



TURKISH MUSIC PROFILE OF MUSIC EDUCATION RESEARCHES

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Abstract

The researches carried out in the field of music education have a great importance in order to set conceptual frame and theoretic basis of this field and improve theoretic models. This matter is also valid for Turkish Music that is basic cultural factor and an important dimension of music education. Accordingly, scientific researches in the field of Turkish Music shall cause and contribute to the improvement, progress for the field of Turkish Music as in all other fields.

In this regard, the goal of study is to examine, analyze the researches which were carried out in the field of Turkish Music, and determine Turkish Music Profile of Music Education Researches in respect to current situation. All scientific researches (graduate thesis) in the field of Turkish Music in Turkey are the sample of this study.

The findings of this study indicate that theoretic researches on Turkish Music constitute Turkish Music Profile of Music Education Researches, but researches on Turkish Music Education quantitatively take less place in this profile.

Keywords: Music, Music Education, Profile, Turkish Music, Turkish Music Education.

INTRODUCTION

The most defining fact that distincts a society from other societies and which constitutes a society is culture. A culture can be defined as sum of value, judgement, life style, way of thinking, aesthetic sense, religion, language, economic structure, social life and various other defining features which a society inherits from its past, traces and accumulates by experience and transfers to the next generation as heritage (Bulut, Güler and Bulut, 2014:198). Culture which is important for development of individuals has also a vital importance for survival of societies (Sun and Katoğlu, 1993:64). Because an individual who has been conditioned to cultural values in a considerable extent during childhood opposes to the changes which are disapproved by the culture but supports the changes approved by the culture (Aydın, 2014:32). Therefore all terms of culture should come into life of an individual starting from childhood.

Music which constitutes one of the most important branch of art, just like other all national art products is one of the element that creates public culture being a language of all cultures with their own mentality and semantic (Tanrikorur, 1998:113). Therefore music is one of the most important constituent that forms culture. Because, music is a basic cultural element contains information and important defining profile to be reached about the culture (Bulut,2008:150). With this feature music contains characteristic of culture where it is created and formed. It establishes a bond between past and present, present and future thus past and future within the cultural life of an individual (Uçan, 1994:22).

Besides general culture, music culture is a complex unit which includes knowledge, skill, attitude, behaviours relating to musical art gained by humankind who is a member of the society and code of ethics, customs etc. in musical environment and contains other skills and habits (Günay, 2006:99). The culture has gained an identity which counts on code of ethics and measurements, hard to be solved and contains a differentiated, complex sequence of semantics (Popescu-Judetz, 1996:13). Cultural identity are set of values keeping a community together and discriminates them that of other similar communities. Because of this feature traditional music is one of the components which best defines the “cultural identity” (Güray and Demir, 2013:128). This component is an essential unit of our culture in general and music culture specifically. Therefore we can say our traditional music namely Turkish Music (Bayraktar, 2000:96) is our cultural identity which forms our music culture, deeply rooted in history and extant by being saved for centuries throughout generations, absorbed and preserved with much care.

Basic aim of every country is to educate his own national shortly his own citizen. This mission can be satisfied by transferring public heritage to the new generations. This is possible starting from family and environment by various educational, public institutions (schools) through education (Akdeniz, 1990:141). Education is the basic fact which raises humankind, acquiring perceptible and abstract knowledge, improving them in scientific, social, artistic, physical, public, cultural, physiologic and various other ways, reintegrating them into society. Music education is the primary factor which effects musical admiration and culture of the individual (Bulut, 2011:413). Music education of individual aims to change and vary musical sense capability, releasing unilateral music making and hearing as a result of conditioning and spreading music to various multi-tones, features and structures, ways of formations and spreading influence areas, achieving high consciousness and power of criticism concerning music, improving music skills which help them to use a musical instrument, choosing a book or a source, criticising and evaluating any musical work or performance, also aims efficient participation in various musical workshops and performances (Uçan, 2005:15-16).

The Music Education in our country is based on three general approaches;

- Transferring cultural values and practices to the children and teachers,
- Teacher to see each child as an inventor and treating them as an assistant-advisor-encourager-leader,
- The music to correlate with public-cultural environment of the child (YÖK, 1997). Therefore music education plays a significant role in preserving and developing Turkish Music and passing it to new generations which has an importance role in our culture coming till present time by accumulation over centuries, having specific way of transferring. Due to strong and confidential scientific researches, music training researches help to emphasize importance and development of the Turkish Music. This proves how important and necessary are scientific researches on music education in our country.

Making a research is basically an investigation and illumination process by accumulating, analysing, interpreting, evaluating, reporting datas in a systematic way within a plan in order to find confidential solutions for problems (Karasar, 1995:22). During this process, when Turkish Music and Education researchs are being examined, it is observed that a specific scientific literature has occurred due to scientific or artistic side and application of scientific reporting techniques. Postgraduate researchs are remarkable in this literature.

It consists of graduate, postgraduate, doctorate and career education in medical training, dentistry, pharmaceuticals and qualification in art. In this context, Postgraduate education (scientific expertise, engineering master's degree, architecture master's degree, master): aiming to provide education-training and research results based on undergraduate study; Doctorate: consists of at least six years undergraduate education, or postgraduate education or contains atleast 4 academic terms based on competency education in laboratory branch due to regulations prepared by Ministry of Health gained by graduates of Faculty of Pharmacy and Science aiming to show original research results; Medical Specialization: Based on regulations of Ministry of Health aiming to provide specialization and expertize to medical doctors is higher education. However; Qualification in Art: includes at least six half term education in undergraduate and at least four half term education in postgraduate and this includes original art performance, high performance in music and histrionics and is equal to high education in postgraduate doctorate level which aims creativity (<http://mevzuat.basbakanlik.gov.tr>).

Dissertation Writing on postgraduate level is a learning process for a student to make a research, improving herself/himself in learning and writing skills at the end of undergraduate education. Meaning of doing postgraduate research is to improve his/her skills by making wide perspective researches on his own over time and to improve wide range of reporting skills (Şahin, Calp, Bulut and Kuşdemir, 2013:188). Because; due to the scientific reporting modality, dissertation writing is the beginning of the scientific literature life of many researchers. By dissertation writing researchers compose their first scientific reports (Tebiş and Okay, 2013:12).

The researches on Music Education have an important role in terms of establishment of cognitive frame and theoretical foundations with development of theoretical models. This fact is also pertaining to Turkish Music which is the main cultural pattern and important dimension of Music Education. The scientific researches on the Turkish Music would contribute to the development and progression of the Turkish Music field too as in all scientific fields and provide an insight to the researches on the Turkish Music both in cultural and educational aspects. The literature review accordingly has proved the fact that there is not extensive research paper among the postgraduate dissertations written on the field of music education specialized in Turkish Music profile. In the research due to the aforementioned reasons the “The Turkish Music Profile in the Music Education Studies” has been researched.

Problem Statement

The problem statement of the research has been determined as “How is the Turkish Music’s profile of the studies on Music Education?”

Sub-Problems

The sub-problems which will enlighten to solve the problem statement of the Research have been established as follow;

1. How is the distribution of the studies on Music Education theme?
2. How is the distribution of the studies on Turkish Music theme?
3. How is the distribution of the studies on Classical Turkish Music?
4. How is the distribution of the studies on Contemporary Turkish Music?
5. How is the distribution of the studies on Traditional Turkish Music?
6. How is the distribution of the studies on Turkish Polyphonic Music?
7. How is the distribution of the studies on Turkish Vocal Music?

Scope Of The Research

The scope of the research is examining the studies in theoretical and educational dimensions, analyzing and by revealing present state to determine the profile of the Turkish Music of the Music Education studies.

METHOD

The research is descriptive and qualitative. The population of the research is formed by all scientific studies on Turkish Music in Turkey (postgraduate dissertations, articles, papers, projects) and sampling of the research is formed by all postgraduate dissertations on Turkish Music field. The Council of Higher Education data which have been obtained from the research have been collected from the link available on the website archive of Thesis Center of the Council of Higher Education (YÖK) (<http://www.yok.gov.tr>) in 2016. To this end on the Council of Higher Education website’s Thesis Center page referenced “Sequential Scanning” option selected and keywords of “Music Education”, “Turkish Music”, “Classical Turkish Music”, “Contemporary Turkish Music”, “Traditional Turkish Music”, “Turkish Polyphonic Music” and “Turkish Vocal Music “ keywords have been titled, Access Type “all” has been selected and Thesis Type has been selected respectively. The relevant 132 postgraduate dissertations were downloaded in electronic environment for examining. The obtained postgraduate dissertations have been examined with document analysis. Document analysis includes examining of the scriptural materials which include informations on the target fact or facts that have been aimed to be researched (Yıldırım ve Şimşek, 2005:187). The data obtained with this method has been classified as Music Education, Turkish Music, Classical Turkish Music, Contemporary Turkish Music, Traditional Turkish Music, Turkish Polyphonic Music and Turkish Vocal Music, grouped in terms of educational and theoretical and then examined.

FINDINGS AND COMMENTS

The distribution of the postgraduate dissertations for themes and the findings with regards to these distributions and comments have been considered in this chapter of the research.

Table 1: The Researches on Music Education Theme

Theme	Postgraduate	Doctorate	Qualification in Art	Specialty in Medicine
Music Education	7	-	-	-

The Table 1 when analyzed there are 7 postgraduate dissertations. It is observed that 3 postgraduate dissertations on Turkish Music, 2 on Classical Turkish Music, 2 on Contemporary Turkish Music in sub themes; 3 dissertations which is in the sub theme of Turkish Music have been done in 1997, 2005 and 2008; 2 dissertations which is in Classical Turkish Music sub theme have been done in 2006 and 2013; 2 dissertations which is in the sub theme have been done in 1994 and 2006. It is determined that all of the 7 dissertations on Turkish Music theme are educational themed.

In line with these findings it can be argued that the researches on the theme of Turkish Music have been done between 1997-2008 rarely, are educational themed and are insufficient quantitatively. However, lack of theoretical themed postgraduate dissertation on Music Education theme is spectacular.

Table .: The Researches on Turkish Music Theme

Theme	Postgraduate	Doctorate	Qualification in Art	Specialty in Medicine
Turkish Music	86	8	11	1

The Table 2 when analyzed there are 86 postgraduate dissertations and 8 doctorate dissertations, 11 Qualification in Art dissertations and 1 Specialty in Medicine dissertation. It is observed that 86 postgraduate dissertations on Turkish Music theme have been done in 1989,1992, 1993, 1994, 1995, 1996, 1997, 1999, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014 and 2015; 8 doctorate dissertations have been done in 1994, 2009, 2011, 2012 and 2014, 11 Qualification in Art dissertations have been done in 1993, 1995, 1999, 2003, 2008, 2010, 2011, 2012 and 2015 and 1 Specialty dissertation has been done in 2013. It is determined that 32 out of the total 86 dissertations on Turkish Music theme are educational themed, other 54 are theoretical themed.

In line with these findings it can be argued that the researches on the theme of Turkish Music have been done between 1989-2015. However, it is remarkable that educational themed postgraduate dissertations on Turkish Music theme are insufficient quantitatively.

Table 3: The Researches on Classical Turkish Music Theme

Theme	Postgraduate	Doctorate	Qualification in Art	Specialty in Medicine
Classical Turkish Music	13	4	-	-

The Table 3 when analyzed there are 13 postgraduate dissertations and 4 doctorate dissertations on Classical Turkish Music theme. It is observed that 13 postgraduate dissertations have been done in 2001, 2005, 2006, 2009, 2010, 2011, 2013, 2014 and 2015; 4 doctorate dissertations have been done 2011, 2013 and 2014 on Classical Turkish Music theme. It is determined that 5 out of the total 17 dissertations on Classical Turkish Music theme are educational themed, other 12 are theoretical themed.

In line with these findings it can be argued that the researches on the theme of Classical Turkish Music have been done between 2001-2015. However, it is remarkable that the educational themed postgraduate dissertations on Classical Turkish Music theme are insufficient quantitatively.

Table 4: The Researches on Contemporary Turkish Music Theme

Theme	Postgraduate	Doctorate	Qualification in Art	Specialty in Medicine
Contemporary Turkish Music	11	2	-	-

The Table 4 when analyzed there are 11 postgraduate dissertations and 2 doctorate dissertations on Contemporary Turkish Music theme. It is observed that 11 postgraduate dissertations on Contemporary Turkish Music theme have been done in 1987, 1994, 2001, 2004, 2005, 2006, 2007, 2010, 2011 and 2014; 2 doctorate dissertations have been done in 2008 and 2009. It is determined that 7 out of the total 13 dissertations on Contemporary Turkish Music theme are educational themed, other 6 are theoretical themed.

In line with these findings It can be argued that the researches on Contemporary Turkish Music theme have been done between 1987-2014. However; it is remarkable that the educational themed postgraduate dissertations on Contemporary Turkish Music theme are insufficient quantitatively.

Table 5: The Researches on Traditional Turkish Music Theme

Theme	Postgraduate	Doctorate	Qualification in Art	Specialty in Medicine
Traditional Turkish Music	10	8	-	-

The Table 5 when analyzed there are 10 postgraduate dissertations and 8 doctorate dissertations on Traditional Turkish Music theme. It is observed that 10 postgraduate dissertations on Traditional Turkish Music theme have been done in 1993, 1995, 1996, 1998, 2000 and 2004; 8 doctorate dissertations have been done in 2001, 2010, 2011, 2013 and 2014. It is determined that 7 out of the total 18 dissertations on Traditional Turkish Music theme are educational themed, other 11 are theoretical themed.

In line with these findings It can be argued that the researches on Traditional Turkish Music theme have been done between 1993-2014. However; it is remarkable that the educational themed postgraduate dissertations on Traditional Turkish Music theme are insufficient quantitatively

Table 6: The Researches on Turkish Polyphonic Music Theme

Theme	Postgraduate	Doctorate	Qualification in Art	Specialty in Medicine
Turkish Polyphonic Music	2	-	-	-

The Table 6 when analyzed there are 2 postgraduate dissertations. It is observed that 2 postgraduate dissertations on Turkish Polyphonic Music theme have been done in 1992 and 1993. It is determined that 2 dissertations on Turkish Polyphonic Music theme are theoretical themed.

In line with these findings it can be argued that the researches on Turkish Polyphonic Music have been done between 1992-1993 are rare and insufficient quantitatively. However, lack of educational themed postgraduate dissertation on Turkish Polyphonic Music theme is spectacular.

Table 7: The Researches on Turkish Vocal Music Theme

Theme	Postgraduate	Doctorate	Qualification in Art	Specialty in Medicine
Turkish Vocal Music	1	-	2	-

The Table 7 when analyzed there are 1 postgraduate dissertation, 2 qualification in art dissertations on Turkish Vocal Music theme. It is observed that 1 postgraduate dissertation on Turkish Vocal Music theme have been done in 2007; 2 qualification in art dissertations have been done in 2013 and 2015. It is determined that 3 dissertations on Turkish Vocal Music theme are theoretical themed.

In line with these findings it can be argued that the researches on Turkish Vocal Music theme have been done between 2007-2015 are rare and insufficient quantitatively. However, lack of any educational themed postgraduate dissertation on Turkish Vocal Music theme is spectacular.

IMPLICATIONS AND RECOMMENDATIONS

In this chapter the implications obtained in line with the research findings and the recommendations which are intended for these implications are presented.

Implications

In the Research;

1. There are 7 postgraduate dissertations on Music Education, of these dissertations 3 are under Turkish Music, 2 are under Classical Turkish Music, 2 are under Contemporary Turkish sub theme; 3 dissertations which are under Turkish Music sub theme have been done in 1997, 20015 and 2008 respectively; 2 dissertations which are under Classical Turkish Music sub theme have been done in 2006 and 2013; 2 dissertations which are under Contemporary Turkish Music sub theme have been done in 1994 and 2006, total 7 dissertations which are under Music Education theme are completely educational themed,
2. There are 86 postgraduate dissertations, 8 doctorate dissertations, 11 qualification in art dissertations and 1 specialty in medicine dissertation on Turkish Music, 86 postgraduate dissertations on Turkish Music theme have been done in 1989, 1992, 1993, 1994, 1995, 1996, 1997, 1999, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014 and 2015; 8 doctorate dissertations have been done in 1994, 2009, 2011, 2012 and 2014; 11 qualification in art dissertations have been done in 1993, 1995, 1999, 2003, 2008, 2010, 2011, 2012 and 2015 and 1 specialty in medicine dissertation has been done in 2013, out of total 86 dissertations on Turkish Music theme 32 are educational themed, 54 are theoretical themed,
3. There are 13 postgraduate dissertations, 4 doctorate dissertations on Classical Turkish Music theme, 13 postgraduate dissertations on Classical Turkish Music theme have been done in 2001, 2005, 2006, 2009, 2010, 2011, 2013, 2014 and 2015; 4 doctorate dissertations have been done in 2011, 2013 and 2014, out of total 17 dissertations on Classical Turkish Music theme, 5 are educational themed, 12 are theoretical themed,
4. There are 11 postgraduate dissertations, 2 doctorate dissertations on Contemporary Turkish Music theme, 11 postgraduate dissertations on Contemporary Turkish Music theme have been done in 1987, 1994, 2001, 2004, 2005, 2006, 2007, 2010, 2011 and 2014; 2 doctorate dissertations have been done in 2008 and 2009, out of total 13 dissertations on Contemporary Turkish Music theme, 7 are educational themed, 6 are theoretical themed,
5. There are 10 postgraduate dissertations, 8 doctorate dissertations on Traditional Turkish Music theme, 10 postgraduate dissertations on Traditional Turkish Music theme have been done in 1993, 1995, 1996, 1998, 2000 and 2004; 8 doctorate dissertations have been done in 2001, 2010, 2011, 2013 and 2014, out of total 18 dissertations on Traditional Turkish Music theme, 7 are educational themed, 11 are theoretical themed,
6. There are 2 postgraduate dissertations on Turkish Polyphonic Music theme, 2 postgraduate dissertations on Turkish Polyphonic Music theme have been done in 1992 and 1993, the total of 2 dissertations on Turkish Polyphonic Music theme are theoretical,
7. There is 1 postgraduate dissertation, 2 qualification in art dissertations on Turkish Vocal Music theme, 1 postgraduate dissertation on Turkish Vocal Music theme has been done in 2007; 2 qualification in art dissertations have been done in 2013 and 2015, the total of 3 dissertations on Turkish Vocal Music theme are theoretical are inferred.

Recommendations

With regards to the Research implications;

1. Making of the studies which encompass historical roots of Turkish Music, Turkish Music education history, Turkish Music culture, Authenticity in Turkish Music, practicality of the rules to Turkish Music, Turkish Music System, Turkish Music Composers and Musical instrument Education in Turkish Music intended for enhancing the quantitative and qualitative qualifications of educational themed studies on Turkish Music theme,
2. Making of the studies which encompass the historical roots of Classical Turkish Music, Classical Turkish Music culture, authenticity in Classical Turkish Music, practicality of the rules to Classical Turkish Music, Classical Turkish Music composers and Musical instrument education in Classical Turkish Music intended

- for enhancing the quantitative and qualitative qualifications of educational themed studies on Classical Turkish Music,
3. Making of the studies which encompass the historical roots of Contemporary Turkish Music, Contemporary Turkish Music culture, authenticity in Contemporary Turkish Music, practicality of the rules to Contemporary Turkish Music, Contemporary Turkish Music Composers and Musical instrument Education in Modern Turkish Music intended for enhancing the quantitative and qualitative qualifications of educational themed studies on Contemporary Turkish Music,
 4. Making of the studies which encompass the historical roots of Traditional Turkish Music, Traditional Turkish Music culture, authenticity in Traditional Turkish Music, practicality of the rules to Traditional Turkish Music, Traditional Turkish Music Composers and Musical instrument Education in Traditional Turkish Music intended for enhancing the quantitative and qualitative qualifications of educational themed studies on Traditional Turkish Music,
 5. Making of the studies which encompass the historical roots of Turkish Polyphonic Music, Turkish Polyphonic Music culture, authenticity in Turkish Polyphonic Music, practicality of the rules to Turkish Polyphonic Music, Turkish Polyphonic Music Composers and Musical instrument Education in Turkish Polyphonic Music intended for enhancing the quantitative and qualitative qualifications of educational themed studies on Turkish Polyphonic Music,
 6. Making of the studies which encompass the historical roots of Turkish Vocal Music, Turkish Vocal Music culture, authenticity in Turkish Vocal Music, practicality of the rules to Turkish Vocal Music, Turkish Vocal Music Composers and Musical instrument Education in Turkish Vocal Music intended for enhancing the quantitative and qualitative qualifications of educational themed studies on Turkish Vocal Music.

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