

## A REVIEW ON EDUCATION APPROACH WITH INNOVATIVE IDEAS IN MUSIC

Özge GÜNCAN

Dr., Piano Department, Department of Music; State Conservatory

Anadolu University, Eskişehir, Turkey

ORCID: <https://orcid.org/0000-0002-6376-5743>

[osahin7@anadolu.edu.tr](mailto:osahin7@anadolu.edu.tr)

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### Abstract

Music education supports the ability of human beings to relate through music, to be an individual who consciously produces music universally, and thus contributes greatly to the social and emotional development of individuals in this way. The most important goal of music education is to make children and individuals love music, to develop their creativity and imagination, and to enable them to reveal their musical talents. The aim of this study is to present the effect of education with innovative ideas and techniques on student's creative achievement. In order to reach a contemporary and enlightened level in the field of music education and to be able to transfer it with the same understanding of creativity, it is necessary to recognize various innovative music teaching ideas and methods. For this purpose, innovative teaching ideas such as Kodaly, Dalcroze, Suzuki and Orff will be presented.

**Keywords:** Music Education, Teaching Method, Creative Learning, Child Development.

### INTRODUCTION

In our universe where the world is rapidly developing and changing, there is a need for free and creative thinking, questioning, researching and solution-oriented individuals. Therefore, there are many researches, target group seminars and development training programs on creativity in the world. Education is a process and plays a major role in raising and guiding people and societies. The task of the educator is to develop appropriate teaching strategies and ways according to the characteristics of the student. The importance of education in music, as in every field, should be emphasized. In music education, a lot of brainstorming has been done on the question "How can we raise creative musicians?" and it is seen that education programs are constantly developing to achieve this important goal. The educator who will lead the development of creativity is expected to be equipped in this regard. For this reason, educators need to be conscious and creative in their approach to innovative ideas and teaching methods in order to raise creative generations.

### Purpose

The aim of music education is to make children and individuals love music, to enable them to develop their creativity, and to actively support the development of their musical talents. It is known that games are one of the easiest and most instructive techniques to attract the attention of young children. By presenting music in a playful way and enabling them to use various musical instruments within this framework, it is aimed to bring them closer to the feeling of music. From an early age, the development of musical skills to express their feelings, thoughts and imagination, becoming a conscious music listener and artistic behavior attitudes are gained through music. In order to reach a higher level in the field of music education, it is necessary to recognize various creative music teaching ideas and methods. In this study, music teaching methods related to creative learning and teaching will be explained.

### First Meeting with Music

Sound and music touch and influence the baby's life in the womb and then with the first breath he/she takes when he/she is born. The most special and most important part of this interaction is the lullaby that the mother sings to her baby, and then the baby begins to hear all the sounds of the universe; at

home, at school, on the street, it is fed with the music that it learns and sings by tinkling in its ears. In the preschool education period, music and music-related movements and sounds play an important role in the qualified development of the child. This fact should be taken into consideration when providing music education to children whose degree of music perception has not yet been determined in preschool institutions. If children listen to and are fed with good music from an early age, they will grow up to be individuals who choose and love good music by listening to it, even if they are not professionals. In this part of the research; the multifaceted benefits of music that should be known will be mentioned.

By developing the child's senses; it provides the opportunity to gain important skills in preparation for reading and writing, such as hearing, understanding and transferring what they hear. The child who learns new words and sentence structures while singing begins to develop the ability to speak properly while repeating them in social life and makes progress in language development. The child who relaxes emotionally through music can transform negative emotions and behaviors in our lives such as insecurity, shyness and fear into positive emotions and behaviors with the healing power of music. In group activities, an introverted child learns to relax spiritually in a group, to take part in making music together with others, the freedom of trying over and over again in an environment where it is normal to make mistakes, and to communicate well through all these interactions. The child who begins to make music with friends in a group learns to be in harmony, and thus begins to learn to be disciplined within the understanding of how important it is to be able to work together and that it is necessary to be in harmony with society.

The best way to recognize our culture and traditions is through our universal music and dances. Our local and regional music and dances and folkloric themes are of great importance in the development of our feelings of homeland, flag and nation. The phenomenon of music, which allows the development of aesthetic perception at an early age, is a pioneer in carrying creativity to higher levels. Innovative teaching ideas that develop the child's self-confidence, the extent to which he/she can use body language, creativity, improvisation, and learning ability play an important role in the physical and psycho-motor development of children when they are provided with the opportunity to dance and move to music with all materials that can be used with instruments.

## **EDUCATIONAL TECHNIQUES IN THE LIGHT OF AN INNOVATIVE APPROACH**

### **Kodaly Teaching Method**

This innovative approach to learning, created and developed by the Hungarian composer Zoltan Kodaly (1882-1967), is a method that combines music and dance and tries to ensure that children actively participate. Knowing that children love to play games and having worked on this subject, Kodaly often gamified songs. The repertoire is taught by ensuring the active participation of the child, such as clapping, singing and dancing, selected from traditional folk songs. The Kodaly Method is an established music education system. Its philosophy and principles belong entirely to Zoltan Kodaly. There are over 1500 schools for primary school children in Hungary. He made his name known all over the world with this method.

The main tool for educating children is not an instrument, but the child's own voice. As a result of this approach, it can be clearly stated that singing is the child's main activity, which is as natural as speech. Music education using the child's natural talent is not only effective but also very enjoyable and easy. A flow method is determined from the basic to the most difficult and it is aimed that children of all ages can learn all elements of music according to their own capacity. In Kodaly's philosophy, language and music are in harmony with folk songs in a folkloric order. Folk songs not only support children in forming a cultural identity but also complete their basic music education development. The main purpose of this philosophy is to maximize the musical talent and capacity that exists in every child and to ensure that they love and enjoy life with music

### **Dalcroze Teaching Method**

The philosophy of using the natural state of the human body with rhythmic movement belongs to Dalcroze. In this movement-based method, it is emphasized how effective body rhythm is in education

and thus it is argued how much it affects music education. Improvisation and the use of the body, mind-body compatibility emerge through these movements. Children express themselves through dance and movement according to the melody they hear. This freedom of expression allows them to reveal their talents and themselves. The combination of music and rhythmic gymnastics forms the system. Thanks to children's irregular, improvisational movements, a natural integrity begins to form and a rhythmic composition emerges. In terms of mental development, the combination of movement and play is the most important and valuable educational technique for children.

The Dalcroze method contains three important elements. These are;

1. Solfege reading
2. Rhythm-body movement
3. Improvisation-creativity

The most important issue that these elements contain is based on imagination and creativity. While learning with this method, children have the opportunity to use all their skills and develop their ability to concentrate, listen and adapt. In addition to musical development; aesthetic and psycho-motor development are emphasized. The main aim of this method is for children to have fun, love and embrace music. The Dalcroze idea is one of the best ways of expressing learning through ear, hearing, eye and body communication.

### **The Suzuki Teaching Method**

It is a method that advocates ear training from infancy and is the work of Dr. Shinichi Suzuki. The method was developed during his research with a group of gifted children and young people who had suffered great trauma during World War II. Believing that talent is something that can be developed, Suzuki advocates learning to play without learning to read music, with the idea that one can compose by analogy and listening. Among his most important ideas are that everything can develop through music, that musical perception is very important, and that beauty and aesthetics can be achieved in this way. According to Suzuki, continuous repetition is the most important key to achieving expertise. It is a family participation method by providing a working environment with parents. Learner-student-family are the main characters of this method. Suzuki argues that by listening to the pieces taught to children with constant repetition, they can learn quickly. Although each child's level of music perception is different, Suzuki's approach assumes that all children can be musical.

### **Orff-Schulwerk Teaching Method**

This teaching method belongs to Carl Orff. He observed and developed children's singing, rhythmic movement and music experiences by working in schools. The most important feature of the method is human beings and their ability to create. Rhythm is the most central element in this method and is the phenomenon that is first revealed from infancy. The main elements of this method are improvisation and creativity. Body movements play an important role in the Orff idea, which includes all kinds of drum instruments. In this teaching method, where expressing oneself through music is important, the individual's freedom, freedom of movement and imagination can lead to the highest levels of development. Although we know that this method does not belong to a single culture, it is seen that it is adapted from African and Indonesian instruments. In order to enable children's cognitive and creative personalities, the design of Orff instruments is planned entirely with children in mind. Percussion instruments, which can be used by children of all ages, play an important role in the development of creativity and imagination.

### **Conclusion**

Creativity in music is the original expression of a sharing, a feeling, an idea. The cultural texture and identity of the geography we live in is an important criterion in the formation process of this originality. Creativity envisages going beyond the existing patterns. It should not be forgotten that the learning and teaching process that provides a creative environment will be realized with an educational approach that values original thoughts. Music, which activates the individual's world of emotion and thought, also allows the individual to reveal his/her own self. In this context, it is an

undeniable fact that music expresses our social common values. Music education is a learning environment where the creativity factor is prioritized and experimentation is most comfortable. It is basically a place of formation of an idea aimed at meeting the aesthetic needs of individuals and society through artistic activities, ensuring that they are sensitive to the environment they live in, satisfying their desire to produce and interpret products, allowing them to interact positively with their environment and making their lives more meaningful. Within the understanding of art and the meaning of creativity in music; responding to the cognitive and perceptual creative concerns of society and seeing this development with an educational understanding that provides an environment for all dimensions of art; can only be considered within this framework.

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