

Pedagogical technologies for the emotional intelligence of a music teacher

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Abstract

Today, in higher artistic and artistic-pedagogical educational institutions, emphasis is placed on the formation of the technological culture of future music teachers through the application of innovative technologies in vocal education. In higher artistic and artistic-pedagogical educational institutions, special attention is paid to the formation of the technological culture of future music teachers through the application of innovative technologies in vocal education. The teacher is considered to be a professional with personal phenomenon thinking, technical knowledge, practical skills, and the ability to use creative pedagogical tools, based on the value of technological culture, the ability and the way of technology worldview, and this is formed and applied to creative artistic and pedagogical activities. In this study, it was requested to determine the opinions of the music teachers who teach in modern education conditions on the pedagogical approaches to the concept of emotion. Within the scope of this research, interviews were conducted with 25 music teachers. The study group was selected on the basis of volunteerism for the research. Three unstructured interview questions prepared by the researcher were asked. As a result of the research, it was explained by using the content analysis method. It has been concluded that emotional intelligence gains positive attitudes in the music education process.

Key words: Music teacher, emotional, technology, pedagogy, education, teaching;

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1. Introduction

In modern education, every person develops a strong spirit and an independent personality and creates emotions, thoughts and behaviours suitable for his age, individual differences and developmental characteristics. Research in recent years has focused on whether it is possible to transfer values in education, and if possible, how. At the beginning of the 20th century, a common feature of the approaches was the great emphasis placed on pedagogical reformation and the development of artistic, physical and social skills (Váradi, 2019). In this process, music education, which is an important branch of art education, plays an active role in the implementation of contemporary education (Varadi, 2022).

Music, with its unique nature, has a great influence on the spiritual world of youth. After all, the formation of youth under the influence of melody leads to the growth of a world of feelings, understanding and thoughts, the desire for good, the beauty of love, the preservation of nature and the desire to serve the family and country. Music education is one of the main and most difficult aspects of art education, which teaches us to understand and appreciate the beauty around us (Alimova Zumrad Gafurovna, 2022).

Within the framework of the concept of music education, it is defined as the process of accustoming people to certain musical behaviours by developing the above-mentioned behaviours and skills starting from childhood (Abdumutalibovich, 2022; Sai, 2010; Souza, 2022). Music education is mainly conducted for three main audiences (general, amateur and professional) and has three purposes (Souza, 2022; Uçan, 2018). Music is a branch of art that should reach all segments of society and that supports physical, spiritual and mental development.

In the educational and pedagogical process of the music lesson in primary school, in parallel with the student-centred learning approach, active teaching methods in the music lesson are also among the general teaching methods. The use of appropriate methods on the axis of 'play, dance and movement', in accordance with the achievements of music education, is especially important in the teaching of the lesson (Çelik and Şendağ, 2012: 13). Music education in primary school includes general music education. In primary education, all people are expected to benefit from music education without any discrimination. Depending on the musical development, musical tendencies and future musical expectations of the child in primary education, some measures and practices for vocational and vocational music education are also included (Çelik Nair, 2018; Uchan, 2018). The purpose of general music education is to teach art and music to the child (Yyldyz, 2002, p. 14). Research into how the human brain works has shown that emotional skills are easier to develop during the developmental age, from birth to the end of adolescence. For this reason, emotional education comes to the fore in schools. The education system used in schools today prefers quantitative values to qualitative ones, encourages individual competition over group cooperation and solidarity, emphasises reason and logic, and neglects emotions and relationships. Therefore, teachers are very important models in the teaching of emotional intelligence (Gürşen Otacıoğlu, 2009).

Psychologists have been trying to define and measure intelligence for years. In the last century, intelligence was measured by the intelligence quotient (IQ), which deals with people's cognitive abilities and functions. Cognitive intelligence has been defined as the ability to understand, learn, remember, think rationally, solve problems and apply the knowledge gained. While people with high intelligence fluctuate in life, people with low intelligence can be successful (Mumcuoğlu, 2002). Daniel Goleman introduced a completely new concept in his book *Emotional Intelligence*. For a long time, success was measured by IQ. According to recent studies, 'emotional intelligence' (EQ) has shown that people's personal and professional success is much more dependent on EQ. With emotional intelligence, people's general feelings, communication skills, understanding of humanity, delicacy, kindness etc. are explained (Becerem, 2002; Yaykiran, 2021).

One of the important characteristics expected from a teacher is the ability to empathise with his student. Teachers' high critical thinking skills enable them to empathise with their students as well as control and manage the situation they live in. For this reason, it is thought that music teacher candidates can control and manage their emotions in their lives as a professionally sought skill. The development of emotional skills is a process that takes place more easily in the age of personality development. At this point, it can be said that the emotional education that should be given in the relevant schools is important. It is seen that schooling tends to lack group cooperation and solidarity, while encouraging competition, emotions and relationships are neglected (Marble, 2019; Otacioğlu, 2009, p. 88). Teachers can help students adapt to social dynamics with their behaviours in difficult situations and guide them on how to deal with such situations.

General culture, professional knowledge, teacher education, critical thinking and communication skills form the professional competence of a music teacher. The absence of one of these qualifications may mean that an important aspect is missing in the qualifications of a professional music teacher. An effective music teacher must have these parameters that constitute professional competence at a sufficient level. At this stage, the aim of critical thinking in music education can enable students to better use their existing musical talents and become better musicians. At this stage, the aim of critical thinking in music education can enable students to better use their existing musical talents and become better musicians. Music lessons designed with critical thinking in mind are directly proportional to imagination, intelligence and creativity. It is seen that teachers, who provide children with different experiences in music lessons, are interested in critical pedagogy based on the importance of thinking-centred learning (Akyüzlüer, 2014; Mermer, 2019).

1.1. Purpose of the research

Music teachers were asked to determine their views on emotional intelligence during music education. Most of the work carried out is quantitative. The qualitative study and the findings obtained from this research are important to get the opinions of the teachers in more detail. Within the scope of this general purpose, answers were sought to the following sub-objectives:

1. What is the effect of music education on students' emotional intelligence?
2. What are your views on the stress management of music education?
3. How do you think music education will affect the general mood?

1.2. Importance of the research

Today, in higher artistic and artistic-pedagogical educational institutions, emphasis is placed on the formation of the technological culture of music teachers through the application of innovative technologies in vocal education. The teacher is considered to be a professional with personal phenomenon thinking, technical knowledge, practical skills and the ability to use creative pedagogical tools, based on the value of technological culture, the ability and the way of technology worldview, and this is formed and applied to creative artistic and pedagogical activities. The aim of this study is to determine the opinions of music teachers who teach in modern education conditions on the pedagogical effects of the concept of emotional intelligence. The findings obtained from this study will set an example for future researchers to determine the relationship between the pedagogical approaches of music teachers and the concept of emotional intelligence.

2. Methods

In this study, the case study design, which is one of the qualitative research approaches, was used to determine the emotional intelligence and pedagogical knowledge of music teachers. The case study is an exploratory, descriptive research method. It is used in real life to examine the situation in a real environment (FerDOSipour & Mirzaei, 2021; Yin, 2015). For this purpose, a single case holistic design, which is one of the case study designs, is applied to test a theory or concept, investigate a unique case or explore issues that have not been researched or adequately researched before (Yin, 2015).

2.1. Population and sample

The universe of the research is composed of music teachers working in ilokul. Purposeful sampling methods, in which individuals with knowledge are selected by the researcher in order to obtain data on an event or phenomenon, were determined by the criterion sampling method (Masduqi, Fatimah, & Subiyanto, 2021). Criteria can be prepared by the researcher or a pre-prepared list of criteria can be used (Yıldırım & Şimşek, 2016). The criteria determined for sampling in this study should be the new task of the music teachers participating in the study. In this context, 25 music teachers working in primary education constituted the sample of the study. The demographic information of the sample is shown in Table 1.

Table 1. Demographic characteristics of the research group

Variable	Specifications	N
Gender	Woman	19
	Man	6
Age	22–27	20
	28–33	5

2.2. Data collection and analysis

Semi-structured interviews were conducted with the sample group to determine the views of music teachers on emotional intelligence during music education. In the interview forms, two questions were asked about the demographic information (gender and age) of the participants. There are three open-ended questions to achieve the purpose of the research. For the validity of the open-ended questions in the interview forms, the opinions of two academicians from the fields of measurement, evaluation and statistics were taken, and the clarity of the questions was reviewed by making a preliminary application with three teachers. As a result of the experts' opinion and preliminary practice, necessary arrangements were made on the questions and the interview forms were made ready for application. The questions in the interview form are as follows:

1. What is the effect of music education on students' emotional intelligence?
2. What are your views on the stress management of music education?
3. How do you think music education will affect the general mood?

3. Result

3.1. The effect of music education on students' emotional intelligence

Table 2. The effect of music education on students' emotional intelligence

Theme	N
	25
Positive	
Optimism and mood shifting	11
Developing communication skills	9
Using and applying emotions correctly	2
No idea	3

Music teachers were asked about the effects of music education on students' emotional intelligence. Three music teachers stated that it was effective but they did not have any ideas. 11 teachers stated that music provided optimism in the emotional intelligence of individuals and changed their moods;

9 teachers stated that the music lesson improved their communication skills; and 2 teachers stated that music education determines whether we can use our emotions correctly or not.

Examples of the opinions of the music teacher are as follows:

‘Music is food for the soul. Behaviours gained during music education cause mood changes in individuals’.

‘The concept of intelligence and emotion are used together. It is important that we use our emotions correctly and give our reactions correctly. This is achieved through music education’.

3.2. What are your views on the stress management of music education?

Table 3. Views on the stress management of music education

Theme	N
	10
Calm	8
Don't get angry	7
Controlling strong emotions	

Music teachers were asked a question about the stress management of individuals in music education. All of the results of this finding indicated that they provided the stress method. They stated that individuals can maintain their calmness in negative situations with music; their anger periods are far away; and they can control themselves in strong emotional states.

Examples of the opinions of the teacher candidates are as follows:

‘Thanks to music, our stress levels can be controlled. I can say that excessive anger has decreased’.

‘In our sudden and intense emotions, we may not be able to control our actions and emotions. Thanks to music, these strong emotional states are easily controlled’.

3.3. How do you think music education will affect the general mood?

Table 4. Music education affecting the general mood

Theme	N
	11
Self-transcendence	9
Confidence	3
Self-concept	2
Finding peace	

Under the concept of emotional intelligence of music teachers, it was asked how the pedagogical education of music affects the personalities of individuals in general. When we look at the findings of this research, there are 11 teachers who say that individuals related to music surpass themselves; 9 teachers say that their self-confidence will increase; 3 teachers who say that self-concept becomes clear; and 2 teachers who say that general emotional states provide peace.

Examples of the opinions of the music teacher are as follows:

‘Our general emotional intelligence develops with music. Individuals develop themselves and have positive effects in all areas with the increase in their emotional intelligence’.

‘Many problems are solved with the concept of calmness. Our perspectives on events change. For this reason, our self-confidence increases’.

4. Discussion and conclusion

When the results of the music teachers’ views on the emotional intelligence of the students are examined, it can be concluded that music education provides effective content for emotional intelligence. The students stated that music provides optimism in the emotional intelligence of individuals and changes their moods. It was concluded that the music course improved communication skills. This result is very pleasing. The concept of emotional intelligence has emerged in recent years. The effect of music on emotional intelligence is positive. For girls, it is about the feelings of families. The fact that boys tend to talk to their children more than girls shows that boys who are not encouraged to show their feelings thus have difficulty in understanding the feelings of others (Brackett, Rivers, & Shifmann, 2006; Eröz, 2011). In a study conducted by Selçioğlu Demirsöz and Kocabaş (2008) with second-year students of Dokuz Eylül University, Faculty of Education, in Buja, the opposite result was found. Music-I course investigated the relationship between achievement levels and emotional intelligence. As a result of the research, no significant relationship was found between the musical success of the classroom teacher candidates and their emotional intelligence. Yazıcı (2016, p. 24) cites Aquinas’ classification of emotions as those associated with mere desires (love/hate, lust/displeasure and joy/sadness) and feelings associated with obsessive desires (hope/disappointment, fear/courage and anger). Parrot (2010) describes emotions using three categories: primary, secondary and tertiary emotions. Primary emotional states include love, joy, surprise, anger, sadness and fear. This research is based on primary emotions, as described by Garfias Royo et al. (2022).

Music teachers were asked questions about the stress management of individuals in music education. When the results of this finding were examined, it was concluded that music was effective in stress management. It was concluded that individuals could maintain their calmness with music in negative situations, their anger periods were removed and they could control themselves in strong emotional states.

Under the concept of emotional intelligence of music teachers, it was asked how music pedagogical education affects the personalities of individuals in general. When we look at the findings of this research, it can be concluded that individuals would say that they surpass themselves in music, their self-confidence will increase, their self-concept becomes clear and their general mood provides peace of mind. A child’s sense of self-worth is highly dependent on school success. A child who is unsuccessful at school can darken his entire future by activating attitudes that prepare his own defeat (Ada, 2009; Donald; Erdogdu). According to Güzel and Oral and Ma, Shek, Ping and Lam (as cited in Batman & Yiğit, 2016), the concept of academic success is an important element that affects the life of a student. While students show positive emotional reactions, such as happiness, confidence and personal satisfaction, in the face of their success, they show negative emotional reactions, such as unhappiness, disappointment and sadness, in the face of failure. In another study, it is seen that there is a positive and significant relationship with emotional intelligence and its sub-dimensions (Çetinkaya & Alparslan, 2011; Tatar, Tok, & Saltukoğlu, 2011).

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