves the evaluation of teacher's book based on 2006 primary education music classes teaching program of sixth grade, twenty primary schools determining randomly and finding and commends acquired by interviewing with music teachers working in these schools.

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Tablo 1. Frequency Percentage Dispercion of the Evaluation Primary Education Sixth Grade Music Classes Teacher's Book to the Opinions of Teachers

Teacher's Book	Teacher's opinions (Negative)		Teacher's opinions (Positive)	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
a.What do you think about the subjects in Teacher's Book?	9	45,0	11	55,0
a1.Do you think it is adequate for content?	11	55,0	9	45,0
b. What do you think about the teaching, method and technique used in practicing subjects taking part in teacher's book?	5	25,0	15	75,0
b.1.Do you think it was created in a level and form where students play an active role?	7	35,0	13	65,0
c.Do you think teacher's book includes enough activities related to subjects in the book?	5	25,0	15	75,0
c.1.can you practice these activities in the classroom?	15	75,0	5	25,0
c.2.What kind of problems do you encounter in practice?	19	95,0	1	5,0
d.Do you think the evaluation part of the teacher's book is enough to determine the success of the students?	9	45,0	11	55,0
e. Do you think the activities in teacher's book were created to different intelligence field?	14	70,0	6	30,0
f. Do you think the teacher's book was arranged in a form which contain student's workbook and to guide to teachers?	5	25,0	15	75,0

3.1.a. Finding and Commends on Teachers' opinion about the subjects in Teacher's Book

Teachers answered the question "What do you think about the subjects in Teacher's Book?" with % 45,0 rate positively and % 55,0 rate negatively. It is possible to say that there is a positive difference with % 10,0 rate among teachers about the subjects in teacher's book based on 2006 primary education music classes teaching program of sixth grade. Teachers making negative commends explained that subjects were less than the other programs of previous years and titles were not clear and not comprehensible enough and also subjects were not placed in a unity.

Teachers making positive commends expressed that subjects were suitable for the level of students, teacher's book kept up with the program and also the subjects including technic and practice were distributed in a balance.

By depending on the results acquired from the chart, it is possible to say that subjects in the teacher's book of 2006 primary education sixth grade music classes were

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selected and prepared in a correct way as it had been aimed through the opinions of teachers.

3.1.a.1 Finding and Commends on the Subjects in the Context of Teacher's Book

Teachers answered the question "Do you think it is adequate for content?" with % 45,0 rate positively and % 55,0 rate negatively.

By depending on the results, it points out that the subjects in teacher's book based on 2006 primary education music classes teaching program of sixth grade are superficial and they do not show any parallelism to the program of fourth and fifth grade because of this reason, students do not have a certain repertory when they pass upper class. Also it shows the subjects related to technique and practice could not be created by means of a plan which is suitable for the aim.

3.1.b. Finding and Commends on Techniques and Methods Used for Teaching the Subjects in Teacher's Book

Whereas five teachers answered the question "What do you think about the teaching, method and technique used in practicing subjects taking part in teacher's book?" with % 25,0 rate negatively, fifteen teachers answered % 75,0 rate positively.

Teachers pointed out that some of the teaching techniques and methods of the program should be prepared with the help of specialists more comprehensible and also while doing this physical, socio-economic and cultural conditions should be taken into consideration. To the teachers, the teaching techniques and methods of the program should include more practicable subject and the techniques and methods which develops students' playing and singing ability should be increased.

By depending on the results acquired from the chart and by thinking that teaching environments, strategies, methods and techniques based on 2006 primary education music classes teaching program of sixth grade are created compatible with the individual differences of students, it is possible to point out that teaching techniques and methods of

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the program are successful and if the problems identified in suggestions are solved, better results can be acquired.

3.1.b.1 Finding and Commends on Level of Techniques and Methods Making Students Active and Used for Teaching the Subjects in Teacher's Book

Answers of the teachers to the question "Do you think it was created in a level and form where students play an active role?" were % 35,0 rate negative % 65,0 rate positive.

So, it is possible to say that only if methods and techniques in teacher's book have an active role in student's teaching process, students will be able to discover teaching ways by themselves.

3.1.c. Finding and Commends on Activities of the Subjects in Teacher's Book

Five teachers of the participants answered the question "Do you think teacher's book includes enough activities related to subjects in the book?" % 25,0 rate negatively, the other 15 answered % 75,0 rate positively.

Most of the participants pointed out that there were not enough activities in teacher's book and yet if activities samples of some subjects are increased, it will produces more positive results. Through data and opinions acquired from the chart, it is possible to say that activities of the subjects in teacher's book are not enough.

3.1.c.1. Finding and Commends on Practicing Process of Activities of Teacher's Book

Teachers answered the question "Can you practice these activities in the classroom?" % 75,0 rate negatively while the other % 25,0 rate answered positively.

Teachers participating in interview pointed out that activities could not be put into practice completely and to carry out activities and reach the target, physical conditions and materials have to keep up with required level, total of class has to be less than the present number and also activities have to be prepared to the duration of the course.

By depending on data, if activities put into practice, positive results can be created and also success of students can be increased. Acquired data also emphasizes required environment to practice activities is not provided completely, because of this reason, most classes cannot experience some of activities.

3.1.c.2. Finding and Commends on Problems Encountered Practicing Process of Activities of Teacher's Book

19 teachers of the participants answered the question "What kind of problems do you encounter in practice?" that they encountered many problems with % 95,0 rate, the other 1 answered that he/she did not encounter any problem with % 5,0 rate.

By depending on acquired data, in the process of practicing activities based on 2006 primary education music classes teaching program of sixth grade, it is possible to say that teachers cannot put activities into practice completely because level of students are not equal, some activities are over or under the level of students, most of the students come to the upper class with a lack of basic music rules and economic, social, and cultural differences.

3.1.d. Finding and Commends on Evaluation Part in Teacher's Book

Nine teachers of the participants answered the question "Do you think the evaluation part of the teacher's book is enough to determine the success of the students?" % 25,0 rate negatively, the other 11 answered % 55,0 rate positively.

To the acquired data, most of the teachers found the evaluation part in teacher's book adequate but they had a common commend that after subject of the course was told, evaluating each students created a problem. To the data acquired from teacher's opinions, it is possible to say that evaluation part of 2006 primary education music classes teacher's book of sixth grade is adequate to determine the success level of students.

3.1.e. Finding and Commends on Preparing Activities in Teacher's Book to Different Intelligence Field

14 teachers of the participants answered the question "Do you think the activities in teacher's book were created to different intelligence field?" % 70,0 rate negatively, the other 6 answered % 30,0 rate positively.

Activities that can addressed different intelligence field should be used together. Because intelligence fields students use while they are teaching can be different from each other. By this way, students using different intelligence field while they are teaching will become active during the courses. Theory of multiple intelligence argues that human beings have different styles of teaching and of perception in the process of perceiving instructions and of making instructions permanent.

To the results acquired from data, through the teachers' opinions it is possible to say that activities in 2006 primary education music classes teacher's book of sixth grade were not prepared to the different intelligence fields.

3.1.f. Finding and Commends on Comprehension of Teacher's Book to Workbook and Its guidance level to Teachers

5 teachers of the participants answered the question "Do you think teacher's book was arranged in a form which contains student's workbook and to guide to teachers?" % 25,0 rate negatively while 15 teachers answered % 75,0 rate positively.

To the teachers' opinions, there are some problems in teacher's book and student's workbook. For instance, notes of a song in teacher's book do not take part in workbook and this condition causes wasting course duration. However, although problems like this, by depending on acquired data, it can be said that teacher's book was arranged in a form which contains student's workbook and to guide to teachers.

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3.2. Finding and Commends on the evaluation of the workbook based on 2006 primary education music classes teaching program of sixth grade through teachers' opinions

This chapter consists of the evaluation of workbook based on 2006 primary education music classes teaching program of sixth grade, twenty primary schools determining randomly and finding and commends acquired by interviewing with music teachers working in these schools.

Tablo 2. Frequency Percentage Dispercion of the Evaluation Primary Education Sixth Grade Music Classes Workbook to the Opinions of Teachers

Workbook	Teacher's opinions (Negative)		Teacher's opinions (Positive)	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
a. Do you think the activities in the workbook was arranged to the level of the students?	8	40,0	12	60,0
b. Do you think that methods and techniques related to the activities of 2006 primary education of sixth grade were created by considering individual differences related to music classes? Why?	15	75,0	5	25,0
c.do you think that activities in the workbook were arranged in a form which supports active teaching method? Why?	6	30,0	14	70,0
d.Do you think activities related to subjects in the workbook are adequate to intensify the subjects the students learned before at their studying time?	8	40,0	12	60,0
e.Do you think evaluation questions in the workbook are adequate to intensify the subject and to make self-evaluation of the students?	13	65,0	7	35,0
f. Do you think both the teacher's book and the workbook were arranged in a systematical way by basing on teaching program?	6	30,0	14	70,0
f.1. Does the subjects in the program conform with the ones in the teacher's book and in the workbook?	4	20,0	16	80,0

3.2.a. Finding and Commends Related to conformity of activities in the Workbook with the student level

Eight teachers of the participants answered the question "Do you think the activities in the workbook were arranged to the level of the students?" % 40,0 rate negatively, the other 12 answered % 60,0 rate positively.

To the acquired data, activities in the workbook do not pan out the same results for each student when you evaluate the personal features such as their interests, their understanding ability, their special ability. However, it can be said that to numerical data, activities in the workbook were arranged in a certain methods and techniques and in a form

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which is suitable for the level of the students and for the interests of the students to provide attendance to lesson.

3.2.b. Finding and Commends on Arranging the Teaching Methods and Techniques related to activities of the Workbook to the Individual Differences of the Students

Teachers answered the question “Do you think that methods and techniques related to the activities of 2006 primary education of sixth grade were created by considering individual differences related to music classes? Why?” %% 75,0 rate negatively, the other % 25,0 answered rate positively.

“It was supported that like in every field, in the process of music education, it is benefited from some methods and techniques peculiar to music education to make students active and to provide their discovering and constructing knowledge.” (2007 Teaching Program of Primary Music Classes, 18.)

“General teaching methods was formed by adopting some teaching methods practicing also in other lessons to music education. It can be followed as telling, argumentation, question and answer, dialogue, interview, research, presentation/adaptation, find and discover, create/produce, dramatization, role-playing, sharing, solving problem, show and make, designing, realization, making and sustentation” (Uçan, 1999).

It includes music teaching and methods peculiar to general music teaching methods related to music classes which provide students' attention in the lesson awake and their getting knowledge and their self evaluation of the knowledge.

“Special music teaching methods can be put in order as music teaching by musical auditory-writing, music teaching by musical precession/rhythm (Dalcroze), music teaching by musical choir (Kodaly), music teaching by musical precession/rhythm/singing-playing/improvisation (Orff)” (Uçan, 1999).

It can be said that general music teaching methods have the qualities that help student's being active in class by addressing all of the students whereas special music

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teaching methods have the qualities which show changeability according to ability and to wish of the students.

Problems in practicing activities in the sixth grade workbook based on 2006 primary education teaching program like understanding difficulty, differences of musical abilities, problems about integrated students and opinions of the teachers put forth that 2006 primary education teaching program practiced in primary schools and teaching techniques and methods of this program were not arranged by considering individual differences of the students related to music classes.

3.2.c. Finding and Commends on Conformity of Activities of the Workbook to Active Teaching Method

6 teachers answered the question “Do you think that activities in the workbook were arranged in a form which supports active teaching method? Why?” % 30,0 rate negatively while the other 14 teachers answered % 70,0 rate positively.

To the acquired data, activities in the workbook like game, dancing, singing, tongue twister, strengthening with rhythmical movements were generally arranged to make students active and in this context, workbook is considered successful with a grand rate.

3.2.d. Finding and Commends on Student’s Usage of Activities in the Workbook in their Individual Studying Time

8 teachers answered the question “Do you think activities related to subjects in the workbook are % 40,0 rate negatively while 12 teachers answered 60,0 rate positively.

Generally activities in the teacher’s book and in the workbook are paralel to each other. For this reason, while some of the teachers think that some different activities should be prepared for students to study in their individual studying time, most of the teachers who participated in the interview think, as it is seen in the scheme, activities in the workbook were arranged through the aimed way and were successful enough to reach the goal.

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Activities in the workbook show different success level to the intensity of the content in the point of the student's intensifying the subject aside from the lesson. Because of this, it can be thought that some activities samples related to subject are inadequate on account of content and intensifying. Considering that teachers give some homework, project work etc. and the results are generally positive, it is possible to say that activities samples are adequate for students' intensifying the subjects in the external lesson time.

3.2.e. Finding and Commends on Student's Self Evaluation in the Context of Measurement and Evaluation

13 teachers answered the question "Do you think evaluation questions in the workbook are adequate to intensify the subject and to make self-evaluation of the students?" % 65,0 rate negatively. 7 teachers answered the same question % 35,0 rate positively.

In the workbook, there are activities related to the subject the same as in the teacher's book. Although there is no evaluation scale for students except from one or some subjects, teachers who think that evaluation scales for each subject should be prepared for students to self evaluation are of opinion that after student's individual studying, they can make their self evaluations and sharing this evaluation with teachers and the other students can be interesting.

As it is seen in the scheme, teachers in the interview have common thought about inadequacy of the evaluation part on account of self evaluation and intensifying the subjects of the students.

3.2.f. Finding and Commends on Relational Aspect among the Workbook, the Teacher's Book and the Program

Teachers answered the question "Do you think both the teacher's book and the workbook were arranged in a systematical way by basing on teaching program?" % 30,0rate negatively and % 70,0 rate positively.

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According to common view, the workbook and the teacher's book were arranged by depending on the program. In these prepared books, there are some problems in practice even if they show a theoretical reflection. These problems stem from both the inadequacy of conditions of the schools and the inadequacy of the environment and the duration of lessons. Teachers have the opinion that some of the songs in the teacher's book do not place in the workbook and this causes leeway in lesson. And also these teachers pointed out a common opinion that except from these problems, in the context of teaching music classes, the workbook and the teacher's book arranged by basing both upon each other and upon the program in a systematical way.

As in many teaching program, in teaching program of music education it is natural that there are some deficiencies among this program and the workbook and the teacher's book basing on this program. However, it is possible to say that 2006 primary education teaching program of music classes which accepts students centered learning, structuralist learning approach and multiple intelligence theory as a principle and the workbook and the teacher's book arranged by basing on this program were generally prepared in a systematical way.

3.2.f.1. Finding and Commends on Consistency of the Subjects in the Teaching Program with the workbook and the teacher's book

4 teachers answered the question "Do the subjects in the program conform with the ones in the teacher's book and workbook?" % 20,0 rate negatively while 16 teachers answered the same question % 80,0 rate negatively.

Teachers in the interview pointed out that both the subject in the program, in the workbook and in the teacher's book show a consistency with each other and these three books are well-arranged and generally there is no great deficiency. By depending upon these findings, it is possible to say the idea that the subjects in the 2006 primary education teaching program of music classes of sixth grade have conformity with the ones in the workbook and in the teacher's book.

4. Results and Suggestions

In this chapter, results and suggestions reached by depending on finding and commends of the study are explained.

4.1. Results

4.1.1. Results Related to 2006 primary education music classes teacher's book of sixth grade through teachers' opinions

Names of subjects in 2006 primary education music classes teacher's book of sixth grade are prepared by selecting required ways and in a form which reflects the content to the aimed shape according to teachers' opinions.

- Content of the subjects in 2006 primary education music classes teaching program's teacher's book of sixth grade could not be created as it was aimed.
- Teaching techniques and methods used in practicing the subjects in teacher's book were generally found successful by teachers.
- It was fasten down that teaching techniques and methods was prepared in a form and level which provide students' active role in courses.
- Teacher's book included enough activities related to subjects.
- It was understood that some conditions which stem from inadequate physical conditions in class were deterrent factors for activities to put into practice.
- It was understood that there were many other problems which prevent activities success in courses.
- Evaluation part in teacher's book based on 2006 primary education music classes teaching program was prepared as it was aimed in terms of determining the success level of students.
- It was determined that activities in teacher's book based on 2006 primary education music classes teaching program could not be prepared to different intelligence fields as it was aimed.
- Teacher's book was arranged in a form which contains student's workbook and to guide to teachers.

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4.1.2. Results Related to 2006 primary education music classes Workbook of sixth grade through teachers' opinions

- Activities in workbook were prepared up to the level of student.
- It was understood that teaching techniques and methods of 2006 primary education music classes' workbook of sixth grade were not prepared to the individual differences of students.
- Activities in workbook were prepared in a form which supports active teaching as much as possible.
- It was understood that evaluation questions in the workbook were not adequate for students to examine their success and to intensify the subjects.
- It was determined that workbook and teacher's book were arranged in a systematical way in a proper order by basing on both each other and teaching program.
- It was pointed out that the subjects in 2006 primary education music classes teaching program of sixth grade were fully parallel to workbook and teacher's book.

4.2. Suggestions

4.2.1. 2006 Suggestions Related to 2006 primary education music classes of teacher's book sixth grade

- Content of the subjects in teacher's book of 2006 primary education music classes teaching program of sixth grade should be revised and its relevance to aim should also be tested by pilot practice.
- Classroom atmosphere should be arranged very well to keep activities up with the intended level in practices.
- If activities in teacher's book based on 2006 primary education music classes teaching program of sixth grade are put into practice by developing teaching methods and techniques which address different intelligence fields, this affects the success level positively.
- It can be thought that if samples of activities redound, it will create positive results and redound the success.

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▪ It is important that techniques and methods which can redound the ability of playing and of singing.

4.2.2. Suggestions Related to 2006 primary education music classes teaching program workbook of sixth grade

▪ Teaching methods and techniques aimed at workbook of primary education sixth grade should be renewed in a form which adress to general of the students by considering individual differences.

▪ Evaluation questions in the workbook can be augmented with more samples to intensify the subject and to make self-evaluation of the students.

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