Pre-service music teachers' experiences with the teaching practice course

Müzik Öğretmeni Adaylarının Öğretmenlik Uygulaması Dersi Hakkındaki Deneyimleri

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ABTRACT

This study reveals the experiences of pre-service music teachers in the teaching practice course. Phenomenology was used for this study. Eight final-year pre-service music teachers who took the teaching practice course were included in the study using maximum diversity sampling. The data were collected using semi-structured interviews. Deductive content analysis was used to analyze the data. Credibility and transferability studies were adopted as validity studies, and internal consistency and confirmability studies were adopted as reliability studies. Pre-service music teachers stated that they had many positive and negative experiences with the teaching methods and techniques, mentor teacher, use of technology, school administrator, students, textbooks, equipment, music classroom, classroom management, time management, and content knowledge. It was concluded that pre-service music teachers gained many benefits due to their teaching practice. In line with the results, suggestions such as pre-service music teachers should be enabled to carry out their teaching practice at different levels of education.

Keywords: music education, teaching practice, experience

ÖZ

Bu araştırma müzik öğretmeni adaylarının öğretmenlik uygulaması dersindeki deneyimlerini ortaya koymaktadır. Bu amaç doğrultusunda, bu çalışmanın araştırma sorusu 'Müzik Öğretmeni adaylarının öğretmenlik uygulaması dersinde yaşadıkları deneyimler nasıldır? olarak belirlenmiştir. Araştırma nitel araştırmanın fenomenoloji desenini tercih etmiştir. Öğretmenlik uygulaması dersi alan müzik öğretmenliği lisans son sınıf sekiz öğretmen adayı maksimum çeşitlilik örneklemesi kullanılarak çalışmaya dâhil edilmişlerdir. Çalışmanın verileri yarı yapılandırılmış görüşme kullanılarak toplanmıştır. Çalışmanın verileri, 2023-2024 eğitim öğretim yılında İç Anadolu bölgesinde bulunan bir üniversitenin eğitim fakültesi güzel sanatlar eğitimi bölümü müzik öğretmenliği öğretmen adaylarından toplamıştır. Verilerin analizinde tümdengelimsel içerik analizi kullanılmıştır. Geçerlik çalışmaları olarak inandırıcılık ve aktarılabilirliği güvenirlik çalışmaları olarak ise iç tutarlık ve teyit edilebilirlik çalışmalarını benimsemiştir. Bulgular doğrultusunda, öğretmen adayları, öğretim yöntem ve teknikleri, mentör öğretmen, teknoloji kullanımı, okul yöneticisi, öğrenciler, ders kitabı, araç gereçler, müzik sınıfı, sınıf yönetimi, zaman yönetimi ve alan bilgisi açılarından olumlu ve olumsuz birçok deneyime sahip olduklarını belirtmişlerdir. Öğretmen adaylarının öğretmenlik uygulaması sonucunda birçok farklı kazanım edindikleri sonucuna ulaşılmıştır. Sonuçlar doğrultusunda, müzik öğretmen adaylarının farklı eğitim kademelerinde öğretmenlik uygulamasını yürütebilmelerinin önü açılmalıdır gibi öneriler sunulmuştur.

Anahtar kelimeler: müzik eğitimi, öğretmenlik uygulaması, deneyim

1. INTRODUCTION

Teacher education is crucial in terms of the quality of teaching practices and is actively pursued for improvement. In this development process, teaching practice courses have a significant place. The teaching practice course is programmed to experience the gains in teaching approaches as well as the basic field knowledge required for teaching (Clark et al., 2015).

The teaching practice course, which was first implemented in Turkey in 1998, is being implemented with the current directive provisions in 2018 with the cooperation of the Ministry of National Education, the Council of Higher Education, Faculties of Education and National Education Directorates (Yüksel & Babacan, 2022, p. 320).

Teaching practice is as important as other fields in imparting quality to future generations regarding music teaching (Culp & Salvador, 2021; Çevik Kılıç & Güven, 2022). According to Uyan (2017, p. 890), this course in music teaching aims to prepare candidates for teaching and to apply their field knowledge, general culture, and teaching knowledge, skills, and competencies in a real school environment. While the field knowledge of the prospective teacher is one of the most important requirements for becoming a qualified teacher, the most important place where they can correct their deficiencies in their knowledge is the teaching practice (Tanşu & Bektaş, 2020, p. 10). Kos Jr (2018, p. 560) stated that music teacher candidates will be exposed to ideas about music teaching, what teaching and learning mean, how music programs should be, and what content should be taught. Music teacher candidates need to develop themselves socially as well as develop their field knowledge in teaching practice. The development of music teachers' social identities is directly related to teaching practice education (Forrester, 2019, p. 27). However, the extent to which teaching practicum courses for music teaching in schools contributes to the academic lives of pre-service teachers' remains a question to be answered. For example, Gün and Özkasnaklı (2019) observed that mentor teachers had communication problems with students and suffered low motivation. At the same time, the researchers also found that some mentor teachers were inadequate because they came to music teaching from different disciplines and that most of the schools did not have a music lesson environment of sufficient quality. These disadvantages mentioned by the researchers negatively impact the academic performance of pre-service teachers. Umuzdaş (2017) found that pre-service teachers observed the mentors they worked with as having a low level of willingness to teach. Bulut et al. (2021) found that music teacher candidates did not have a music room in the schools where they conducted their school experience and teaching practice courses. Yüksel and Babacan (2022) determined that music teacher candidates were inadequate in terms of technological equipment in the teaching practice course conducted via distance education and that they experienced technological shortcomings during their teaching practices.

The literature includes research on increasing the impact of teaching practice (Arslan, 2017; Gee, 2022; Kos Jr, 2018; Langstaff, 2024; Onsrud et al., 2023). For example, Uyan (2017) found that pre-service teachers positively affected students' attitudes toward music lessons within the scope of the teaching practice course. In addition, the prevalence of studies conducted in fields other than music education is striking (Çelikkaya, 2011; Güven & Uçar, 2021). Increasing the number of qualitative studies that will thoroughly analyze the experiences of pre-service music teachers in teaching practice will make significant contributions to the music education literature. Çevik Kılıç and Güven (2022) determined that pre-service teachers were unable to experience the classroom environment and face-to-face communication with students, and could not practice classroom management and discipline. In addition, Pike (2017) determined that pre-service teachers gained positive experiences about the distance education process and digital competencies.

Upon reviewing the literature, it is noteworthy that music teacher candidates hold predominantly negative views regarding teaching practice (Abramo, 2015; Bulut et al., 2021; Gün & Özkasnaklı, 2019; Umuzdaş, 2017; Yüksel & Babacan, 2022). In addition, it is also observed that few studies conduct in-depth investigations using qualitative research. According to Kratus (2021, p. 54), it is emphasized that the answers to research questions about music teaching and teacher training in higher education can be effectively provided through studies conducted with pre-service teachers. Onsrud et al. (2023) emphasized that studies with pre-service teachers are important in ensuring the integration of music teacher education with content and practices for future needs by developing past knowledge. Therefore, the author of this study posits that there is a need for the examination of music teacher candidates' experiences with teaching practice today and predicts that the findings of the study will make significant contributions to the music education literature in terms of eliminating negative experiences. The Ministry of National Education and the Council of Higher Education have also emphasized the importance they attach to the teaching practice course with the new 2018-2019

curricula. On the other hand, teaching practice studies in the field of music education are important for both prospective teachers and the development of necessary collaborations in the implementation of the program. Therefore, this study will contribute to future program development studies by revealing the experiences of pre-service music teachers in the teaching practice course. In line with all these motivations, the research question of this study was determined as 'What are the experiences of pre-service music teachers in the teaching practice course?.

2. METHOD

2.1. Research Design

The research utilized the qualitative research method and preferred the phenomenology design of qualitative research. The phenomena that we are aware of but cannot understand the details and depth of are the subject of phenomenology (Yıldırım & Şimşek, 2013). The study focuses on pre-service music teachers' detailed and shallow experiences of the teaching practice course. For this reason, the researcher preferred this design.

2.2. Study Group

The study group was determined as music teacher education undergraduate senior pre-service teachers taking teaching practice courses. Maximum variation sampling, one of the purposeful sampling types, was used in the study. In this context, eight pre-service music teachers, four female, and four males, were selected from a middle and high school. Within the scope of maximum diversity, participants were diversified in terms of gender, school of practice, and mentor teacher. The personal information and names of the selected pre-service teachers were kept confidential within the framework of ethical rules and coded as S1, S2..., and S8.

2.3. Data Collection Tool

The data of the study were collected using semi-structured interviews. The interview aims to explain the unobservable meanings of experiences, attitudes, thoughts and intentions, interpretations, perceptions, and reactions (Yıldırım & Şimşek, 2013). In this context, studies in the literature were taken into consideration while formulating the interview questions (Tanşu & Bektaş, 2020), and two experts in the field of music education were consulted to ensure internal validity. The first three questions in the interview form consist of demographic questions. The fourth question asked about the gains that the teaching practice provided to music teacher candidates. In the fifth question, the gains in terms of music lesson teaching methods, techniques, and approaches were asked. In the sixth question, the status of the mentor teacher in the practice school as a role model for music teacher candidates was questioned. In the seventh question, the gains of music teacher candidates in terms of technological equipment in the classrooms and the experiences gained from the mentor teacher in terms of technology use were asked. In the eighth question, the gains of the music teacher candidates from the administrators at the practice school and school management were asked. The ninth question included the attitudes of the students at the practicum school towards the music course. The tenth question included their experiences with the music textbooks and equipment used in the practicum schools. The eleventh question included how the music classroom and atmosphere in the practicum schools were experienced. The twelfth question included music teacher candidates' classroom management experiences, and the thirteenth one included their time management experiences.

2.4. Data Collection Process

The data of the study were collected from pre-service music teachers in the Department of Fine Arts Education at the faculty of education of a university located in the Central Anatolia region during the 2023-2024 academic year. The interviews were conducted in one of the halls of the faculty of education after the end of the semester course to better understand the experiences of the music teacher candidates. The interviews were initiated with conversations that would make the prospective music teachers feel comfortable. The one-on-one interviews with the prospective teachers lasted approximately 30 minutes. The interviews were recorded with a voice recorder with the permission of the participants and then transcribed. The transcribed documents were confirmed by the participants to ensure that they were accurate in terms of content.

2.5. Data Analysis

Deductive content analysis was used to analyze the data. The recorded interview data were transcribed. The written texts were read by the researcher and a code booklet was created. The codes that were thought to be similar in this booklet were combined and reduced. For example, in terms of teaching methods, techniques, and approaches, the codes of teaching with song and listening by playing, which were created in the category of acquisitions in terms of teaching methods, techniques, and approaches, were included in the code of showing and making. Category names were created by utilizing the literature (Tanşu & Bektaş, 2020). The categories are presented in the findings section as the gains provided by the teaching practice, gains in terms of teaching methods, techniques, and approaches, the role of the mentor teacher, gains and experiences in terms of technological equipment, gains from administrators and school management, students' attitudes towards music lessons, experiences about music textbooks and equipment, the atmosphere of the music classroom, and time management. For example, 12 different codes were created for time management. In the findings, the codes created according to all category headings were presented through direct quotations from high frequency to low frequency and the tables were organized in this way.

3. FINDINGS

3.1. Findings Regarding the Outcomes of Teaching Practice

Table 1

Participant Codes Related to the Category of Achievements of Teaching Practice

Codes	Participants
Providing classroom management	S1, S2, S5, S7, and S8
Transferring knowledge into practice	S2, S7, and S8
Ensure time management	S1, S3, and S7
Communicate	S1 and S3
Overcoming excitement	S1
Taking developmental differences into account	S3
Gain knowledge about lesson processing	S3
Gaining self-confidence	S4
Increase motivation	S5
Developing attitudes toward students	S6

Table 1 shows the codes related to the participants' gains from the teaching practice. Accordingly, five participants stated that they had gains in classroom management. For example, S5 stated that *"...it helped me to manage the classroom better. ...it is necessary to manage differently, you cannot apply the same thing in every class. This is the same for classroom management"* and expressed his achievement about classroom management.

Three participants stated that they transferred their knowledge to practice as the outcome of the teaching practice. S2, one of these participants, expressed his opinion with the sentence *"How can I transfer the things I learned at the university to them in the classroom? I mean, I learned more about this. It was an experience for me, to be honest"*.

Three participants stated that the teaching practice provided them with an acquisition in terms of time management. For example, S1 stated his opinion about time management with the sentence *"I learned to use time efficiently in the lesson"*.

Two participants stated that the teaching practice increased the communication between them and their students. For example, S3 said, *"The things that the teaching practice gave me... It strengthened my communication with children in every subject. I realized how I could talk and communicate with fifth-grade*

children afterward. I saw what I could encounter during the lesson. It happened in different situations. For example, there were very different situations when entering the classroom. Seventh and eighth-grade children were in a different dimension because they were closer to puberty...".

S1 stated that she overcame her excitement thanks to the teaching practice. S1 stated this with the sentence *"I think I overcame my excitement"*. On the other hand, S3 stated that she considered developmental differences and gained knowledge about lesson processing with the teaching practice. S3's opinion about these two codes: *"Fifth grades were still primary school in my eyes. They are normally included in the middle school level, but they were still very young. In terms of what they contributed; I think they contributed good things. It gave me experience in my future teaching life. I had information about how to teach the lesson seriously"*. In addition, S4 stated that he gained self-confidence, *"... (They are) better than me* (in piano). *Our teacher supported us a lot in this regard. She cannot play the piano at that level, but she used to say. These players will be your right arm. Take charge of the piano, you play, you conduct, you can do it. He said it would be very good for you. Then I realized that this is not a disadvantage, it is an advantage, as long as he supports the child. Now, if we go to middle school, I feel ready enough for middle school"*. As another outcome, S5 stated that the teaching practice increased her motivation. S5 explained this situation as *"It was something for motivation when starting the profession"*. Finally, S6 explained that he developed an attitude towards students with the following sentences: *"I have seen in advance what kind of attitude I can exhibit towards students in the future teaching age. After that, I now know better how I should approach them both educationally and psychologically"*.

3.2. Findings on Learning Methods, Techniques, and Approaches

Table 2

Participant Codes Related to the Category of Achievements in Learning Methods, Techniques, and Approaches

Code	Participants
Demonstration/practice	S2, S4, S5, and S7
Learning by ear	S1, S2, and S7
Orff Schulwerk approach	S2 and S6
Narration	S3 and S4

Table 2 shows the participants' gains in terms of learning methods, techniques, and approaches. As can be seen from the table, four participants stated that they gained experience in terms of demonstration methods. For example, S5 said, *"After showing the lesson with a visual instrument, they like to do it there and then. If we bring the instrument and make it, play it, they are more interested in it"*.

Table 2 shows that three participants gained experience from teaching practice regarding learning by ear. For example, in S1 *"Children learned music by ear. We filled the children's ears and then we made them play it for themselves. We provided a more permanent learning after they experienced it themselves"*.

S2 and S6 stated that they gained experience with the Orff Schulwerk approach. For example, S2 stated that *"...when I gave a lesson, I used Orff techniques. I was talking about an acquisition related to rhythm. I entered the classroom by holding rhythm with my hands to attract their attention. They were talking a lot. All of them lost their attention at once. I wonder what our teacher is doing, why did she do that? Are they trying to silence us? They all stopped talking and paid attention to me. In this way, they understood something I wanted to do. I divided the 30 people into two groups, one playing a fixed rhythm and the other improvising. This is how I was able to explain the rhythm to them."* She expressed her experience with the Orff Schulwerk approach.

Table 2 also shows that two participants gained experience in teaching practice with the lecture method. For example, S3 stated *"We used to lecture in terms of their understanding of black key and white key* (note)*"* for the lecture method.

3.3. Findings on Mentor Teacher's Reasons for Being a Role Model

Table 3

Participant Codes Related to the Category of Reasons for Taking the Mentor Teacher at the Practicum Schools as a Role Model

Codes	Participants
Good communication	S3, S5, and S6
Gaining classroom management skills	S4, S7, and S8
Providing time management	S1 and S7
Love his/her profession	S2 and S5
Being a guide in lecturing	S3 and S7
Experience	S1
Having energy	S2
Eliminating negative perceptions about music lessons	S2
Self-development	S2
Encouragement	S4
Gaining experience	S4
Disciplined	S6

Table 3 shows the participants' thoughts on why they took their mentor teachers as role models. Among the three participants who stated that mentor teachers had good communication skills, S3 said, *"Her communication with the children was very strong. There was very good communication and it was obvious that the children liked him. Of course, this varies from child to child. The child may not like the music lesson. They may not like the music teacher either, but here they like to go to him/her by calling him/her "teacher" and endear themselves to him/her*.

Three participants stated that they took their mentor teachers as role models in terms of gaining classroom management skills. Among these participants, S8 said, "*There was no noise in the classroom. He managed the class very well. It was more productive. Our teacher was able to do this. I think he was a role model in this regard"*.

Two participants explained that their mentor teachers were role models for them in terms of time management. For example, S1 said, *"At the beginning, we could not use time very efficiently. We were not informed about the target very much. In that respect, I think our teacher had a great effect on us in time management"*.

S2 and S5 stated that their mentor teachers were role models in making them love the profession. For example, S2 said, *"A teacher who loves her profession very much, I drew attention to this the most. The teacher likes to come to school on time. Because I could see this, I always went to that school for my internship, at the crack of dawn, always gladly. Thanks to my mentor teacher, for sure."* He explained that his mentor teacher was a role model for him in making him love the profession.

Two participants stated that they took their teacher as a role model in terms of being a guide in lecturing. Among these participants, S3 said, *"He was very good in terms of his approach. In terms of lecturing, for example, he gave us tips and told us things we could use in the future. He was also helpful. He was a good role model"*.

S1 of the participants took the mentor teacher's experience as a role model. S1 explained this situation with the sentence "...*because he was very experienced, we could not use the time very efficiently at first. We were teaching our lesson but we could not give the homework part"*. S2 took her mentor teacher as a role model in terms of having energy, eliminating negative perceptions about music lessons, and improving herself. S2 said, "...*He has an incredible energy... When he looks the student in the eye, they smile and say, 'OK, teacher' and enter the class... My teacher has broken this perception against music. There is a girl whose father is a*

very successful contractor. For example, while he put a lot of pressure on his daughter, he offered to build her music class because she participated in a voice contest and came first... I can take her as a role model. She is very well equipped; she went to university very well equipped. She said that education was much harder in our time... My teacher constantly improved herself". S4, one of the participants, took her mentor teacher as a role model in terms of encouragement and experience. S4 expressed his thoughts on these two different codes as follows: *"He encouraged me. For example, we organized a voice contest. He made us a jury member there... He asked if you could manage the national anthem. That was also an experience"*. Finally, S6 took discipline as a role model from her mentor teacher. *"He was like that towards the students and also towards us. He was disciplined. Without showing an angry attitude, he made them do what they needed to do and how they needed to do it by constantly supervising them. I think that is one of the important attitudes that should be in an education. I think I will take him as an example in this respect."*

3.4. Findings on Gains from Mentor Teachers in terms of Technology Use

Table 4

Participant Codes Related to the Category of Pre-Service Teachers' Gains From the Mentor Teacher in Terms of Technology Use

Codes	Participants
Using the smart board	S1, S2, S3, S4, S5, S6, S7, and S8
Use of sound systems	S2, S4, S6, and S8
The use of artificial intelligence	S2
Use of YouTube videos	S5
Use of the digital piano	S6

Table 4 shows the gains that the participants gained from their mentor teachers in terms of technology use. All of the participants stated that they learned to use the smart board from the mentor teacher in terms of technology. S5 *used the board for writing the notes. He was a role model in using the smart board".*

Among the four participants who stated that they gained skills in the use of sound systems from their mentor teachers in terms of technology, S6 stated that *"...together with a few students who could use the mixer, he was using it himself and showing it to the students"* and expressed what he gained from his mentor teacher during the teaching practice for sound systems.

S2, who stated that he gained something from his mentor teacher in terms of the use of artificial intelligence, said, *"My teacher told us about an application related to artificial intelligence that can work on computers and phones that children are also interested in. The children were very interested. There is much more interest and interest in the new generation of children. He showed that the interest in music programs, technologies, and music recording technologies is gradually decreasing with artificial intelligence. When we ask artificial intelligence to do this, it takes 10-15 seconds"*. On the other hand, S5, who stated that he gained something in terms of YouTube videos, stated his opinion as *"He uses videos more, he uses the video from 'YouTube' more than the smart board"*. S6, who stated that he gained experience from his mentor teacher in terms of the use of the digital piano, explained his opinion as "He was constantly playing the digital piano actively and providing a nice activity for the students".

3.5. Findings Related to Experiences of School Administrators

Table 5

Participant Codes for the Category of Pre-Service Teachers' Experiences With School Administrators

Codes	Participants
Orderly functioning	S4, S5, S6, and S8
An authoritarian attitude	S1, S3, and S7
Giving importance to cleanliness and comfort, having a good approach, not neglecting their duties, making you feel a sense of belonging	S2

Table 5 shows the participants' thoughts about their experiences with school administrators. According to this, four participants stated that they gained experiences from school administrators about the school having an organized system. For example, S6 said, *"Discipline was very sensitive there. Because everything in the school was scrutinized until all the reports. I don't think there was anything that was overlooked because it was already a good school in the city, so everything was under supervision".*

Three participants stated that they had an authoritarian attitude toward school administrators. Among these participants, S1 said, *"Our school administrator had a strict attitude at school. He was a little more serious. He was someone who tried to establish authority over the students. He was more rule-oriented. He was someone who wanted the rules to be followed".*

S2 stated that she gained experience from school administrators in terms of giving importance to cleanliness and comfort, having a good approach, not disrupting their duties, and making them feel belonging. S2 expressed her thoughts about these gains as *follows: "The school is always clean, no one throws garbage. Children are very used to it. For example, there were trash cans everywhere. The toilets were clean, we were using the teacher's sink, but when I saw the student toilets, they were clean. When I was in middle school, primary school, and high school, there were never napkins. That school had them. They connected hot water to the school. Their approach to us was very good. You could always find them in their rooms, they didn't avoid work. The vice principal was the same. When we went, they had a name badge made. It was colorful, the name of the school was written, our name and the practice student were also written, we liked it very much."*

3.6. Findings Regarding Students' Attitudes Towards Music Lessons

Table 6

Participant Codes Related to the Category of Pre-Service Teachers' Opinions About the Music Lesson Attitudes of Students in the Practicum Schools

Codes	Participants
Being relevant	S1, S4, S5, S6, S7, and S8
Their love	S3, S5, and S8
Their indifference	S4, S5, and S7
Dislike	S1 and S5
Positive	S2

Table 6 shows the pre-service teachers' opinions about the attitudes of the students in the practicum schools towards music lessons. Accordingly, six participants stated that students were interested in music lessons. For example, S6 stated *"Most of the students there were interested in music... As far as I observed in this school, most of the students were actively trying to participate even if they had no talent for music. This, I think, was a little bit related to the teacher's effort".*

Three participants stated that students liked the music lesson. Of these, S3 said, *"Fifth graders liked the music lesson very much. Because their previous teacher gave them general information about music. We went to the first lesson, they knew the notes, left key, scale, and meter and we were surprised... They were equipped and they liked music in general. It was the same in the seventh grade".*

Three participants stated that students were not interested in music. One of these participants, S7 said *"Some classes were very disconnected and uninterested. We observed that they were the same in other lessons".*

S1 and S5 stated that students did not like music lessons. Regarding this, S1 said, *"I observed their attitudes one-to-one; I was sitting next to the students while my friends were lecturing. When I asked questions, I observed that some of them did not like music at all. Their attitudes were very bad. They said, "What is the use of music, why are we taking this course? I encountered many remarks such as "It should be an empty lesson anyway".*

Finally, S2 evaluated the students' attitudes towards music lessons as positive. S2 expressed this positive opinion as follows: *"Their attitudes are generally very good because they have music classes. There are*

three baglamas, three guitars, and an electronic piano that they can use in the music class. It is a complete environment, that is, this child somehow gets into music. When he enters the music class, he doesn't say it's a free class, we'll just go to bed and study".

3.7. Findings on Music Textbooks and Materials

Table 7

Participant Codes Related to the Category of Experiences About Music Textbooks and Materials Used in Practice Schools

Codes	Participants
Smartboard usage	S2, S3, S4, S7, and S8
Melodica, piano, and violin played by students	S1, S5, S6, and S7
The songs selected in the textbooks are not suitable for the grade level	S3 and S5
Experience playing different instruments	S2 and S8
Selection of the song with the achievements in the textbook, Drawing attention with tools	S1
Tracking achievements on the mobile application	S2
The figures in the textbooks are not suitable for the subject	S3
Use of music notebook, use of sound systems	S4
Inadequate use of instruments, Inadequacy of the textbook in terms of songs and folk songs	S5

Table 7 shows the participants' experiences with the music textbooks and equipment used in the implementation schools. Among these experiences, the use of smart boards stands out. For example, S3 said, "*We were using smart dessert in terms of listening and showing. We used to find songs that would be easy and open them on the smart board. The children would write them down".*

Four participants stated that melodica, piano, and violin were played by students during the teaching practice. Among these participants, S6 expressed his opinion about the use of piano and violin by the students as follows: "*The piano was an instrument that the teacher actively played there, and at the same time, a few students with talent were playing at an advanced level. Apart from that, one student was playing the violin".*

Two participants stated that the songs selected in the textbooks were not suitable for the grade level. For example, S3 said, "*When we look at the pieces in terms of difficulty, accuracy, and ease, for example, there was a song for fifth-grade children, I think it was a rose in my circle. It was so difficult for the children that they could not do it. In other words, there were no pieces and songs suitable for their level".*

S2 and S8 stated that they experienced playing different instruments. For example, S2 said, "*We had experience in playing other instruments. I never knew how to play the violin, there was a violin there, and I was able to pick it up and use it".*

S1, one of the pre-service teachers, evaluated the music textbook and equipment in terms of the achievements in the textbook, the selection of the song, and attracting attention with the equipment. S1 explained his thoughts about these codes as follows: "The *songs were determined according to the outcomes; we were benefiting from the textbooks sufficiently. Apart from the book, we could bring our instruments as tools and show them. For example, I play baglama, I brought a baglama. Students were waiting for the baglama to attract attention.*" On the other hand, S2 stated that they followed the outcomes from mobile applications. S2 expressed his opinion about this situation as follows: "*As a mobile application, our achievements and what we will cover are written there... What should be explained, which achievements should be given, everything is written on that phone application".* S3 stated that the shapes in the textbooks were not suitable for the subject: "*The music textbook is not completely suitable for the level of the children. A few things caught my attention. Now, while we beat the rhythm of the music with our hands, they drew a shape. In the shape of a quadrilateral, what will the child understand from this? They only showed the beat underneath, but a child who doesn't know anything won't understand. They don't go according to the book anyway, and since it is like that, it is meaningless for the child".* S4 said about the use of music notebooks and sound systems: "*The teacher used a music notebook. Apart from that, I did not come across any books about music. The number*

of instruments was too many... Speakers, microphones, sound mixers, sound devices...". Finally, S5 stated that the use of instruments and the textbook were insufficient in terms of songs and folk songs. S5's thoughts about these inadequacies are as follows: *"The textbook was prepared by the level of the children, but I would have liked to have more songs, folk songs, and notes. There were baglamas and guitars in the school, but they are not used much".*

3.8. Findings on experiences of the music classroom and its atmosphere

Table 8

Codes Related to the Category of Participants' Experiences With the Music Classroom and Atmosphere in the Practicum Schools

Codes	Participants
Having a variety of instruments	S1, S2, S4, S6 and S8
Having sufficient width, being flattened	S2 and S4
Location in a remote corner, lack of light, biographies of musicians on the wall	S2
Having a soundproof door, a tool cabinet, having boards belonging to the music club	S4
Having a calm environment, Students have individual instruments	S6
Nothing musical	S7
Having curtains	S8
No response	S3 and S5

Table 8 shows the participants' opinions about the music classroom and atmosphere in the practicum schools. Five participants emphasized the variety of instruments in music classes. For example, S8 said, *"The music class was very good. There were many instruments".*

S2 and S4 stated that the music classroom had sufficient width and was flat. Regarding this situation, S2 said *"A large classroom atmosphere was quite enough. The seats were single, not school desks. When they wanted, they could make a U-shape according to the class. The atmosphere of the classroom was a little flat".*

S2 had two negative thoughts about the music classroom (its location in a remote corner, and lack of light) and one positive thought (the biographies of musicians on the wall). Regarding these positive and negative thoughts, S2 said, *"I think the music classroom was in a remote corner of the school, it didn't get much light... There were biographies of musicians who lived in the past on the wall. There was a biography of Aşık Veysel".* S4, on the other hand, evaluated the music classroom positively from three different perspectives (having a soundproof door, having an equipment cabinet, and having boards belonging to the music club). Regarding these aspects, S4 said, *"They made the door with sponge doors to prevent sound... There are cabinets where the tools are kept. There are also boards".* S6 stated that the music classroom had a calm environment and that the students had individual instruments in this environment: *"The students had their instruments. Other than that, what I observed was that the class had a very calm environment".* On the other hand, S7 thought that there was nothing about music as a negative thought about the music class. S7 expressed this negative thought as follows: *"The school did not have a music class. In our practice school, everyone was doing it in their class and there was nothing about music in the classrooms".* Finally, S8 drew attention to the fact that the music class had curtains and explained this positive situation with the sentence *"It was beautiful until the curtains".*

3.9. Findings on the gains from the mentor teacher in terms of classroom management

Table 9

Pre-service Teachers' Codes Related to the Category of Gains From the Mentor Teacher in Terms of Classroom Management

Codes	Participants
Class domination	S1, S2, S3, S4, S5, and S8
Authoritarian but caring approach	S6 and S7
Effective use of time	S1
Attracting attention	S2

Table 9 shows the thoughts of pre-service teachers about their gains from the mentor teacher in terms of classroom management. Accordingly, six participants stated that they gained experience in classroom management from the mentor teacher. For example, S1 said, *"When I entered my first lessons, I could do the lecture, but I could not dominate the class much. Sometimes I was lecturing facing the board, I could not make eye contact with the students. Our teacher was communicating with us, saying it would be better if you do this. For example, she would give us examples such as trying not to turn your back on the students too much and letting the students think that you know what you know. And we were just going along with it".*

Two participants stated that they gained experience in classroom management thanks to the authoritarian but caring approach of the mentor teacher. For example, S6 stated that *"...She had an authoritarian and caring approach".*

One of the participants, S1, experienced effective use of time from the mentor teacher in terms of classroom management. He expressed his thoughts about this experience as follows: *"I had a lot of problems with time. In the following weeks, I tried to speed up the time, but we tried to use those forty minutes better in a planned and timely manner thanks to our teacher."* S2 explained that she gained experience from her mentor teacher in terms of classroom management in terms of attracting students' attention. S2 explained this experience as follows: *"With the help of our teacher, we were able to attract students to us... First, you have to make them like you and attract their attention. After getting the student, he said that you can manage the class. We did it that way".*

3.10. Findings on Time Management

Table 10

Codes Related to the Category of Pre-Service Teachers' Thoughts On Time Management

Codes	Participants
Effective use of time	All of them

Table 10 shows that all participants have experience in time management. All of the participants stated that they improved themselves in terms of using time and that they did not have any problems. Regarding this situation, S2 stated, *"I think I can manage time well".*

3.11. Findings on contributions in terms of music education content knowledge

Table 11

Participant codes related to the category of pre-service teachers' thoughts about the contributions of teaching practice in terms of music education content knowledge

Codes	Participants
Improving solfege	S1 and S3
Developing the topic of sound systems	S4 and S8
Bona development, Rhythm development	S1
Improving accompaniment	S3
No contribution	S2, S5, and S7
No response	S6

Table 11 shows the opinions of pre-service teachers about the contributions of teaching practice in terms of music education content knowledge. Two participants stated that they contributed to their content knowledge in terms of solfege development. For example, S1 stated that *"I think that the teaching practice provided an efficiency in solfege"*.

Two participants stated that they improved themselves in sound systems. Regarding this development, S8 said, *"We had taken music technologies in undergraduate school. When we saw the equipment at school, it was an experience for us. We started to grasp it better"*.

Among the participants, S1 emphasized the development of bona and rhythm as field knowledge. S1 explained this development as *"I think the teaching practice provided an efficiency in bona and rhythm"*. S3, on the other hand, stated that she improved accompaniment in terms of content knowledge. S3 explained this situation as *"I taught the children songs with the baglama, so this was a great contribution to me"*.

3.12. Findings on participants' suggestions

Table 12

Codes Related to the Category of Suggestions for Teaching Practice

Codes	Participants
Be confident in front of students	S3 and S4
The teacher should attract students' attention; Teachers should instill the importance of music	S1
Music classrooms should be built in schools, Negative perceptions about music lessons should be broken, Attitudes of music teachers towards music lessons should be changed, Observations should be made in schools in the first semester, Teaching practice should be in the third year	S2
Time management should be ensured	S3
Music teachers should bring instruments to the classroom, the Ministry of National Education should provide more diverse instruments to schools, and activity software for music lessons should be developed	S5
Teaching practice should be one day a week, Teaching practice experience should be provided at different levels	S6
Class sizes should be reduced, Different teaching methods and approaches should be used, Games and activities should be emphasized	S7
No suggestion	S8

Table 12 shows the participants' suggestions for teaching practice. Two participants suggested being self-confident in front of the students. For example, S3 said, *"There is no need to be excited. Because I was very excited. We cannot do anything when our hands are tangled with how to do it. I suggest to my colleagues*

that we need to behave in a very calm way". S2, one of the participants, drew attention to the necessity of building music classrooms in schools, the need to break the negative perceptions about music lessons, and the need to change the attitudes of music teachers towards music lessons and suggested that observations should be made in the first semester and teaching practice should be in the third year. S2 *"I have such a suggestion, regardless of the level of the school, I think music classes should be built in all schools, it should be compulsory...when they asked what your field is in the teachers' room when they said music, they said, 'You are very comfortable, you are very comfortable, you are very comfortable, good, good'. This perception of music should be broken...Music should be taken seriously. Teachers should change this perception in their minds and they should be able to give the information they receive at the university to the students...previously, the first semester was in the form of observation in the first semester and lecturing in the second semester, I think it should be like that. We started lecturing before we could get anything. Apart from that, I think it should not have been in the last grade...in the fourth grade, in the second semester, we will go to internship and school lessons...It would be much better if it started in the third grade"*. Emphasizing the importance of time management, S3 said, *"Apart from that, time management is really important. It is necessary to control time very well. We will constantly look at the clock if necessary. We have 40 minutes "*. S5 suggested that music teachers should bring instruments to the classroom, the Ministry of National Education should provide different instruments to schools, and activity software should be developed for music lessons. S5 stated these thoughts as follows: *"Instruments in the classrooms attract the attention of the children, make them focus on the lesson, if the prospective teachers bring their instruments with them, the lessons will be very productive... I can also suggest to the Ministry of National Education, that it would be better for children to be more comprehensive in terms of providing instruments... if programs are also developed, easy simple programs can be developed on the computer"*. Among the participants, S6 emphasized that one day a week of teaching practice is sufficient, but it should be practiced at different levels. S6 stated her thoughts as follows: *"One day a week was very sufficient for me, but rather than making it longer, I could suggest something like this, I would like to do a school experience course in primary school and pre-school education. In middle school and primary school"*. Finally, S7 suggested that class sizes should be reduced, different teaching methods and approaches should be applied, and games and activities should be increased. S7 said, *"First of all, I suggest that the number of classes should be reduced and I think that different music teaching approaches such as Orff Schulwerk, Kodaly and Suzuki should be used rather than the classical method...because their expectations from music are to have fun, they get very bored when the lesson is taught with the classical method. That's why I think it should be done with more gamification and activities."*

4. CONCLUSION DISCUSSION AND RECOMMENDATIONS

It was concluded that pre-service teachers gained many different gains as a result of the teaching practice. Among these gains, it was determined that pre-service teachers gained experience in classroom management. In parallel with this result, Gee (2022) also reached similar results. Although pre-service teachers gained positive experiences in classroom management, the literature offers some suggestions to increase the impact of this experience. For example, Öztürk and Öztürk (2019) stated that pre-service music teachers need to communicate more with their students and that they need in-service training on guidance and educational psychology. Similarly, Gün and Özkasnaklı (2019) emphasized that pre-service teachers should positively improve their body language and mutual communication with students. Kılıç and Güven (2022) and Langstaff (2024) emphasized that music teacher candidates could not improve themselves in terms of communication during the distance education period and, therefore, were able to complete this development during the face-to-face education process. In addition, I thought that classroom management should be further emphasized in the programs (Langstaff, 2024, p. 49). Therefore, this study considers that pre-service teachers should gain experience in classroom management by taking into account these suggestions in the literature. Potter (2021, p. 74) stated that when pre-service music teachers are allowed to develop knowledge and skills in different schools, they can confidently enter their future classrooms. This study could not have included only the participants who gained experience in terms of teaching practice at the high school and middle school levels. It is proposed that music teacher candidates should gain experience in classroom management at various levels. This is because the classroom management styles of music teacher candidates are also shaped according to the level at which they practice (Talşık, 2015, p. 556). The participants of this study will teach at preschool, primary school, secondary school, and high school levels when they graduate. Therefore, having classroom management experience only at the high school and middle school levels may lead to adverse circumstances when they teach at other levels in the future.

In this study, it was concluded that only one of the pre-service teachers gained self-confidence as a result of the teaching practice. Abramo (2015) claimed that a practicum school is necessary for pre-service music teachers to gain self-confidence. In this study, the fact that T4 had a good practicum school supports Abramo's (2015) views. Therefore, I also argue that pre-service teachers should do their teaching practice in good schools to avoid practice shock and gain self-confidence (Regier, 2021). On the other hand, Clark et al. (2015) stated that pre-service teachers should gain teaching method skills from the mentor teacher to have a stronger sense of self-confidence. Therefore, they argued that the pre-service teacher who observes the mentor teacher will gain self-confidence through indirect experience and social modeling. Therefore, this study sheds light on education faculties in terms of advocating these views.

In this study, it was concluded that pre-service teachers were inadequate in terms of using different teaching methods and approaches in teaching practice. Umuzdaş (2017) mentions that it is necessary to increase the number of courses on teaching methods since music teacher candidates are inadequate in terms of applying teaching methods. In music education, where the constructivist paradigm is adopted, it has been observed that pre-service teachers prefer teacher-centered approaches and methods such as lecture and demonstration methods. Therefore, this study suggests that student-centered approaches and methods should be used more in schools and faculties of education. Culp and Salvador (2021, p. 62) stated that program approaches that include integrated courses and experiences to develop knowledge, skills, and dispositions are rare, but the literature mentions content that can provide a promising educational model with such programs. Therefore, these contents should be included within the framework of music teacher candidate education.

Pre-service teachers viewed mentor music teachers as role models in many aspects. Öztürk and Öztürk (2019) concluded that pre-service music teachers do not have significant in-service training expectations because mentor teachers provide the necessary guidance. Bulut et al. (2022) argued that the teacher's communication with students should be good, although they do not approach mentors in terms of role models. The fact that pre-service teachers take their mentor teachers as role models in terms of communication skills and have a high awareness of the need to communicate well with students seems to be a positive sign indicating that they will be effective teachers in the future. Teacher-student communication, which is one of the determinants of classroom management, can cause the learning process to be applied effectively through methods verbally and non-verbally or students to be negatively affected by this process. For this reason, communication is an important tool between the teacher and the student throughout the learning process (Başar et al., 2018). Therefore, this study is significant because it asserts that prospective teachers who wish to be good role models for their students in the future should have effective communication skills and are thought to provide insights into teachers' thoughts in this respect.

It was concluded that all pre-service music teachers gained a gain on the use of smart boards from their mentor teachers in terms of technology. The results of this study are similar to Saruhan (2021). On the other hand, Ayhan and Aydınlı Gürler (2023) stated that undergraduate course contents are weak in terms of technology and its use in music education. Conversely, I argue that pre-service teachers should be competent in technology. On the other hand, I determined that pre-service music teachers used the smart board only for music-listening purposes. However, this study argues that pre-service teachers should use the smart board as an effective learning tool in student-centered contexts.

It was concluded that music teacher candidates obtained experience from school administrators about the order in the functioning of the school. This result differs from the studies of Umuzdaş (2017) and Gün and Özkasnaklı (2019). In these studies, it is understood that although administrators possess a sense of duty in the regular functioning of the school, they do not prioritize music lessons. In addition, these studies concluded that the participants had negative experiences about the educational environment of the school. Therefore, the author of this study asserts that pre-service teachers should gain more experience from school administrators during their teaching practice to become effective administrators. He argues that this experience is important for pre-service teachers who wish to be effective administrators in the future.

Pre-service teachers argued that their students were interested in music lessons. They attributed this to the approach of the mentor teacher and the resources in the school. This study argues that for the music course to receive the necessary attention, pre-service teachers should have a high awareness regarding this matter. If the awareness is not high, the interest of their students in their courses will be primarily focused on their duties regarding other courses such as mathematics.

Pre-service music teachers stated that the songs in the textbook were not appropriate. Serin and Sonsel (2020) also stated that the music textbook is not suitable for children's vocal limits. Therefore, this study argues that textbooks should be suitable for student-centered music education activities that align with the constructivist paradigm.

I concluded that there should be various instruments in the music classroom, and this classroom should have sufficient width and the necessary equipment. Studies by Ayhan and Aydınlı Gürler (2023) and Saruhan (2021) stated that physical conditions and various equipment should be provided for the appropriate use of technology in music classes. I argue that the music classroom atmosphere is important for music education to be effective at all levels of education. I also state that music classrooms should be given importance in all schools. From this point of view, this study argues that music classrooms should be in an effective position in schools and should have adequate and essential equipment in terms of heating and light.

All participants had a positive experience in practice schools in terms of time management. Considering that music education is applied, using time effectively has a significant place (Legette & McCord, 2014). Therefore, it is of great importance for teachers to carry out the process effectively for students to use their time in the most beneficial way in music education. Therefore, I thought that particular emphasis should be placed on time management in music education in practice schools.

As a result of the practice, pre-service music teachers gained experience in solfège practice, knowledge of sound systems, bona and rhythm exercises, and accompaniment. Although pre-service teachers develop themselves in terms of field knowledge in education faculties, they also have the opportunity to use their field knowledge in practice schools, to apply and develop it at the student level (Ekin & Susam, 2023, p. 56). Therefore, the teaching practice course should be a process in which pre-service teachers experience and apply the field knowledge and skills they have acquired in theoretical courses in practice at schools. Teaching practicum should be programmed to experience the gains related to teaching methods and approaches as well as the basic content knowledge required for teaching (Clark et al., 2015). Therefore, this study argues that practicum schools also hold a significant place in terms of using and developing content knowledge.

Pre-service teachers offered numerous suggestions regarding music teaching practice. The most striking suggestion is that the teaching practice should also take place within the context of teaching previous grades.

Music teacher candidates should be able to carry out teaching practices at various levels of education. I examined the views of pre-service music teachers with teaching practice experience at the middle school and high school levels. The opinions of pre-service music teachers who carry out teaching practicum at the preschool and primary school level may also be recorded. I used a qualitative research method. Researchers who aim to generalize the results of their studies may conduct their studies quantitatively, and researchers who wish to address teaching practice experiences from a utilitarian and pluralist perspective may conduct their studies through mixed research.

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