

5th World Conference on Educational Sciences - WCES 2013

Examining the Songs in the 2nd, 3rd, and 4th Grade Music Course Books in Terms of Values Education

Fatma Susar Kırmızı^{a*}, Ceren Saygı^b, İbrahim Halil Yurdakal^c

^aFaculty of Education, Department of Primary Education, Pamukkale University, Denizli, 20070, Turkey

^bFaculty of Education, Department of Music Education, Adnan Menderes University, Aydın, 09010, Turkey

^cFaculty of Education, Department of Primary Education, Pamukkale University, Denizli, 20070, Turkey

Abstract

Music course aims to develop children's abilities in all aspects. In order to have individuals who possess certain ethical and moral values, maintain a consciousness of national unity, and feel responsible for themselves and their countries, value education should also be given importance in the music course. The aim of this study is to examine the songs included in the music course books of primary level 2nd, 3rd and 4th grades in delivering certain values. Content analysis was used since it was aimed to examine the songs in the music course books. In the study, by examining the songs in the 2nd, 3rd and 4th grade music course books in detail, it was tried to identify the target values exposed to students. The values that were included in the texts were identified, and the sentences including these values were typed and saved on computer. The identified values were grouped using certain codes and categories were made up based on these codes. It was determined that 19 different values were used in lyrics referred in music education course books. Love of country, love of animal, and enjoy life were most frequently repeated values.

© 2013 The Authors. Published by Elsevier Ltd.

Selection and/or peer-review under responsibility of Academic World Education and Research Center.

Keywords: Values education, music course, qualitative study, primary school teaching.

1. Introduction

In recent years technology has been one of the most important elements affecting people's lives in Turkey and all around the world. Although technology seems to be a factor accelerating and facilitating life; still, it can be argued that it is an element that isolates urban people. Technological developments in the information age already bringing about profound changes in the societies of countries around the world. Technologies facilitate life and accelerate communication but on the other hand human beings become isolated anyway. At this point the issue of raising individuals who protect and adopt their values, has started to become more important compared to past. In addition, "the need to raise individuals such that they become beneficial to themselves, to their environment and society, came into prominence and in a way become a certain obligation" (Akbulut, 2006: 1). Otherwise misuse of technology might have negative outcomes. In other words, "today in this developing and changing world, both

*Corresponding Author: Fatma SUSAR KIRMIZI Tel.: +90 0 258 296 11 41

E-mail address: fsusar@pau.edu.tr

societies and young generations are affected by rapidly increasing social problems, increasing violence cases, murder, terror, suicide, robbery, drug, intolerance, irresponsibility, and disrespect. Today's societies face a very serious version of value erosion and the reason is that new generations are not raised in accordance with basic moral standards" (Aladağ, 2012: 124-125).

Furthermore, "schools are institutions that provide continuance of national and universal values by delivering them to next generations" (Ekinci, Çelikpazu and Aktaş, 2011: 413). The value communication between society and individual begins with school. In fact, "any individual gains all the things that society created for itself through school" (Dewey, 2008: 23). "At the point of promoting values, our education system and schools which are executives of this process have important roles. At primary school level, which is the milestone of education system, individuals gain such basic knowledge and skills that are necessary for them to live in concert with society and keep living in a better way" (Fidan and Erden, 2001 quoted by: Aladağ, 2012: 126). However, in current curriculum the target values are not loud and clear. Besides, there is no louder and clearer education practice regarding value deliver. So, what is the concept of value which is so important in terms of individual and society? In response to that, "value is the price or quality of a thing. Values are targets that are desired; they are the guide of an individual; they have significance levels in themselves" (Aydın and Akyol Gürler, 2012: 3). "Values, in general, are phenomenon used as scale of the desired and behaviors" (Yaman et al. 2009: 108). "No doubt, values are ideal behavior systems effective on individuals, who have various social roles within society, in different circumstances especially when deciding what is good or bad" (Ekinci, Çelikpazu and Aktaş, 2011: 415). Güngör (2000) defines the concept of value as, "the belief, if a thing is desirable or undesirable". According to these definitions of value, target values should be desirable and they should develop individuals' personal characteristics and their commitment to society. Primary school years are important for individuals in terms of forming their personal characteristics and values. Especially in primary school years and considering the features of respective period, selected songs and ronts will enhance the method that is used. From this perspective, music courses as from the first grade can be used in delivering values. Music has various functions in individual's life. Accordingly, "an individual can build a regular, healthy, happy, and balanced life through music" (Uçan, 1996). In the light of these, definition of music will clarify the issue. Soykan (2002) defines music as, "the explanation of effect, impulse, impression, and emotion that it stirs in the listener", which is an emphasis on the power of influence on emotions (Quoted by: Akbulut, 2006: 3).

Also, "music is the common language of all people, including individuals and societies, from the smallest social structure to the largest; and the most common tool of expression in the world. Many people can listen to music or make music even without knowing each other's language. This is the widest cultural aspect of music" (Küçüköncü, 2000: 2). In this art of expression, it is necessary to give due importance to the explanation of values; and, selected values should be delivered to students by stimulating pretty emotions and impressions. As Uçan (1996 pp. 15-16) puts, "music, as an art, is a unity that expresses emotion, thought, design, and impressions; or, certain circumstances and phenomena in addition to some other reasons through certain motive and method, and integrating a framework of beauty with harmonized sounds in an aesthetical structure". Plato, who addresses to the importance of music in raising individuals and adopting values, points that (2005 s: 117), "the youngsters shall benefit from all, as if they are living in the country of health; from beautiful works of art every single thing that touches to their eyes or ears, like a wind that brings health from the most beautiful country of the world, shall revitalize them; shall take them towards beautiful, to be beautiful, to live in harmony with beautiful, to the reason. Because of these reasons education with music is the most superior one because rhythm and harmony penetrate to the soul and make it harmonized" (Quoted by: Akbulut, 2006: 3), by saying that Plato supports the idea to base education on music.

According to Güler (2008), "a healthy and good oriented sense of music starting from the childhood, make the individuals to be more successful, happier, and more balanced in their future lives". A child's innate interest in music can be used as an efficient education tool during his childhood period. In fact, throughout the history all new and old societies of the world have cared about music's educational function. Child's natural interest in music and dance is a precious and important education tool for parents. Therefore, in developed countries music is perceived as an education field and tool in itself. Like in the case of all modern education systems, traditionally, music has always been one of the leading fields in education insights. In addition, "in the past, many educators, pedagogues, philosophers, and statesmen believed the educational function of music and tried to use this function efficiently" (Quoted by: Malkoç and Ceylan, 2011: 57).

The main purpose of this research is to determine and analyze inclusion of values in the song lyrics appearing in 2nd, 3rd, and 4th year school books for Music Education course. Within this context, the sub-problem of the research is, how is it transmission of values in the song lyrics appearing in 2nd, 3rd, and 4th year school books for Music Education course?

2. Method

In this study the lyrics of children songs appearing in 2nd, 3rd, and 4th grade school books for Music Education course for the 2012-2013 school year, were analyzed. Researchers tried to reveal the values within the lyrics. In the research, document review was used as the method of study. As Yıldırım and Şimşek (2008) also mention, considering the document review, there is no observation or interview to obtain data. School books can be used as data in education related researches.

2. 1. Sample (Primary 2nd, 3rd and 4th grade school books analyzed within scope of this research)

Analyzed lyrics of this research were retrieved from primary 2nd, 3rd, and 4th grade school books published by “Revolving Funds Directorate of Books” in 2012. As a result of correspondences with Ministry of National Education, it was revealed that these books are generally preferred for Music Education courses in all around Turkey.

2. 2. Data Analysis

The analysis of lyrics was based on Schwartz’s “Classifying Individual Values” (Aydın & Akyol Gürler, 2012), lyrics were studied by two researchers independently. Then researcher came together and compared the values that they formed; and tried to find the most convenient value among them. According to Schwartz’s “Classifying Individual Values”, every sub-value is placed within certain categories. The values that were determined at the end of the lyrics analysis are, to be successful, pleasure, enjoy life, to be free, to have self-respect, to protect environment, be in unity with nature, a world filled with beauties, love (love of country, love of animal, love of music, love of Atatürk, love of flag, love of teacher, mature love), being helpful, auto-control, decency, and family security.

Result

In this part the values appeared in primary 2nd, 3rd, and 4th grade music school books were analyzed with reference to the categories that Schwartz determined. Quotations were used from songs that include values, and they were interpreted by researchers. Also, the table below shows in how many texts the value appeared in primary 2nd, 3rd, and 4th grade school Music books.

The values found in the analysis are presented in Table 1, which includes categories that Schwartz determined, text’s name and page number, and class level. Furthermore, table shows the number indicating inclusion of values in primary 2nd, 3rd, and 4th grade school music books.

Table 1. Sample sentences regarding determined values and the number of texts include values

The Category that Includes Value	Determined Value	Examples of sentences that include values (Name of text, page number, and grade level)	The number of texts include value
Benevolence	Love (Love of country)	Ankara Karaman Gelibolu Tatvan/ Anadolu İzmir Urfa Van/The air, sea, woods/What a wonderful land/So beautiful this land (This Land, 14, 3). What a bother, what efforts/ Gave this nation (March of Republic, 63, 4)	19
	Love (Love of animal)	Puppies on the way rafroraf/Animals are cute (Animals, 27, 2).	11
	Love (Love of music)	Call it La the upstairs/Call it Re the downstairs/Call all the sounds/Under a name (Stair, 63, 2).	1
	Love (Love of Atatürk)	I like Atatürk/ My heart is full with love/ I like Atatürk (I like Atatürk, 44, 2). He is the one who saved the Turk from death/ He is the one who rebuilt the Turkishness (Atatürk, 70, 4).	8

	Love (Love of flag)	My red flag my red flag /Rise to the skies my flag /You are my sweetheart, my blood (My flag, 65, 4).	2
	Love (Love of teacher)	My dear teacher / I like you so much ...(My teacher, 36, 2).	1
	Adult Love	Nari washes the clothes/Hoy Nari/ She sweeps the house/ She removes the dust/ Hoy Nari/ Boy winks at the girl / Hoy Nari (Hoy Nari, 61, 2).	4
	Being helpful	It feels cold in this weather, let's put him a scarf/ It feels cold in this weather, put him a hat (Snowman, 33, 2).	1
Universalism	Protecting environment	Be careful when playing ball / Don't you break my branch / Don't you pluck my leave./ Don't hurt me (Little Plant, 40, 4).	1
	Being in unity with nature	It goes when sun rises, /Soft, beautiful snow goes away. /Blossoming trees,/ Here comes spring at the end (Spring, 44, 4).	7
	A world filled with beauties	I wish I was a fluffy cloud in the sky. / I would wander for free (I wish I was a cloud , 49, 4).	5
Harmony	Auto-control	Let's not cross the street when the light is red / Lay la r alay lay (Safe traffics game , 59, 3)	1
	Decency	La, sol, fa became friends, hand in hand, la, sol, fa (three notes, 49, 4).	1
Success	Being successful	Count, one two three / How easy it is / ...How lively how easy (One, Two, Three, 42, 4).	1
Hedonism	Pleasure	How great how playing , / Look it has a rhythm (One Two Three, 42, 4).	1
	Enjoy life	Come over here/ let's link our arms/ Give your hand take my handkerchief let's dance together hey (Halay dance, 30, 2).Yellow ants in front of their house,...Dance girls dance when it is festival, / Yes when it is festival (Yellow ants in front of their house, 63, 4)	10
Security	Family security	Don't be scared of stone or stick /Don't you bite any one, /Attack, bark, don't you leave. /Wait the house (My sweet dog, 56, 4).	1
Self-intentionality	Being free	Republic, Republic./ Republic is the best thing (March of Republic, 63, 4).	1
	Having self-respect	Mister microbe / You cannot make me ill /I eat food I eat vegetables and drink milk (Mister microbe, 55, 3).	1

**The analysis showed that there were no values in 6 texts; while in some there were more than one value.

As referred in Table 1, 19 different values were determined in primary 2nd, 3rd, and 4th grade Music books. Within the framework of these data it can be argued that value education through Music course is not at sufficient level. Country love is the most emphasized and repeated value. In this context it can be claimed that this value, which has a special meaning within Turkish society, is also cared at primary school level. However, considering the three-year period, it is not enough though.

Love of animal is the second most appearing value in the songs written in 2nd, 3rd, and 4th grade Music books. The fact that love of animal is emphasized more than the other values is important regarding developing a sense of awareness about animals. In other words, creating a sense that the feeling of love is not only between people, but can be between people and other creatures living in the world; can establish a certain added value. Starting from this feeling, the fact that the world does not only belong to humans but also to all creatures can be efficient regarding forming feelings that it is necessary to live in harmony with animals and in such a world one can be happier.

Enjoy life is the third most frequently repeated value through songs during three-year period. Enhancing this value for the sake of raising generations that have a certain sense of optimism can affect social and individual development positively. Love of Atatürk, which can be defined as a value supporting love of country, can strengthen students' commitment to the country. In addition, presenting love of Atatürk within lyrics, not as a plain entity, can be interesting for students.

The value, love of flag, was emphasized in two different texts. Students rarely covered this value, which can be evaluated as an insufficient effort regarding developing national values. Love of flag can be described as the first

step towards promoting, adopting, and endearing our own culture; because, it is the symbol of our country and values. Considering this phenomenon, which is the symbol of our culture and most importantly our independence, enhancing the love of this phenomenon is important in terms of raising young generations that will protect national values. According to Table 1 the value of being in unity with nature, which expresses the importance of living in harmony with nature, was emphasized in 7 different texts. Being repeated for seven times is important regarding delivering the value. This might be useful in raising awareness among students about being responsible towards nature and environment. However, the fact that the value of protecting environment that will support the love of nature, was referred only once during that three-year period can be interpreted as a deficiency. On the other hand, the value of the world filled with beauties repeated for five times. The value that would help students to realize beautiful sides of the world can be developed through music education more efficiently.

Adult love, which refers to love between two people, repeated for four times. Considering the fact that there are many songs about adult love, the rarity of inclusion in music books can show that songs do not deliver about the issue sufficiently.

Values like, love of music, love of teacher, decency, being free, pleasure, and auto-control were included only in one text throughout this three-year period. These values are of vital importance in human relations; rare reference to them might cause next generations to be in trouble with developing healthy relations. In addition, one of the aims of education, besides academic merit and skills, is to raise individuals that actualized themselves. These values are so qualified that can enhance individuals' communication skills and make them compliant and emotionally healthy. In this sense, increasing the usage of such values in songs, would contribute to raise generations that can actualize themselves.

4. Discussion and Suggestions

Data showed that the music course for primary 2nd, 3rd, and 4th grade students provides insufficient value delivery. The influence of songs over people is a stubborn fact. Furthermore, the rarity of delivering values through lyrics during the three-year period proved that students were not provided with a sufficient value education. The most frequent values appearing in primary 2nd, 3rd, and 4th grade school books for music course are, love of country; love of animal; and enjoy life respectively. Feeling love to country and working hard to contribute its happiness and development are common behaviors that each Turkish citizen needs to adopt. Those who feel uncomfortable when their country suffers, and look after country's benefits rather than their own benefits; are the ones who really contribute to country's development. For this reason, the value of love of country is one of the prior values that need to be delivered. Love of animal is among the important values that modern people should adopt.

Loving animals and caring for them not only because of their physical appearances but just because of their beings; protecting and helping them are among significant behaviors of human beings. Frequently referring to the value of loving animals can be efficient in terms of developing unreturned and guileless love. The value of pleasure is the third most common value that takes place in lyrics. People who know to be happy with small things appreciate the value of the moments, disregard small problems, do not nurture resentment, unbiased, and know how to love; are those who live meaningfully. For this reason raising individuals who see the positive side of life, should be among the basic gains of the program. Although at first glance these behaviors can be seen as improve through hidden curriculum; still education programs can also make great contributions through values. Analysis showed that there were no aesthetical values in songs that will stir love of art. Excluding aesthetic and fine arts, which are influential over people, from lyrics, in fact, proves that art was not highlighted within the primary school program properly.

Within Turkish society the interest in and sensitivity towards art, artist, creativity, and aesthetics were poorly developed. Primary school curriculum and books should be seen as an opportunity to remove this deficiency and develop love of art among students. From this perspective, lyrics and artistic values in primary school music course books are far from developing the love of art. As Yaman, Taflan and Çolak (2009) put, literary works of art can be resource of developing aesthetical values. Considering the fact that lyrics are also literary works, it can be argued that the aforementioned opportunity is not used properly within music education curriculum. The value of benevolence was referred in lyrics only once during three-year period. People who adopt this value help needy people or animals both financially and emotionally without having expectations. In current age, in which many live with limited resources, and others suffer from wars and natural disaster; the existence of benevolent people has an

important meaning. It was determined that lyrics appearing in primary school books for music education, benevolence, a value that develops the sense of communion and solidarity, was not transferred sufficiently. This finding can be interpreted as a dangerous situation for Turkey and the world both facing value erosion.

Research showed that lyrics are very superficial and short in terms of value transfer. These songs, which were selected for the sake note education, are far from forwarding personal, social, and universal messages. Certainly, teaching the basic knowledge regarding music can be on the fore. However, selecting more meaningful and effective lyrics would develop students in all aspects. Longer, effective, and message-oriented songs can provide more effective opportunities in terms of value transfer.

It was also determined that in a given text, generally, one or two values were delivered. However, selecting songs that include different values may be more effective regarding this age group's social and individual development. Including more than one value can support the success of delivering various values. Following suggestions were made at the end of the study. While selecting lyrics that will be put on music course books, values that will provide positive behaviors to the students should be considered. The songs in the course books should include more values. Songs that include love of art or aesthetical values should be preferred while selecting lyrics.

Also, during that process the influence of lyrics over small age groups should be in mind. The love of Atatürk should be better presented to more students through songs. One single song should include more than one value delivery. In each lyric text appearing in music education course books, value delivery should be referred. Those lyrics that do not have value delivery should not be used in music course books. Music course books should include lyrics that support values regarding sensitivity towards environment.

References

- Aladağ, S. (2012). The impact of value education approaches on students' ability to adopt value of responsibility at cognitive level in elementary social sciences education *Turkey Journal of Social Research*, TSA, 16 (1), 123-146.
- Akbulut, E. (2006). How should today's music educator be? Pamukkale University Journal of Educational Sciences, 20, 34-41.
- Aydın, M. Z. and Gürler, Akyol,Ş. (2012). *Value Education at School*. Istanbul: Nobel Publishing.
- Dewey, J. (2008). *School and society*, (Trans. Hüseyin Avni Başman). Ankara: PegemAkademi Publishing.
- Ekinci, Çelikpazu, E. and Aktaş, E. (2011). MNE. Analyzing lyric texts on 6th, 7th, and 8th grade Turkish school books from the perspective of value delivery *International Periodical For The Languages, Literature and History of Turkish or Turkic*, 6, (2), 413-424.
- Güngör, E. (2000). *Research on Values Psychology*, İstanbul: Ötüken Publishing.
- Malkoç, T. and Ceylan, F. (2011). An analysis on the skills of pre-school children with impaired hearing about developing attention deficit during activities in music course developed Journal of Studies in *Journal of Education in the World* 1 (1). 59-65.
- Kolaç, E. (2009). Value and benevolence education in Turkish courses through Hacı BektaşVeli, Mevlana and Yunus philosophies, *Turkish Culture and Hacı Bektaş Veli Research Magazine*, 55.
- Küçüköncü, Y. (2000). Music Education in primary school teaching, Pamukkale University Journal of Educational Sciences, 7, 8-12
- Uçan, A. (1996). *Education of Human and Music Human and Art*, Ankara: Music Encyclopedia Publishing.
- Yaman, H., Taflan, S. and Çolak, S. (2009). Values in Turkish course books at elementary secondary stage level. *Journal of Value Education*, 7(18), 107-120.
- Yaşar, N., Çelik, M. and Şendağ, B. (2012). *Elementary Music 4th-5th year Teacher guide* (MNE State's Books). Ankara: Korza Publishing
- Yaşar, N., Özdemir, A., Eren, E.Ö., Öztürk, S. (2011). *Elementary music 2 teacher's guide book*. Ankara: Evren Publishing.
- Yaşar, N. (2012). *Elementary music 3 student workbook*, Ankara: State's Books Directorate of Circulating Capital.
- Yıldırım, A. and Şimşek H. (2008). *Qualitative research methods in social sciences*, Ankara: Seçkin Publishing.