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Research Article

CONSCIOUS AWARENESS LEVELS OF MUSIC TEACHER CANDIDATES

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ABSTRACT

The aim of this study is to determine the stem awareness level of music teacher candidates and to determine the situations in which this awareness is affected by different variables. It is a descriptive field study and it was conducted with a survey model. The study group of this study consists of 34 (11 girls and 23 boys) education faculty students studying in the 3rd and 4th grades of the Department of Music Education, Department of Music Education at Kastamonu University, Faculty of Education, in the academic year of 2018-2019. As the data collection tool, "Conscious awareness scale" designed by Buyruk and Korkmaz was used. Within the scope of data analysis; Average, Anova, Schieffe and T-Tests were used. As a result of the analyzes made, it was observed that the Toad Conscious Awareness Scale, awareness of pre-service teachers was high and gender did not affect this awareness level. Researchers who want to examine the same subject can practice with different departments and larger study groups. In addition, they can analyze their state of awareness in terms of different variables.

Keywords: Music, Teacher, Music Teacher, Music Teacher Candidates, Awareness

1. INTRODUCTION

TOAD; It is a directory created from open access resources with evaluation processes such as referee and jury. This directory is to bring together in a systematic manner through improved measurement tools in Turkey or Turkish version is intended to facilitate access to the scale and work related to the desired topic. It is the researchers' own responsibility to reach the main source, the competencies of the scales, their suitability for the purpose, to get permission from the owner of the scale, and to obtain the scale items. The mindfulness scale aims to enable students to have interdisciplinary cooperation, systematic thinking, openness to communication, ethical values, research, production, creativity and problem-solving skills. (Bybee, 2010b; Dugger, 2010; Rogers & Porstmore, 2004) With the help of the positive impact of information and technology on each other, the world is developing and changing as well as its increasing population. In addition, it is possible to meet the increasing needs and keep up with the developments through innovation. Innovation concept and action; It requires critical thinking, problem solving, collaboration, leadership skills, flexible mindset, adaptability, entrepreneurship, communicating verbally and in writing, accessing and using information, curiosity and imagination. (Wagner, 2008) In addition, these are defined as 21st century skills and are the basic gains of the conscious education approach. In this respect, as the locomotive, conscious education is one of the most important elements that should be included in the education system for the progress, economic development and scientific leadership of a country. That's why; It should be examined and evaluated at the school and university level. (Çorlu, et al., 2012) Because it is at the center of reforms aimed at raising people with innovation skills. The concept of conscious awareness education education that emerged in the 1990s. (Bybee, 2010) is based on consciousness education disciplines. Additionally, it includes technology and music. (Bybee, 2010b) TOAD education combines interdisciplinary and aims to examine education with a holistic approach. (Smith & Karr-Kidwell, 2000) TOADeducation focuses on the realization of these disciplines, with learning that aims to achieve research design, problem solving, collaboration, and effective communication and production, rather than analyzing all sections one by one. activity. In addition, activities that will increase students' interest and orientation towards music by using skills called 21st century skills are also a part of conscious awareness education. (Baran, Canbazoğlu Bilici, Mesutoğlu, 2015).

Cognitive awareness training is an approach that aims to internalize the creative problem-solving ability of students who will lead the innovations of the future with an interdisciplinary perspective. (Şahin, Ayar & Adıgüzel, 2014; Roberts, 2012) In achieving this goal, it is thought that issues involving real world problems are important factors in increasing students' interest, success and motivation. (Honey, Pearson, & Schweingruber, 2014) Real-life problems require students to use high-level thinking, research, and inquiry skills as well as collaborative work. (Ercan & Bozkurt, 2013; Marulcu, 2012; NRC, 2012) Moreover, they should be aware that a problem has more than one solution alternative Buyruk, B. & Korkmaz, Ö. (2016). Basically; TOAD cognitive awareness training attempts to combine science, technology, mathematics and

engineering disciplines by establishing links between real-life problems and course content. This unification can take two forms: harmonizing the content of these four disciplines (context integration) or leveraging other disciplines around the content of one discipline (content integration) Buyruk, B. & Korkmaz, Ö. (2016). (Moore, Stohlmann, Wang, Tank, and Roehrig 2014) This merging can be implemented by integrating at least two instead of all, depending on content and need. There are studies in the literature that conclude that integrating science, technology, mathematics and engineering disciplines with a holistic approach has positive effects on students' interest, attitude and academic achievement. (Gülhan & Şahin, 2016; Baran, Canbazoğlu Bilici, Mesutoğlu, 2015; Gencer, 2015; Şahin, Ayar & Adıgüzel, 2014; Wendell et al., 2010; Fortus et al., 2004; Roth, 2001).

Awareness is defined as the consciousness and sensitivity of social groups and individuals to the environment. (Keleş, 2007) As the level of awareness increases, the individual's awareness of the environment and himself increases. It is possible to increase the level of awareness thanks to the opinions and feelings that direct the individual's behavior. This topic is dealt with especially in the direction of analyzing thoughts in line with Gestalt psychology and cognitive-behavioral approach. (Akkoyun 2001, Dökmen 2000) In this context; In this study, awareness was used in awareness and sensitivity education in cognitive music education. In some studies conducted in recent years (National Research Council [NRC], 2011; Schmidt, 2011), individuals' failures in TOAD fields and the decrease in the number of graduates from these fields, the needs of the growing generation today and the future. From this point of view, it is important to support cognitive-conscious music education and to raise awareness on this issue. In this context, the purpose of this study was determined to present the cognitive awareness awareness levels of pre-service teachers.Purpose of Study Buyruk, B. & Korkmaz, Ö. (2016).

The purpose of this study is to define the level of awareness of music teacher candidates about cognitive awareness. In this content; Answers were sought for these questions.

1. In general, what are the level of awareness of pre-service music teachers?

2. Does the level of awareness of music teacher candidates differ according to their branches of study?

3. Do the awareness levels of music teacher candidates differ by gender?

4. Do the awareness levels of music teacher candidates differ according to the grade level?

3. METHODOLOGY

This study is a descriptive study. It was made by scanning model. In this context, the level of awareness of music teacher candidates has been tried to be defined.The study group of this research consists of 34 music education faculty students studying in the departments of Music Education, Department of Music Education in Kastamonu University Education Faculty, Fine Arts Education Department in the 2018-2019 academic year. The distribution of the study group by branch, class and gender characteristics is given in Table-1.

Table 1. Distribution of the study group in terms of instrument branch, class and gender

Branch	3. Grade		4. Grade		Total
	Woman	Man	Woman	Man	
Violin	3	1	2	1	7
Guitar	4	4	5	3	16
Bağlama	1	5	2	3	11
Total	8	10	9	7	34

3.1. Data Collection Tool

Research data were collected using Toad cognitive awareness scale. The validity and reliability study of the scale was conducted with34 music education faculty students. The construct validity of the scale was tested with exploratory and confirmatory factor analysis. In addition, item discrimination and item factor correlation analysis were performed. Two identical half correlations of the scale, 832; Sperman Brown reliability coefficient, 908; Guttmann Split Half Value, 903; Cronbach's Alpha reliability coefficient, 927, was determined in this way. Identical half correlation of the "Positive Appearance" factor, 873; Sperman Brown value, 932; Guttmann Split Half Value, 932; Cronbach's Alpha values of 0.929 were seen like this. Identical half correlation of the "Negative Appearance" factor, 667; Sperman Brown value, 800; Guttmann Split Half Value, 764; Cronbach's Alpha value, 806. As a result of the analysis, it was determined that the five-point Likert type Toad cognitive awareness scale consists of 17 items and two factors. Construct validity results showed that the scale served its purpose in terms of both each item and the whole. According to the

results of the t test, the difference between item scores of the 27% lower and upper groups was found to be significant. Therefore, the level of discrimination is high. Exploratory factor analysis showed that the structure of the "Toad cognitive awareness scale" was confirmed.

3.2. Analysis of Datas

Raw scores obtained from factors have been converted to standard scores that will be 20 for the lowest and 100 for the highest. With sub-problems,; correspondingly percentage, mean, Anova, Schieffe and t-tests were used on datas. As difference and relation's meaningfulness level, p<0,05 has been regarded sufficient. In addition, as provision of standard scores; "between 20-35 points=very low", "between 36-53 points=low", "between 54-69 points=medium", "between 70-85 points=high", "between 86-100 points=very high" are defined like that.

4. FINDINGS

4.1. Conscious Awareness Levels of Music Teacher Candidates

Findings regarding the conscious awareness levels of pre-service music teachers are summarized in Table 2.

Table 2. Teacher candidates' STEM awareness levels

	X	**ss**	**DP (%)**	**OP (%)**	**YP (%)**
Positive outlook	76,50	12,8	0,4	3,1	96,5
Negative outlook	72,83	15,10	2,4	6,7	90,9
Total point	**75,42**	**12,60**	**0,8**	**3,1**	**96,1**

In Table 2; when music teacher candidate's conscious awareness levels are analyzed, it is seen that average point is 75,42 and almost all of students have high conscious awareness levels. Additionally, in terms of factors, situation is similar. All items in negative Outlook factor were negative and they were coded reversely before analyzing. So, point increase in this factor indicates positive awareness. According to this, it can be said that music teacher candidates have high conscious awareness levels.

Music Teacher candidate's conscious awareness levels according to instrument branches

In Table-3, findings related to music teacher candidate's conscious awareness levels according to instrument branches are shown.

Table 3. Music teacher candidates conscious awareness levels according to instrument branches

		Positive outlook		**Negative outlook**		**Total**	
Sınıflar	**N**	X	**S**				
Violin	7	76,2	12,5	70,2	16,2	74,5	12,6
Guitar	16	79,9	12,3	76,8	15,1	79,1	12,1
Bağlama	11	69,06	11,4	67,1	10,7	68,5	10,1
General Average	34	76,5	27,811	7,8	15,1	75,4	12,6

As seen in Table 2, the total score of the cognitive awareness level of music teacher candidates X = 74.5 for the violin instrument; X = 79.1 for the guitar instrument; X = 68.5 for the baglama instrument. Accordingly, the highest score belongs to the guitar instrument branch and the lowest score belongs to the baglama branch. The situation is similar in terms of factors. Variance analysis results, which determine whether the difference between cognitive awareness points among branches is significant or not, is summarized in Table-4.

Table 4. Effects of instrument branches on conscious awareness levels

	Source of Variance	Sum of Squares	SD	Mean of Squares	F	P	Significant Difference
Positive Outlook	Intergroup	4680,017	2	2340,008	15,76	0,000	Violin and Others
	In group	37251,479	25				
	Total	41931,496	1 25	148,412			
Negative Outlook	Intergroup	4391,357	2	2195,678	10,32	0,000	Guitar and Others
	In group	53367,698	25				
	Total	57759,055	1 25	212,621			
Total Point	Intergroup	4482,578	2	2241,289	15,77	0,000	Bağlama and Others
	In group	35672,620	25				
	Total	40155,197	1 25	142,124			

When Table 4 is examined, the total scores of both branches [f (2-253) = 15.77, p <0.05] and factors (Positive appearance [f (2-253) = 15.76, p <0.05]; Negative appearance [f (2- 253) = 10.32, p <0.05]) enables

the cognitive awareness levels to differ significantly. The conscious awareness levels of violin and guitar players are significantly higher than those who play baglama. At the same time, it can be said that pre-service music teachers who play violin have significantly higher levels of conscious awareness compared to pre-service teachers who play guitar.

Music teacher candidates conscious awareness levels according to gender

Findings related to music teacher candidates conscious awareness levels according to gender were summarized in Table-5.

Table 5. Music teacher candidates conscious awareness levels according to gender

Variables		**N**	$\overline{X}$	**Ss**	**t**	**sd**	**p**
Positive outlook	Girl	7	76,4	13,3	-,114	252	,910
	Boy	14	76,6	11,9			
Negative outlook	Girl	7	73,8	14,9	1,47	252	,143
	Boy	6	70,9	15,5	0		
Total	Girl	17	75,7	12,9	,434	252	,664
	Boy	17	74,9	11,9			

In Table-5,; it is shown that gender factor doesn't differentiate conscious awareness levels in terms of both total point (t(2-252)=,434; p>0,01) and factors(Positive outlook: t(2- 252)=-,114; p>0,01; Negative outlook: t(2-252)=1,470; p>0,01). According to this, it can be said that gender has no effect on music teacher candidates conscious awareness levels.

5. RESULTS

In this section, the results obtained from the findings of the research are interpreted and supported by similar researches before using the "cognitive awareness scale" in this study, which determines the cognitive awareness level of music teacher candidates.

As a result of the research, it was seen that the general cognitive awareness level of the music teacher candidates was quite high. Akpınar and Aydın (2007) conducted a study with teachers on innovations and changes in education. They concluded that the music teachers' perspective on innovations and changes was positive. Thus, this finding is a supportive result and explains the high level of awareness of music teacher candidates associated with cognitive training, a new approach in education.

Considering the level of awareness of pre-service teachers according to musical instruments, it is seen that the cognitive awareness levels of the violin and guitar teacher candidates are higher than the pre-service music teachers who play the baglama. In addition, the cognitive awareness level of the music teacher candidates who play guitar is significantly higher than the music teacher candidates who play the baglama.

With this study, it was shown that gender does not affect the cognitive awareness of music teacher candidates. In addition, Özdemir's (2012) study on the ethical attitudes of first grade students towards the environment, Sırakaya's (2011) study in connection with pre-service teachers' internet self-efficacy levels, and Turan's (2009) ecological and ethical approaches of high school students using critical thinking skills. A related biology application concluded that sex has no effect. This result is a decisive meaning that gender cannot affect some traits. Moreover, this supports the result from the study.

This study was conducted with pre-service music teachers. In addition, it was concluded that the cognitive awareness level of music teacher candidates, especially those who play the violin, is higher and gender does not affect the level of awareness. However, this study was conducted with a limited number of pre-service music teachers from limited branches. New studies can be conducted on a wider working group covering different branches. Cognitive consciousness can be examined and observed in terms of different variables. What needs to be done to increase the cognitive awareness of music teacher candidates and working music teachers can be analyzed as a new study topic.

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