

Teachers' Views on Music Education Practices in Secondary Education in Distance Education During the COVID-19 Pandemic Process

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Abstract

In this study, it was aimed to determine the views of music teachers who have worked in secondary education during the COVID-19 Pandemic process regarding the music lessons conducted via distance education. The study group of the research consisted of 11 music teachers who were determined by convenience sampling method. The data were collected using a semi-structured interview consisting of 6 questions and a demographic information form. In line with the findings obtained from this study, it was determined that the music teachers participating in the research had difficulties in classroom management, parents' approaches, technological equipment, internet problems and students' motivation. Besides, it was determined that the teachers used different technological teaching materials in the course, the achievements in the curriculum were partially achieved and the course evaluation process could not be carried out effectively enough.

Key words: COVID-19, pandemic, distance education, secondary education, music education

1. Introduction

Education, which is thought to have a critical importance in the development of societies, is affected by the rapid developments in information technologies. These rapid developments supported the development of human resources and lifelong education understanding, and the idea of benefiting wider masses from the new opportunities offered by the digital age led to the spread of the distance education approach (Özbay, 2015; Parlak, 2017).

Distance education, in which different technologies can be incorporated and structured in the education process, regardless of time and place, is an effective form of learning where teachers and students are in different environments and a connection between student and educational resources is established (Yamamoto & Altun, 2020; Can, 2020; Kılınc, 2015). Within the scope of the necessity of continuing education and training in a modern and innovative system following the requirements of the age, the understanding of distance learning has been included in the teaching process to use time, space, and existing resources efficiently.

In the world, it is seen that distance education practices started with "Steno Lessons" in Boston newspaper in 1728 for the first time, teaching with letter practices in 1843 and the first educational radio broadcast in the USA in 1920, and also since the 1940s television has been used for distance education (Arat & Balkanlı, 2011). In Turkey, learning with letter practices first started

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regarding foreign language training in 1953, distance education applications with the establishment of the Open University in Anadolu University in 1982 have become widespread (Arat & Balkanlı, 2011; Eygü & Karaman, 2013).

The first studies carried out for music education within the scope of distance education were the "Violin Teaching by Letter" methods prepared by Edip Günay and Ali Uçan (Canbay & Nacakçı, 2011). Then, in 1975, it is seen that distance education application for the "Instrument Making and Repairing Knowledge" course for the Music Departments of Education Institutes were realized. Besides, the television music department founded by Hikmet Şimşek and the music education programs for children prepared by Muammer Sun for TRT is also considered within the scope of distance education applications (Canbay & Nacakçı, 2011; Sakarya & Zahal, 2020; Sağer, Eden & Şallıel, 2014; Yungul, 2018).

Today, most of the distance education applications, which have features such as keeping the quality of existing educational resources, increasing the capacity of the education system, providing educational opportunities to the target audience (Göksel, 2015), are carried out at the higher education level (Özbay, 2015). However, with the COVID-19 epidemic that broke out in December 2019, an isolated life obligation was born all over the world including Turkey, and with this obligation, face-to-face activities in education were stopped, as in all areas, online work and products in these environments. It has become a necessity.

When the related literature is reviewed, it is stated that many national and international studies have been carried out on educational activities in the COVID-19 pandemic process. It is seen that there are studies on distance education on undergraduate level (Adnan & Anwar, 2020; Buluk & Eşitti, 2020; Daniel, 2020; Dikmen & Bahçeci, 2020; Erkut, 2020; Genç & Gümrükçüoğlu, 2020; Durak, Çankaya & İzmirli, 2020; Karadağ & Yücel, 2020; Paudel, 2021; Sandhu & Wolf, 2020; Tartavulea et al., 2020) and at the general education level (Çakın & Külekçi Akyavuz, 2020; Mengi & Alpdoğan, 2020; Lee, Ward, Chang & Downing, 2021; Basilaia & Kvavadze, 2020). Besides, it has been determined that studies related to music education carried out during the pandemic process have taken place in the literature (Sağer, Özkişi, & Yüceer, 2020; Sakarya & Zahal, 2020; Baratè, Haus, & Ludovico, 2020).

For an effective and efficient teaching process, it is of great importance that the teacher should design and develop the lesson well in order to determine or produce the teaching materials to be used in the course, to use these teaching materials effectively and efficiently in the process, and to make evaluations to determine whether the learning objectives have been achieved at the end of the process. In this context, the planning, development, and implementation of music education, which is thought to contribute to the social, psychological, cultural, educational, etc. development of the individual, is considered important in terms of positive contribution to the development of the individual's creative power, musical taste, analysis, and synthesis power. With this idea, this study aimed to determine the views of music teachers about the music lessons conducted via distance education in secondary schools during the COVID-19 pandemic process. For this purpose, the article sought answers to the following questions:

1. What are the views of the participants regarding the pedagogical competencies in the lessons conducted in distance education?
2. What are the views of the participants on the effectiveness of music lessons in distance education?
3. What are the views of the participants regarding the achievement of the outcomes in the curriculum with music education activities carried out in distance education?
4. What are the opinions of the participants regarding the use of technology-supported devices in the process of distance music education?
5. What are the opinions of the participants regarding the different applications in distance education?

6. What are the opinions of the participants regarding the positive and negative effects of distance education in music education?
- 7.

2. Method

This section includes information about the research model, study group and obtaining data.

2.1. Research model

In the current study, one of the qualitative research methods, case study, was used. In a case study, a situation or event is examined in depth by focusing on 'how' and 'why' questions, in a certain time, using observation, interview, etc. (Gustafsson, 2017; Subaşı & Okumuş, 2017). With this research based on a case study, teachers' views on secondary education practices in distance education in the COVID-19 pandemic process were tried to be determined by conducting in-depth interviews.

2.2. Study group

Convenience sampling was used to determine the study group. Convenience sampling is to determine an adequate amount of items among the available, fast, and easy-to-reach items (Baltacı, 2018; Patton, 2005). Interviews for the survey were conducted with 11 music teachers working in secondary schools in Turkey. Table 1 includes the findings of the demographic information of the participants.

Table 1. Demographic information of the participants

Gender	N	%
Female	10	90.9
Male	1	9.1
Total	11	100
Age	N	%
24-30	4	36.4
31-37	4	36.4
45-51	3	27.2
Total	11	100
Service year duration	N	%
6-10 years	8	72.8
20 years and above	3	27.2
Total	11	100

As can be seen in Table 1, the majority (90.9%) of the teachers participating in the study are female and 9.1% are male. 36.4% of the teachers were between the ages of 24-30, 36.4% between the ages of 31-37, and 27.2% between the ages of 45-51; It has been determined that 72.8% of them have 6-10 years of service, 27.2% of them have 20 years or more.

2.3. Data collection tool

The semi-structured interview technique, one of the types of interviews, was used to collect data on the research problem. In this technique, predetermined questions are asked to the participant. On the other hand, depending on the flow of the interview, the researcher can enable the person to carry the content of his / her answers in detail by asking additional questions according to the developing subject in addition to the pre-prepared questions (Adhabi & Blash Anozie, 2017; Güler, Halicioğlu & Taşğın, 2013; Özden & Durdu, 2016). An interview consisting of 6 open-ended questions was developed by the researcher to obtain the research data. To ensure validity, these questions were asked to three field experts, and the questions were finalized for implementation in line with expert opinions.

2.4. Collecting and analyzing data

The descriptive analysis technique, one of the qualitative data methods, was used for analyzing the research data. In descriptive analysis, direct quotations from the interviewees are frequently used in line with the themes determined beforehand. The purpose of this type of analysis is to reveal what the collected data express about the research question and what results will be obtained (Dey, 1993; Yıldırım & Şimşek, 2006).

The data obtained from the semi-structured interview results were coded, then divided into themes and interpreted. While making quotations, the names of the participants were shortened as participant 1 (K1), participant 2 (K2), etc. To ensure the reliability of the study, the data were presented to the opinion of two experts, and a consistency analysis was conducted. As a result of the research, consensus and differences of opinion were determined and the reliability calculation formula was calculated using P (Consistency Percentage) = N_a (The number of items coded in the same form in two forms) * 100 / N_t (Total number of items in a form) (Çepni, 2005). The consistency between the evaluations of the experts was 86.6%. Since this value is higher than 70%, it is considered sufficient (Miles & Huberman, 1994: cited in Baş, 2014), it is concluded that reliability is provided for data analysis.

3. Findings and Results

In this section, the findings obtained from the answers given to the research questions by the music teachers participating in the study are included.

In Table 2, sub-themes, codes, and sample views related to the "pedagogical competence theme" obtained from the participants' opinions regarding the pedagogical competencies of the participants in distance education lessons are given.

Table 2. Participant views on their pedagogical competencies in distance education lessons

Theme	Sub-theme	Codes	Participants	Sample Views
Pedagogical Competence		Classroom Management	K2 ,K4, K8, K10	Thanks to the application I use, I have the opportunity to mute students' voices and images. This makes my classroom management easier (P2).

Being Competent	Taking into account the individual differences of the student	K2, K8, K10	I encourage children who are particularly interested in my lesson to share information with their other friends during the lesson (K10)
	Ensuring the readiness of the student for the lesson	K7, K8	I ensured the readiness of the students through the established groups (P7)
	Ensuring parents' involvement in the process	K1, K2, K4, K7, K11	I do not think that parents' participation in the class provides discipline for the child. Therefore, I did not include it in the process (P1).
	Giving feedback and making correction	K1, K2, K7, K8	I gave feedback and made corrections using images (K7)
Being Incompetent	Classroom Management	K1, K3, K4, K5, K6, K7, K9	My classroom management became difficult because we could not intervene in absenteeism (P3, P5). I noticed that it was very important to be able to look into the eyes of the students (P6).
	Taking into account the individual differences of the student	K4, K11	I had a hard time determining and taking into account the individual characteristics of the transferred students or in the newly recruited classes (K11).
	Ensuring the readiness of the student for the lesson	K4, K5	I had problems with the attention of the students (P2).
	Ensuring parents' involvement in the process	K5	Parents' excessive interest or indifference forced me in this process (P5).
	Giving feedback and making correction	K3	I saw that I received less efficiency in the feedback and corrections I gave compared to the face-to-face training (P3).

As it can be seen in Table 2, it was determined that the participants presented opinions regarding being pedagogically competent in the distance education process in the COVID-19 pandemic on classroom management (4), taking into account the individual differences of the students (3), ensuring the readiness of the student for the lesson (2) ensuring parents' involvement in the process (5) and giving feedback and making corrections; regarding being incompetent on classroom management (7) taking into account the individual differences of the students (2), ensuring the readiness of the student for the lesson (2), ensuring parents' involvement in the process (1), giving feedback and making corrections (1). Based on this, it can be said that teachers feel incompetent especially in classroom management in the distance education process.

In Table 3, sub-themes, codes, and sample expressions related to the "state of performing effective music education" theme obtained from the participants' views regarding the effectiveness of the music lesson that the participants perform in distance education are given.

Table 3. Participant views on the state of performing effective music education in distance education

Theme	Sub-theme	Codes	Participants	Sample Views
Lecture Process		Supporting the process with the project assignments	K1	I try to support the lessons with the project assignments I give to the students (P1).
		Difficulty in teaching subjects that require practice	K5,K11	Our course requires practice and online education is a very limited place for our class (K11).
		Obligation to focus on theoretical subjects	K1,K3,K8,K10	Unfortunately, there were no classes with many attendance. Although the applied courses attracted a lot of attention, synchronization problems required me to focus on theoretical subjects (P8)
Material		Lack of student materials	K1,K2,K3,K8,K10	It is not possible to obtain material for students in distance education (P1). My students with internet infrastructure and lack of materials could not attend the course (P2).
		Inability to interfere with absenteeism	K2,K3,K5,K7, K9	We cannot interfere with absences. This affects the lesson process negatively (P3). The student does not have to be seen on the screen. Therefore, we assume that they attend and continue the lesson (P9).
Student Motivation		The impact of home environment	K1,K2,K5,K7	It becomes difficult for them to listen and participate in the lesson in the home environment. They also have difficulties on focusing (P5).
		Socio-economic situation	K3,K9	Since I worked in a private school, the opportunities of the students were quite suitable in terms of participation in the lesson (P3). The socio-economic situation in my region forced the students to make course choices in this process (P9).
Technology		Technological disruptions	K3,K4,K5,K6	I have a lot of students who have internet problems. But it made me happy to see these students' efforts to enter my class (P5). I had a communication problem due to technological problems (P4).
		Student's lack of technological material	K2,K9	The lack of technological tools at home for every student to access education and th insufficiency affected the process negatively (P9).
		Technology support	K3,K7, K8	Supporting the theoretical lessons with videos increased the interest in the lesson (P7).

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I saw that using programs that improve musical hearing positively affected class participation (P8).

As it can be seen in Table 3, the lecture process, material, student motivation, and technology affect the music education carried out in the distance education process during the COVID -19 pandemic process. It is observed that teachers have difficulties in teaching subjects that require practice in the lecture process (2) and have to focus on theoretical subjects (4). Also, it was determined that the students 'lack of material (5) also negatively affected the course process, Inability to interfere with absenteeism (5), attending classes in the home environment (4), and their socio-economic situations (2) were also found to be affecting student motivation. Besides, it is seen that the teachers think that the technological problems (4) and the technological material deficiencies of the students (2) also affect the process negatively.

In Table 4, sub-themes, codes, and sample expressions related to the "contribution to curriculum outcomes" theme obtained from the participant's views regarding the contribution of music education in distance education to the achievement of the curriculum outcomes are given.

Table 4. Participant views on the contribution of distance education to the state of achieving the curriculum outcomes of music education

Theme	Sub-theme	Codes	Participants	Sample Views
contribution of achieving the curriculum	Achieving	Theoretical subjects	K1	The course requires active participation. For this reason, I can only achieve outcomes in theoretical subjects (P1).
		Using different materials	K3	By using different materials in the process, I achieved the outcomes to a great extent (K3).
		Attendance continuity	K8	Outcomes were achieved with students who followed the lesson without missing and did their homework regularly(P8).
		Individual activities	K1,K2	Outcomes requiring individual practice were achieved (K2).
		Video-assisted education	K7,K9	Video contents for instrument training supported achieving the outcomes (K7). Video-supported shares positively affected the achievement of the outcomes (K9).
	Not Achieving	Activities that require group work	K1	It is not possible to achieve the outcomes in activities that require group work (P1).
		Practical activities	K1,K2,K4,K10,K11	I cannot say that it has been achieved completely. Because it is a course that requires practice (K2). Music lesson is definitely not happening from a distance. There is a synchronization problem. No singing together, no rhythm exercises, etc. (K10).

Student's lack of material	K5	My students who could reach the materials in the activities were able to reach the outcomes (K5).
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Achievement of the Outcomes in the Curriculum: As seen in Table 3, there were participants who expressed their opinion regarding achieving the outcomes related to the theoretical subjects in the curriculum in the music education carried out with distance education during the COVID-19 pandemic process (1), and also the use of different materials and the continuity of the course (1) contributed achieving the outcomes. On the other hand, it is seen that there are participants who think that individual activities and video-supported education (2) contribute to the achievement of curriculum outcomes.

Not Achieving the Outcomes in the Curriculum: It is also seen that there are participants who gave their opinions about the situation of not achieving the outcomes in the curriculum with the distance music education performed in this process. It was determined that the participants stated that the outcomes related to the activities requiring group work in music lessons (1) and the outcomes related to the applied activities (5) were not reached. Besides, it is seen that there is one participant who stated that the lack of student material negatively affected the achievement of the outcomes.

In Table 5, codes and sample expressions related to the theme of "using technology supported tools" obtained from the participants' opinions regarding the use of technology-supported tools in distance music education are given.

Table 5. Participant views on the use of technology-supported tools in the distance music education process

Theme	Codes	Participants	Sample Views
Technology Assisted Tools	EBA (Education Information Network)	K5,K6,K7,K8,K9,K10,K11	There were times when I used EBA, but it is definitely insufficient (K5). I use. However, the content is too poor for the music lesson (K7, K8). Subject uploads related to the music lesson have not been done in EBA (K10).
	Powerpoint	K1,K2,K3,K8,K10	Since I could not always access healthy materials on the subject in EBA, I mostly benefited from Powerpoint presentations (K10).
	Videos prepared by the instructor	K1,K7	I definitely prepare a Powerpoint presentation in the course. In addition, I use individual videos that I have prepared and Youtube videos (K1).
	Youtube videos	K1,K7,K8,K10,K11	I have benefited Youtube videos suitable for the subject (K11).
	Whatsapp	K2,K4,K6,K7,K8,K10	I shared the content of the course with the students via Whatsapp (P4). We always communicated with the children via Whatsapp (K6). I used Whapsapp very effectively in my lessons (K8).

Zoom	K3,K7,K9	I did music concerts from zoom. I did mini-concerts with my enthusiastic students (K7).
Documentaries	K6	I have benefited from documentaries (K6).
Instagram	K6	I have benefited the events on Instagram.
Ear training programs	K8	I used ear training programs to improve the hearing ability of children (K8).

As can be seen in Table 5, the participants benefited from technology-supported tools in the distance education process. The participants expressed their opinion in the direction of using EBA (Education Information Network) (7), Powerpoint (5), videos prepared by the instructor (2), Youtube videos (5), Whatsapp (6), Zoom (3), documentaries, Instagram, and ear programs (1). However, it is seen that the majority of the participants (7) used EBA but did not find the EBA content sufficient for music lessons.

Table 6 includes sub-themes and codes related to the theme of "different practices" and sample expressions obtained from the participants' views on different practices in distance education during the COVID-19 pandemic process.

Table 6. Participant views on different practices in distance education

Theme	Sub-theme	Codes	Participants	Sample Views
Different Practices	Achieving	Material design works	K1	I made material designs made from the materials in the house (K1).
		Individual activities	K1, K4, K11	I made all the activities individually that need to be done collectively (P4).
		Theoretical trivia games	K1	I often played theoretical trivia games (P1).
		Visual supported activities	K7	I have benefited from a lot of visual activities (K7).
		Using technology assisted tools	K7,K8,K10, K11	I explained the subjects by playing with the students using technological applications (P8).
	Rhythm exercises with materials in the home environment	K9	I had rhythm exercises done with the materials in their home (K9).	
	Not achieving	Technological inadequacy of the instructor	K2	I am not very familiar with the issues related to music technology. I did not have different practices than what I did in face-to-face training (P2).

As it can be seen in Table 6, the lecturers support the music education process with different practices in the distance education process. It was seen that lecturers shared views regarding material design (1), individual activities (3), theoretical trivia games (1), visual supported activities (1), using technology assisted tools (4), rhythm exercises with materials that students can easily find and use at home (1). However, it was determined that one participant could not perform different practices due to his/her technological inadequacy.

In Table 7, sub-themes, codes, and sample expressions obtained from the views of the participants regarding the positive and negative effects of music education in distance education are given.

Table 7. Participant views on the positive and negative effects of distance education in music education

Theme	Sub-theme	Codes	Participants	Sample Views
Technology	Positive	Student's compatibility with technology	K1,K3,K4,K5,K7,K8	The students adapted to this situation very quickly (P5). My students actively used technology for music lessons (P7).
	Negative	Sound quality	K1,K3,K5,K6,K11	Sound quality made the lesson sometimes impossible (K11).
		Synchronization	K1,K2,K3,K8	The biggest problem in the music class was that the voice did not go to everyone at the same time. It is not possible for them to accompany live flute work with words at the same time (P1).
		Connection lost	K5,K6	Disconnections have always been a problem (P6).
Instrument Training	Positive	Supporting individual studies	K4	Since we could not do collective works, I focused on individual instrument studies (P4).
		Developing Solfeggio Skills	K8	Note reading exercises could be done (K8).
	Negative	Lack of student material	K1,K8,K9	I had students who did not have materials at home due to their economic problems (P9).
		Parents' negative approach	K2	They stated that the parents were disturbed by the noise at home while the children were in the music lesson (P2).
		Inability to intervene in a timely manner	K7,K9	I could not intervene in time by touching the student, which negatively affected the instrument education (P9).
Course Process	Positive	Support for general culture development	K10	In the lessons, information about general culture was mostly given (K10).
		Contribution to the development of students' sense of responsibility	K5	I saw the efforts of my students in this difficult

			period. Their sense of responsibility developed (P5).
Negative	The effect of exam anxiety on the lesson	K7	Especially 8th graders saw the music lesson as a waste of time and there was very little participation (P7).
	Not being able to sing together	K7	Not being able to sing songs together was the biggest problem for our lesson (P7).
	Poor student performance	K6	The performance of students in the training conducted online absolutely fell in half (K6).
	Student not feeling free in the home environment	K1	Because of the family factor at home, their freedom was inevitably restricted (P1).
	Student's difficulty of expressing	K4,K11	There are children who, due to their age, are afraid to express themselves around their friends. It was even more difficult for them in the online process (K11).
Negative	Not being able to communicate face-to-face	K6,K9,K11	I could not communicate face-to-face with my students as there was no obligation to open a camera (K11)
	Family factor	K1	It was not possible to fully evaluate it. Because the family factor inevitably restricted their freedom at home (P1).
	Evaluation according to the attendance	K2,K7,K11	Since there was no exam, I took attendance and evaluated accordingly (P2).
	Student attendance problem	K9, K10, K11	I do not think a healthy evaluation is made because full participation is not achieved (P9).
	Evaluation process		

As it can be seen in Table 7, it has been determined that the participants in the music education carried out during the COVID-19 pandemic process have positive and negative reflections in terms of technology, instrument training, course process and evaluation process. It was concluded that the teachers easily adapted to technology (6) but experienced problems in online lessons in terms of sound quality (5), synchronization (4), and internet interruption (2). Since collective work cannot be done in instrument training, individual studies are supported (1) and note reading studies can be done (1); It was determined that the instrument training process was disrupted due to lack of student material (3), negative parent approach (1) and synchronization problems (2). However, the distance education process supports the general cultural development of the students (1) and contributes to

the sense of responsibility (1); It has been determined that the difficulty of the students to express themselves (2), exam anxiety, not feeling free in the home environment and not being able to sing together (1) affect the lesson process negatively. Besides, it is observed that a healthy evaluation process in distance education was not carried out.

4. Discussion

In line with the findings obtained from this study, it was concluded that the music instructors participating in the study had difficulties, especially in classroom management during the distance education process. This situation is thought to arise because teachers have difficulties in using technological tools effectively. It is known that web-based technologies are tools that support the education process in today's technology age (Ekici, İnel Ekici, & Altunışık, 2015). Therefore, effective use of these technologies by teachers is considered necessary in terms of supporting the educational process.

Researches show that parent support is important for a successful education process (Tümen Akyıldız, 2020; Roth, 2008). In the current study, it was determined that students do not feel comfortable due to their parents' negative attitudes, hence, they do not participate actively in music activities held in the home environment. Besides, it is among the results of the research that excessive parental attention also affects the process negatively. These findings reveal that balanced parent support is necessary for an effective and productive distance education process.

Research results show that students' adaptation to technology affects the course process positively. However, it is seen that technological devices and internet problems are frequently encountered problems, and the ministry has partially taken measures to overcome the problems regarding students' technological equipment. Different studies support the results of the research, showing that technological deficiencies affect the distance education process (Tümen Akyıldız, 2020). These technological problems that emerged during the COVID-19 pandemic process are thought to significantly affect the educational process. It has been determined that these technological problems are not only related to infrastructure, but also caused by socio-economic differences among students.

According to the results obtained from the research findings, it is seen that all participants used different technological tools in the process because the materials in EBA are not sufficient for music education. Several studies also revealed that different technological tools are used by teachers in distance education (Alsalem, 2014; Tümen Akyıldız, 2020; Aksoy, Güçlü, & Nayır, 2020). These results reveal that using different teaching technologies that support the teaching process in distance education together is necessary to maintain the student's interest in the lesson and to realize more effective and permanent learning.

Researches show that there may be low motivation in distance education lessons (Kuloğlu, 2020). Likewise, in the current study, it was determined that there has been mostly low motivation in students and partly in teachers during the distance education process. It was concluded that this low motivation of the students was caused by the fact that the lessons took place in the home environment and due to the teachers' inability to intervene in absenteeism. This situation negatively affected the learning process. Karaca, Topal, and Aldır (2011) state that a well-organized administrative structure and support services should be provided to students in distance education so that they do not break away from the lessons and participate actively. With this thought, in line with the findings obtained from the current research, it can be said that it is important for both teachers and students to work with administrations that plan the process well, support it and offer solutions to problems.

5. Conclusions and recommendations

In the research, it was determined that the outcomes in the curriculum were partially achieved in the distance education process. It was determined that this situation was caused by the inadequacy of educational materials, as well as not being able to perform group activities and activities requiring implementation in online courses. On the other hand, it can be said that since group activities and activities requiring practice cannot be done in online lessons, the emphasis has been on individual work with students, and this situation has contributed to the development of the student's solfege skills and individual musical skills.

In the study, it was concluded that not being able to communicate face-to-face with the students because they do not have to open the camera, the students not being obliged to attend the class, and making attending the course an evaluation criteria negatively affected the evaluation process.

In the light of the findings obtained from the research results, the following recommendations can be made.

There are studies showing that in individual practices conducted in distance music education, student development is at a similar level to face-to-face education (Okan & Arapgirli, 2018; Karahan, 2016; Orman & Whitaker, 2010). However, it is thought that it will not be possible to fully achieve the behaviors that are expected to be gained by the student distance music education which is performed synchronously in general education, with the community and synchronization due to experiencing synchronization problems; It is deemed necessary to use distance education applications for supporting face-to-face education applications. With this in mind, it is deemed necessary for teachers to include synchronous and asynchronous distance education practices in face-to-face education practices, using them in areas such as assigning homework, participating in extracurricular activities, giving feedback to students, etc. that support students' knowledge and skills.

It is seen that teachers being technologically equipped has a positive impact on classroom management and achieving the targeted outcomes in the course in distance education. The fact that online applications were not used extensively in the field of education before the pandemic and some teachers were not informed about the applications they could use on the online platform caused problems in applications, especially at the beginning of distance education during the COVID-19 pandemic. For this reason, teachers should have the competence to use today's technologies in their lessons. To achieve this competence, it is deemed necessary to support them with in-service programs that contribute to their professional gains. Besides, it is recommended to include courses that pre-service teachers can use current technology effectively for their fields during their undergraduate education and offer them application opportunities where they can use instructional technologies that support their professional acquisitions.

It is of great importance that individuals, who will shape the future of societies, fairly benefit from the country's resources. In today's world, when the idea that especially the dissemination of distance education practices will contribute to the elimination of inequality of opportunity in education, the opportunity to benefit from formal education should not be taken away from children due to the lack of infrastructure and materials. For this reason, it is deemed necessary to provide these conditions with state support to all children who cannot access the infrastructure and materials to be used in line with the requirements of today's distance education due to their economic inadequacy.

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