



### Critical Thinking Disposition of Music Teachers\*

İlgim KILIC<sup>1</sup>, Tarkan YAZICI<sup>2</sup>, Sefika İzgi TOPALAK<sup>3</sup>

#### ARTICLE INFO

##### Article History:

Received: 21 Sept.2015

Received in revised form: 18 Apr.2016

Accepted: 13 Oct. 2017

DOI: 10.14689/ejer.2017.72.10

##### Keywords

Criticism,  
music education,  
thinking skills.

#### ABSTRACT

**Purpose:** This study aims to assess the critical thinking dispositions of music teacher candidates using variables such as age, gender, secondary school type, daily TV viewing frequency, parental attitudes, and frequency of book and newspaper reading. **Research Methods:** To obtain a general review of the research subject, the researchers developed a survey. The sample was 131 students in the Department Fine Arts, Faculty of Education in Fatih, Karadeniz Technical University, during the 2013-2014 education

period. The researchers used the California Critical Thinking Disposition Inventory (CCTDI-I) to determine the study group's critical thinking disposition. **Findings:** The critical thinking disposition of the study group varied considerably based on book and newspaper reading frequency. Integrative orientations towards EFL learning were observed. Students' motivation had a greater influence on language learning. The overall mean score for students' self-efficacy was found to be at the moderate level ( $M = 3.88$ ). Furthermore, female students' self-efficacy scores were significantly higher than those of the male students. Lastly, a positive correlation was found between students' motivational orientations and self-efficacy beliefs. **Implications for Research and Practice:** Critical-thinking-oriented courses and seminars should be provided for music teacher candidates to help develop their critical thinking capabilities. Learning-teaching activities should be provided to create a teaching environment based on critical thinking. Various socio-cultural activities should be provided for teacher candidates to develop their critical thinking capabilities.

© 2017 Ani Publishing Ltd. All rights reserved

\* This study was partly presented at the 1<sup>st</sup> Eurasian Educational Research Congress in İstanbul, 24-26 April, 2014.

<sup>1</sup> Başkent University, Faculty of Education, Department of Primary Education, Division of Classroom Education, Ankara, e-mail: ilgimkiloc@gmail.com, ORCID: orcid.org/0000-0001-6566-026X

<sup>2</sup> Mersin University, Faculty of Education, Department of Fine Arts Education, Mersin, e-mail: tyazici@mersin.edu.tr, ORCID: orcid.org/0000-0002-7028-7401

<sup>3</sup> KTU, Fatih Faculty of Education, Department of Fine Arts Education, Trabzon, e-mail: sefikat@gmail.com, ORCID: orcid.org/0000-0002-8626-5194

## Introduction

Teaching critical thinking to students has always been an essential mission of social studies education. Forawi (2016) declares that in a world that is growing more complex and changing at an ever-increasing rate, students should be equipped with life skills that include critical thinking. Individual learners who actively attend lessons and discuss answers by examining the questions, analysing ideas and respecting different points of view are increasingly needed today. Individuals are enlightened through critical thinking (Varoglu, 2014). As mentioned in Shaheen's (2016) research, according to university teachers, critical thinking involves the skills of analysis of given information to show a broad understanding and knowledge of the subject and ability to discuss alternative perspectives on the issues with open-mindedness. Similarly, Franco (2016) specifies that a critical thinker is flexible and open to the possibility of correcting or disconfirming beliefs and knowledge about the world. Also, a critical thinker is willing to be creative enough to think differently and seek new and more information, even if contrary to what is already known 'for sure'.

According to Turkoglu (1983), education that is the prerequisite of social, economical, political developments is formed and performed in a scope including scientific-artistic-technical fields (Ucan, 1997). Music education that is mostly vocal and audio art education is an integral component of general education and constitutes the basis of spiritual education has importance for both social and cultural fields (Ucan, 1997; San, 1979; Sun, 1969). According to Karolyi (1996), since music includes learning and development periods and has an integral connection between feelings and ideas, it is both art and science and must be perceived emotionally and comprehended with the mind (Yazici, 2013; cited in Bastug, 1999).

People look for "true and consistent", "useful and handy", "genuine and beautiful" and "beyond daily life experiences" as a way to best arrange, pursue, develop and improve their lives. Music education is one of the most important building blocks for an individual with personal, social-cultural, economic and educational aspirations (Ucan, 2005). Students who are actively involved in learning-teaching get more excited about education and are better able to think critically. To encourage students' excitement, teachers should turn their classes into vibrant, motivating environments that stimulate the minds of students and allow them to enter a complex state of ambiance (Yaman, 2014). Consequently, critical thinking includes an active and organized intellectual process that regards the idea of interaction that aspires to understand individuals' existence, recent events, circumstances and ideas (Ertas, 2012). Moreover, music teachers with critical thinking skills will be able to educate thinking, reasoning, problem-solving students through music education (Yazici & Izgi, 2013). At times, music teachers do not realize, or even ignore, their students' potential and blunt critical thinking skills and prevent their different points of view (Moseley, 2012). Accordingly, it is crucial that music teacher candidates become individuals who are open to active-independent-new ideas (Ozden, 2011). Critical thinking having a multidimensional thinking ability is very important to an educated person. A critical thinker has different world perception and has a more intellectual

lifestyle because he/she looks across the world from different perspectives (Karakuzular, 2013).

Critical thinking, a philosophical way of thinking, allows people to be versatile and filter all kinds of information through the critical mind. In the education field, as in other fields, critical thinking helps solve problems. Accordingly, the success of a program is related to how much a student uses these skills to produce information and direct the community (Yazici, 2013). From this perspective, critical thinking is a valuable tool which allows individuals to resolve problems; it follows individuals throughout their lives (Yazici & Izgi Topalak, 2013).

According to Beyer (1985), critical thinking has attracted researchers' attention since 1980, and the descriptions in this scope have started to vary. The concept of critical thinking is described as follows:

- Grant (1988): a thinking processes such as comparing; thinking rationally, creatively and progressively;
- Lipman (1991): reliable thinking that helps judgment based on standards;
- Chaffee (1994): an effective, organized and practical process that can be used to understand environmental conditions, develop the ability to describe thoughts, analyse problems, decide and assess, and begin goal-oriented studies;
- TDK (2005): a process that considers all related factors after sensitively assessing the evidence to reach objective results as much as possible;
- Habermas (1998): critical, evaluative, sceptical, analytical, clear, careful, logical and independent thinking, process of problem solving and intellectual development;
- Norris (1985): application foreknown by students and a valuation of their thoughts, change of prelearning (cited in Tabak, 2011).

Critical thinking is a skill that must be given to students during their education. The reason is that, according to Ozden (2011), a student having critical thinking skills obtains following:

- Ability to distinguish the difference between realities and hypotheses;
- Skill in testing a source's reliability;
- Ability to distinguish between relevant and irrelevant information;
- Awareness of prejudice and cognitive mistakes;
- Ability to realise incoherent jurisdictions;
- Ability to question effectively;
- Skilful use of verbal and written language; and
- Ability to think of thinking

A student should obtain information by research, being sceptical, creatively solving problems instead of repeating what has been expressed. Thanks to critical thinking, a student gains freedom of thought, increases a base of knowledge, thinks rationally, feels comfortable using his or her mind, takes a different approach to events-cases, and thinks about relations between reason, result, and possibility. Accordingly, the content of a teaching program must not be contrary to modern, scientific, artistic and philosophical knowledge (Sonmez, 2011). Pedagogue Vexliard highlights that the duty and function of teaching must be "to give knowledge" and "find new realities" (cited in San, 1979). A society that consists of individuals with high vitality, sensitivity and minds thanks to education would be different from the societies that have come into existence until now (Russell, 2006).

## Method

### *Research Design/Model*

Research is descriptive. To determine and assess the attitudes of music teacher candidates regarding critical thinking in terms of variables such as age, gender, type of graduate secondary education, amount of TV watched per day, parents' attitudes, frequency of reading books and newspapers, the scanning method was selected as a research type. To obtain a general view of the research subject in the scope of statistical analysis of obtained quantitative data, the researchers reached the sample with the survey method.

### *Research Sample/Working Group*

The study was carried out with 131 students in Music Teaching in Fatih Faculty of Education, Karadeniz Technical University, who continue their education during the 2013-2014 education period. Of the teachers, 53.4 percent are female (n=70), and 46.6 percent are male (n=61).

### *Research Instrument and Procedure*

To determine the attitudes of music teacher candidates regarding critical thinking in research, the California Critical Thinking Dispositions Inventory has been used. Below is information about the measuring tool.

*California Critical Thinking Dispositions Inventory.* The California Critical Thinking Dispositions Inventory (CCTDI-T), developed by Facione, Facione and Giancarlo (1998) has been used in this research. Transcription to Turkish and reliability-validity studies of this inventory in Turkey have been performed by Kokdemir (2003); this inventory has been preferred as it is a favorite inventory in studies of critical thinking dispositions and is compatible with the level of university students. The original inventory consists of 75 articles, with seven sub-dimensions as follow:

1. Truth-seeking,
2. Open-mindedness,
3. Analytical abilities (Analyticity),
4. Systematic tendencies (Systematicity),
5. Self-confidence,
6. Inquisitiveness, and
7. Cognitive maturity.

Internal consistency (alpha) of new inventory, which consists of six dimensions and 51 articles, is .88 for the total; for sub dimensions, analyticity .75, open mindedness .76, inquisitiveness .78, truth-seeking .61, systematically .63. Total variance described by inventory is 36.13% (Kokdemir, 2003).

#### *Validity and Reliability*

The findings obtained have been analysed at the confidence interval of 95% and a significance level of 5%, the confidence of inventory has been analyzed as very high-0,893.

#### *Data Analysis*

When analysing data, descriptive statistical methods (number, percentage, average, standard deviation) have been used. In a parametric comparison of quantitative data between groups, a normalcy distribution test has been carried out, and it has been seen that distribution is not compatible with a normal distribution. For this reason, non-parametric tests were performed.

### **Results**

In this section, the findings from the data analysis are presented. On the basis of findings obtained, descriptions and comments are presented.

When the p value in Table 1 is assessed, a significant difference cannot be found as per  $p < 0.5$ . As per these values, critical thinking skills in the study group are not related to the mother's attitude. These findings indicate that an individual's social circle is more effective than his or her family for critical thinking.

**Table 1***Findings With Regard to Variance of Mother's Attitude*

<i>Factor</i>	<i>Mother's attitude</i>	<i>Rank average</i>	<i>St. dev.</i>	<i>p</i>
<i>Analyticity</i>	Democratic	66.79	9.48	.487
	Tolerant	68.32		
	Protective	66.68		
	Authoritarian	37.00		
	Uninterested	41.75		
	Inconsistent	34.50		
<i>Open-mindedness</i>	Other	89.75	10.11	.056
	Democratic	70.85		
	Tolerant	73.46		
	Protective	61.93		
	Authoritarian	52.20		
	Uninterested	11.25		
<i>Inquisitiveness</i>	Inconsistent	25.00	8.43	.954
	Other	17.75		
	Democratic	72.62		
	Tolerant	66.69		
	Protective	64.22		
	Authoritarian	50.60		
<i>Self-confidence</i>	Uninterested	72.75	5.63	.703
	Inconsistent	70.50		
	Other	61.25		
	Democratic	72.12		
	Tolerant	66.29		
	Protective	63.48		
<i>Truth-seeking</i>	Authoritarian	52.40	6.45	.127
	Uninterested	79.25		
	Inconsistent	36.50		
	Other	100.50		
	Democratic	57.15		
	Tolerant	69.67		
<i>Systematicity</i>	Protective	67.53	4.06	.103
	Authoritarian	83.70		
	Uninterested	38.50		
	Inconsistent	15.00		
	Other	9.50		
	Democratic	58.56		
	Tolerant	73.71		
	Protective	64.91		
	Authoritarian	38.60		
	Uninterested	15.75		
	Inconsistent	24.00		
	Other	74.75		

**Table 2**

*Findings With Regard to Variance of Father's Attitude*

<i>Factor</i>	<i>Father's attitude</i>	<i>Rank average</i>	<i>St. dev.</i>	<i>p</i>
<i>Analyticity</i>	Democratic	65.31	9.48	.181
	Tolerant	56.82		
	Protective	75.37		
	Authoritarian	57.79		
	Uninterested	100.17		
	Inconsistent	51.00		
<i>Open-mindedness</i>	Other	70.57	10.11	.998
	Democratic	70.23		
	Tolerant	66.87		
	Protective	64.03		
	Authoritarian	65.16		
	Uninterested	74.00		
<i>Inquisitiveness</i>	Inconsistent	68.50	8.43	.093
	Other	64.36		
	Democratic	61.77		
	Tolerant	57.50		
	Protective	70.46		
	Authoritarian	62.53		
<i>Self-confidence</i>	Uninterested	118.17	5.63	.096
	Inconsistent	114.50		
	Other	75.71		
	Democratic	67.65		
	Tolerant	60.13		
	Protective	74.14		
<i>Truth-seeking</i>	Authoritarian	51.68	6.45	.725
	Uninterested	107.50		
	Inconsistent	106.00		
	Other	60.00		
	Democratic	54.77		
	Tolerant	65.58		
<i>Systematicity</i>	Protective	63.30	4.06	.246
	Authoritarian	77.61		
	Uninterested	63.83		
	Inconsistent	76.00		
	Other	75.07		
	Democratic	42.19		
	Tolerant	71.63		
	Protective	71.03		
	Authoritarian	57.42		
	Uninterested	64.00		
	Inconsistent	68.00		
	Other	67.21		

When p value in Table 2 is assessed, a significant difference cannot be found as per  $p < 0.5$ . As per these values, critical thinking skills in the study group are not related to the father's attitude. Consequently, parents do not affect an individual's critical thinking.

**Table 3***Findings With Regard to Gender Variance*

Factor	Gender	Rank average	St. dev.	p
Analyticity	Male	59.98	9.48	.115
	Female	70.38		
Open-mindedness	Male	58.64	10.11	.051
	Female	71.57		
Inquisitiveness	Male	64.25	8.43	.723
	Female	66.60		
Self-confidence	Male	60.89	5.63	.189
	Female	69.57		
Truth-seeking	Male	59.49	6.45	.087
	Female	70.81		
Systematicity	Male	63.16	4.06	.503
	Female	67.57		

When p value in Table 3 is assessed, a significant difference cannot be found as per  $p < 0.5$ . As per these values, critical thinking skills in the study group are not related to gender variance. In other words, gender does not affect critical thinking.

**Table 4***Findings With Regard to Variance of Newspaper-Reading Frequency*

Factor	Newspaper reading frequency	Rank average	St. dev.	p
Analyticity	Every day	89.04	9.48	.002
	A few times a week	72.08		
	A few times a month	62.91		
	Do not read	44.67		
Open-mindedness	Every day	71.25	10.11	.955
	A few times a week	64.78		
	A few times a month	65.60		
	I do not read	66.27		
Inquisitiveness	Everyday	84.04	8.43	.041
	A few times a week	71.36		
	A few times a month	61.48		
	Do not read	51.60		

Table 4 Continue

<i>Factor</i>	Newspaper reading frequency	Rank average	St. dev.	p
<i>Self-confidence</i>	Every day	88.07		
	A few times a week	75.28		
	A few times a month	61.78	5.63	.000
	Do not read	40.23		
<i>Truth-seeking</i>	Every day	74.36		
	A few times a week	58.88	6.45	.272
	A few times a month	66.88		
	I do not read	75.04		
<i>Systematically</i>	Every day	71.18		
	A few times a week	70.87	4.06	.428
	A few times a month	63.55		
	Do not read	56.63		

When p value in Table 4 is assessed, a significant difference can be found as per  $p < 0.5$  in Analyticity, Inquisitiveness and Self-Confidence at the end of comparative analysis for variance in reading the newspaper. A significant difference in this scope appears in the group of "reading the newspaper every day", when rank average values are considered. The thinking capability of a person who reads newspapers improves. Accordingly, a person approaches events more objectively and thinks reasonably.

Table 5

*Findings With Regard to Variance of Book-Reading Frequency*

<i>Factor</i>	<i>Book-reading frequency</i>	<i>Rank average</i>	<i>St. Dev.</i>	<i>p</i>
<i>Analyticity</i>	Every day	75.46		
	A few times a week	61.17	9.48	.003
	A few times a month	76.44		
	Do not read books	43.35		
<i>Open-mindedness</i>	Every day	59.33		
	A few times a week	68.78	10.11	.777
	A few times a month	65.69		
	Do not read books	69.10		
<i>Inquisitiveness</i>	Every day	71.67		
	A few times a week	63.44	8.43	.103
	A few times a month	72.90		
	Do not read books	50.65		
<i>Self-confidence</i>	Every day	72.98		
	A few times a week	61.33	5.63	.014
	A few times a month	75.79		
	Do not read books	46.85		
<i>Truth-seeking</i>	Every day	64.73		
	A few times a week	61.25	6.45	.737
	A few times a month	67.15		
	Do not read books	72.15		
<i>Systematicity</i>	Every day	75.38		
	A few times a week	58.81	4.06	.251
	A few times a month	70.15		
	Do not read book	59.29		

When Table 5 values are assessed, comparative analysis for reading book variance shows a significant difference in Analyticity and Self-confidence factors as per  $p < 0.5$ . This significant difference appears in the group of "reading books every day", when rank average is considered. Reading books has the effect of improving individuals' perspective of an event and their way of examining and analysing the event.

**Table 6**

*Findings With Regard to Variance of Graduate Secondary Education Institution*

Factor	Graduated secondary education institution	Rank average	St. Dev.	p
Analyticity	Fine Arts High School	67.80	9.48	.233
	Anatolian High School	46.42		
	General High School	69.02		
	Technical High School	25.17		
	Other	57.75		
Open-mindedness	Fine Arts High School	66.24	10.11	.937
	Anatolian High School	57.67		
	General High School	65.38		
	Technical High School	70.50		
	Other	84.25		
Inquisitiveness	Fine Arts High School	64.56	8.43	.138
	Anatolian High School	59.50		
	General High School	76.02		
	Technical High School	22.83		
	Other	47.50		
Self-confidence	Fine Arts High School	65.47	5.63	.472
	Anatolian High School	62.33		
	General High School	71.52		
	Technical High School	29.67		
	Other	63.50		
Truth-seeking	Fine Arts High School	65.31	6.45	.585
	Anatolian High School	81.25		
	General High School	63.44		
	Technical High School	60.83		
	Other	100.25		
Systematicity	Fine Arts High School	65.18	4.06	.951
	Anatolian High School	58.00		
	General High School	68.71		
	Technical High School	67.50		
	Other	78.50		

When p values in Table 6 are assessed, a significant difference cannot be found as per  $p < 0.5$ . As per these values, critical thinking skills in the study group are not related to the variance of "graduated secondary education institutions". In the

development of critical thinking tendency, teaching model based on critical thinking capabilities takes effect, not the type of school.

**Table 7**

*Findings With Regard to Variance of Daily TV Watching*

<i>Factor</i>	<i>Period of watching TV per day</i>	<i>Rank average</i>	<i>St. dev.</i>	<i>p</i>
<i>Analyticity</i>	0-1 hour	65.36	9.48	.149
	1-3 hours	68.73		
	3-6 hours	65.36		
	6 hours and more	24.00		
	Never	70.50		
<i>Open-mindedness</i>	0-1 hour	63.10	10.11	.793
	1-3 hours	64.74		
	3-6 hours	63.22		
	6 hours and more	63.20		
	Never	74.33		
<i>Inquisitiveness</i>	0-1 hour	63.85	8.43	.147
	1-3 hours	71.16		
	3-6 hours	64.75		
	6 hours and more	25.50		
	Never	68.61		
<i>Self-confidence</i>	0-1 hour	60.25	5.63	.106
	1-3 hours	70.27		
	3-6 hours	81.22		
	6 hours and more	36.70		
	Never	61.83		
<i>Truth-seeking</i>	0-1 hour	61.81	6.45	.666
	1-3 hours	63.80		
	3-6 hours	65.78		
	6 hours and more	83.60		
	Never	72.15		
<i>Systematicity</i>	0-1 hour	69.96	4.06	.060
	1-3 hours	64.00		
	3-6 hours	59.47		
	6 hours and more	24.40		
	Never	76.11		

When p value in Table 7 is assessed, a significant difference cannot be found as per  $p < 0.5$ . As per these values, critical thinking skills in the study group are not related to the variance of "daily TV watching". In fact, televisions' visual content does not give people a chance to think while they are watching; it only serves to guide society.

**Table 8***Findings With Regard to Age Variance*

Factor	Age	Rank average	St. dev.	p
<i>Analyticity</i>	18-19	66.11	9.48	.363
	20-21	70.06		
	22-23	53.59		
	24 and over	60.21		
<i>Open-mindedness</i>	18-19	64.41	10.11	.736
	20-21	68.53		
	22-23	62.64		
	24 and over	56.94		
<i>Inquisitiveness</i>	18-19	59.99	8.43	.619
	20-21	67.86		
	22-23	61.84		
	24 and over	71.65		
<i>Self-confidence</i>	18-19	58.70	5.63	.536
	20-21	70.13		
	22-23	66.23		
	24 and over	63.74		
<i>Truth-seeking</i>	18-19	63.22	6.45	.596
	20-21	62.80		
	22-23	74.09		
	24 and over	59.85		
<i>Systematically</i>	18-19	66.73	4.06	.311
	20-21	61.24		
	22-23	74.55		
	24 and over	53.71		

When p value in Table 8 is assessed, a significant difference cannot be found as per  $p < 0.5$ . As per these values, critical thinking skills in the study group are not related to the variance of "age". Consequently, age does not affect an individual's ability to obtain critical thinking skills.

### Discussion and Conclusion

The critical thinking disposition of the music teacher candidates in the research does not significantly vary according to age, gender, graduate secondary education institution, watching TV per day, or mother-father attitudes. However, it significantly varies in accordance with book and newspaper reading frequency.

The impact of newspaper and book reading frequency on the participants' critical thinking dispositions is a positive result; reading allows individuals to make sense of written symbols using cognitive behavior and psycho-motor skills, to have skills in analysis, synthesis and interpretation skills for self-teaching after education (Demirel

1990; Saracaloglu et al., 2003). Literacy is one of the most important conditions in culture and policy as well as local, national and global economy. Creation of a functionally literate audience illuminate a country's workforce and creates independent, powerful, productive societies that seek the rights to what they produce (Kellner, 2002; Sarihan, 2003).

In national or international studies of the research subject, there is a significant difference between gender and critical thinking of teachers (on behalf of female groups) in primary education schools. There is a significant relation between critical thinking skills of teacher candidates and their secondary education institutions. Gender variance of students in secondary education has an impact on critical thinking disposition, but gender variance of university students and music teacher candidates does not impact their critical thinking dispositions. Parents' attitude has no relation to the critical thinking skills of university students. Also, critical thinking skills of university students do not show a statistically significant difference as per variance of book-newspaper reading frequency. Further, it has been found that there is a significant relation between teachers' general critical thinking tendencies and their understanding of class management and where they perceive themselves. In a review of current education programs, the more critical lessons in a program, the more effective the critical thinking of teacher candidates. There is a positive relation between teachers' critical thinking tendencies and their abilities to use critical thinking strategies (Hayran, 2000; Kurum, 2002; Kokdemir, 2003; Ay & Akgu, 2008; Elam, 2002; Piji, Kucuk & Uzun, 2013; Ozdemir, 2005; Sen, 2009; Varoglu, 2014; Unal, 2014; Sahin, 2014).

At the end of the research, it was concluded that critical-thinking oriented courses and seminars should be provided for music teacher candidates to develop their critical thinking capabilities. Learning-teaching activities should be provided to create teaching environments based on critical thinking. Instructors should have critical thinking abilities to share the concepts of critical thinking with music teacher candidates. Various socio-cultural activities should be provided for teacher candidates as a way to develop their critical thinking capabilities. Finally, substantial research should be carried out to further analyse the effect of teacher behaviors and educational activities on critical thinking.

### References

- Ay, S. & Akgol, H. (2008). Gender, age and class level with critical thinking. *Journal of Theoretical Educational Science*, 1(2), 65-75.
- Bastug Sen, S. (1999). *Biomechanical basis of piano technique*. Istanbul: Pan Publishing.
- Demirel, O. (1990). *Principles-methods-techniques in teaching foreign language*. Ankara: Usem Publications.
- Elam, J. H. (2002). Assessment of critical thinking skills and disposition of optometry students. *ASCO*, 28(1), 11-15.

- Ertas, H. (2012). *The Effects of Critical Thinking Education Supported by Out-of-School Activities on Critical Thinking Disposition and Attitude toward Physics Course*. PhD Thesis, Unpublished. Ankara: University of Hacettepe.
- Franco, A. (2016). What do ode to joy, the nobel peace prize, umbrellas and cartoons have in common? Why critical thinking matters and how higher education moulds. *Higher Education for the Future*, 3 (1), 108-124.
- Forawi, S.A. (2016). Standard-based science education and critical thinking. *Thinking Skills and Creativity*, 20, 52-62.
- Hayran, I. (2000). *The Thoughts of Teachers in Primary Education about Thinking Skills and Operations*. Master Thesis, Unpublished. Afyon: University of Afyon Kocatepe.
- Karakuzular, D. (2012). *Developing Critical Thinking Skills of Efl Learners through A Sequence of Critical Thinking Tasks*. Master Thesis, Unpublished. Adana: University of Cukurova.
- Kellner, D. (2002). New technologies/new literacy: Reconstruction of education in new millennium. *Education Sciences in Theory and Application*, 2 (1), 107-132.
- Kokdemir, D. (2003). *Making Decision and Solving Problems in Uncertainty Cases*. PhD Thesis, Unpublished. Ankara: University of Ankara.
- Kurum, D. (2002). *Critical Thinking Power of Teacher Candidates*. Master Thesis, Unpublished. Eskisehir: University of Anadolu.
- Moseley, A. (2012). *Philosophy from A to Z*. İstanbul: Ntv Publications.
- Ozdemir, S. M. (2005). Assessment of thinking skills of university in terms of different variances. *Turkish Journal of Educational Sciences*, 3 (3), 3-7.
- Ozden, Y. (2011). *Learning and teaching*. Ankara: Pegem Academy.
- Piji Kucuk D, & Uzun, Y. B. (2013). Critical thinking disposition of music teachers. *KEFAD*, 1(14), 327-345.
- Russell, B. (2006). *Upon education: in especially preschool period*. Izmir: Ilya Publications.
- San, I. (1979). *Artistic creation, creativity in child*. Ankara: Turkey Is Bank Publications.
- Sarihan, Z. (2003). Cost-free project to get students adopt habit of reading: A book in schools for every month. *Journal of Lifelong Education*, 31-34.
- Shaheen, N. (2016). International students' critical thinking-related problem areas: uk university teachers' perspectives. *Journal of Research in International Education*, 15 (19), 18-31.
- Sonmez, V. (2011). *Principles and methods of teaching*. Ankara: Ani Publishing.
- Sun, M. (1969). *Cultural-musical-theatrical problems in Turkey*. Ankara: Kultur Publications.

- Sahin, A. (2014). *The Relationship between English Language Teachers' Critical Thinking Dispositions Levels and Their Levels of Utilizing Critical Thinking Strategies*. Master Thesis, Unpublished. Mersin: University of Cag.
- Sen, U. (2009). Assessment of critical thinking dispositions of Turkish language teacher candidates in terms of different variances. *ZJVT*, 1 (2), 69-89.
- Tabak, C. (2011). *Critical Thinking Disposition of Students in 4<sup>th</sup> Class of Department of Music Teaching*. Master Thesis, Unpublished. Burdur: University of Mehmet Akif Ersoy.
- Turkoglu, A. (1983). *Education systems in France, Sweden and Romania: "A comparative research"*. Ankara: Ankara University Faculty of Educational Sciences Publications.
- Ucan, A. (1997). *Music education: Basic concepts-principles-approaches*. Ankara: The Encyclopedia of Music Publications.
- Ucan, A. (2005). *Human and music, human and art education*. Ankara: Universal Music House.
- Unal, Y. (2014). *Developing Critical Reading for Pre-Service English Teachers: Actual Reflections*. Master Thesis, Unpublished. Sakarya: University of Sakarya.
- Varoglu, G. (2014). *Classroom Management Approach of The Teachers and Critical Investigation of The Relationship Between The Trends of Thinking (Istanbul Besiktas District Sample)*. Master Thesis, Unpublished. Istanbul: University of Yeditepe.
- Yaman, Y. (2014). *Effects of Brain Based Science Teaching on Gifted Students' Achievement, Critical Thinking, Creativity and Attitudes*. PhD Thesis, Unpublished. Istanbul: University of Istanbul.
- Yazici, T. (2013). Necessity of Philosophy-Based Music Education. *Paper presented at International Perspectives on New Aspects of Learning in Teacher Education Conference*, University of Dicle, Turkey, 03-05 October.
- Yazici, T. & Izgi Topalak, S. (2013). Teachers' thoughts about use of creative thinking skill in music education. *JRET*, 2(4), 195-204.

### Müzik Öğretmeni Adaylarının Eleştirel Düşünme Eğilimleri

#### Atf:

- Kilic, I., Yazici T. & Izgi Topalak, S. (2017). Critical thinking disposition of music teacher. *Eurasian Journal of Educational Research*, 72, 185-202, DOI: 10.14689/ejer.2017.72.10

## Özet

*Problem durumu:* Çağımızın hızla ilerleyen ve gelişen dünyasına uyum sağlayabilecek, fikirlerini, düşüncelerini paylaşarak öğrenmeye açık; aktif birer katılımcı olarak derslerde tartışmalara girebilen, konuları eleştirel bir gözle inceleyip çözüm yolları üretebilen bireyler yetiştirmeye olan gereksinim giderek artmaktadır. Çünkü sorunları algılayabilen, tartışabilen ve farkındalık geliştirebilen bireyler aynı ölçüde çözüm yollarına da ulaşabilirler. Öğrenci, aktarılanları bilmek yerine araştırarak, şüphe duyarak, yaratıcı problemler çözerek bilgiye ulaşabilmelidir. Eleştirel düşünme sayesinde öğrenci; düşünce özgürlüğü kazanmakta, bilgi birikimini artırmakta, mantıksız düşünmemekte, aklını kullandığını hissetmekte, olgulara-olaylara farklı açılardan bakabilmekte ve her şeyin sebep-sonuç-olabilme olasılığını düşünmektedir. Dolayısıyla, bir öğretim programının içeriği; çağdaş bilimsel, sanatsal ve felsefi bilgilere ters düşmemeli, yok saymamalıdır (Sönmez, 2011). Eğitimci Vexliard da öğretimin görevi ve işlevinin; “bilgi vermek” ve “yeni gerçekleri bulmak” olması gerektiğini vurgulamıştır (aktaran San, 1979). Çünkü eğitimin kazandırabileceği en üst düzeyde canlılığa, duyarlılığa ve zekâyâ sahip bireylerden oluşan bir toplum şimdiye kadar olanlardan çok farklı olacaktır (Russell, 2006).

Çok yönlü düşünmeyi destekleyen bir düşünce becerisi olan eleştirel düşünce, eğitilmiş bir insan için çok önemlidir. Eleştirel bir düşünür çevresine farklı açılardan bakabildiği için dünyayı daha farklı algılamakta ve daha entelektüel bir yaşam tarzına sahip olmaktadır (Karakuzular, 2013). Öğrenci, aktarılanları bilmek yerine araştırarak, şüphe duyarak, yaratıcı problemler çözerek bilgiye ulaşabilmelidir. Eleştirel düşünme sayesinde öğrenci; düşünce özgürlüğü kazanmakta, bilgi birikimini artırmakta, mantıksız düşünmemekte, aklını kullandığını hissetmekte, olgulara-olaylara farklı açılardan bakabilmekte ve her şeyin sebep-sonuç-olabilme olasılığını düşünmektedir. Bir felsefi düşünme türü olan eleştirel düşünme, olgulara ve olaylara çok yönlü bakmayı, insanın deneyim yoluyla ulaştığı her türlü bilgiyi, eleştirerek aklın süzgecinden geçirmesini sağlar. Bu özelliği ile her alanda olduğu gibi eğitim alanında da yaşanan problemlere ve bu problemlerin çözümüne yardımcı olmaktadır. Bu noktada eleştirel düşünme, bireyin amacına ulaşmasını zorlaştıran, karşısına çıkan engellemeleri/problemleri çözebilmesi yönünde etkili bir araç ve bireyi yaşamı boyunca takip eden bir beceri olarak karşımıza çıkmaktadır (Yazıcı & İzgi Topalak, 2013).

Eleştirel düşünen müzik öğretmenleri de müzik öğretimi aracılığıyla soran, düşünen, akıl yürüten, problem çözen ve sorgulayan öğrenciler yetiştirebilecektir (Yazıcı & Topalak, 2013). Ancak müzik öğretmenleri, bazen öğrencilerin potansiyelini görmeyerek ya da görmezden gelerek onların eleştirel düşünme becerilerini köreltebilmekte ve öğrencilerin farklı bakış açılarının ortaya çıkmasını engelleyebilmektedir (Moseley, 2012). Oysa düşünmekten ve anlamaktan yoksun olmak, bir varlık problemidir. Dolayısıyla müzik öğretmeni adaylarının aktif-bağımsız-yeni düşüncelere açık olan, eleştirel düşünen bireyler olmaları önem taşımaktadır (Özden, 2011).

Bütün bunlara bağılı olarak müzik öğretmeni adaylarının eleştirel düşünme eğilimleri, öğrencilerin olaylara, fikirlere, kurallara, davranışlara, nesnelere farklı bakabilmelerinin sağlanabilmesi bakımından önem kazanmaktadır.

*Amaç:* Çalışma müzik öğretmeni adaylarının eleştirel düşünme eğilimlerinin; yaş, cinsiyet, mezun olunan ortaöğretim türü, günlük televizyon izleme süresi, anne tutumu, baba tutumu, kitap okuma sıklığı ve gazete okuma sıklığı değişkenleri açısından saptanması amacı ile yapılmıştır.

*Yöntem:* Araştırma betimsel bir araştırmadır. Müzik öğretmeni adaylarının eleştirel düşünme eğilimlerinin; yaş, cinsiyet, mezun olunan ortaöğretim türü, günlük televizyon izleme süresi, anne tutumu, baba tutumu, kitap okuma sıklığı ve gazete okuma sıklığı değişkenleri açısından saptanabilmesi ve incelenebilmesi için araştırma türü olarak tarama yöntemi seçilmiştir. Araştırmacılar, elde edilen nicel verilerin istatistiksel çözümlenmesi doğrultusunda araştırma konusunun genel bir görünümünü elde edebilmek için anket yöntemi ile örneklemine ulaşmıştır. Çalışma, 2013-2014 eğitim-öğretim yılında KTÜ Fatih Eğitim Fakültesi Güzel Sanatlar Eğitimi Bölümü Müzik Öğretmenliği Programında öğrenim görmekte olan 131 öğrenci ile yapılmıştır. Araştırmaya bulunan katılımcıların % 53,4'ü kadın (n=70), % 46,6'sı erkektir (n=61). Araştırmada müzik öğretmeni adaylarının eleştirel düşünme eğilimlerinin saptanması amacıyla "The Critical Thinking Dispositions Inventory (California Eleştirel Düşünme Eğilimi Ölçeği)" kullanılmıştır. Ölçeğin orijinal biçimi 75 maddeden ve 7 alt boyuttan oluşmaktadır. Ölçeğin alt boyutları doğruluğu arama alt ölçeği, açık fikirlilik alt ölçeği, analitiklik alt ölçeği, sistematiklik alt ölçeği, kendine güven alt ölçeği, meraklılık alt ölçeği, olgunluk alt ölçeğinden oluşmaktadır.

Veriler değerlendirilirken tanımlayıcı istatistiksel metotları (sayı, yüzde, ortalama, standart sapma) kullanılmıştır. Niceliksel verilerin gruplar arası parametrik karşılaştırmalarında normallik dağılım testi yapılmış ve dağılımın normal dağılıma uygun olmadığı görülmüş, bu nedenle non-parametrik testler uygulanmıştır. Elde edilen bulgular % 95 güven aralığında, %5 anlamlılık düzeyinde değerlendirilmiş olup ölçeğin güvenilirliği 0,893 olarak çok yüksek bulunmuştur.

*Bulgular:* Araştırma verilerine göre çalışma grubunda eleştirel düşünme becerileri "anne tutumu"- "baba tutumu", "cinsiyet", "mezun olunan okul türü" ve "günlük televizyon izleme" değişkenleri ile ilişkili değildir. Ancak "her gün gazete okuma" değişkeni ve "kitap okuma" değişkeni incelendiğinde analitiklik, meraklılık ve kendine güven konularında  $p < 0,05$ 'e göre anlamlı fark bulunmuştur. Buna göre oluşan anlamlı fark sıra ortalama değerleri dikkate alındığında her gün gazete okuyanlar ve kitap okuyanlar yönünde gerçekleşmiştir.

*Sonuç ve öneriler:* Araştırmaya katılan müzik eğitimi öğretmeni adaylarının eleştirel düşünme eğilimleri; yaş, cinsiyet, mezun olunan ortaöğretim türü, günlük televizyon izleme süresi, anne-baba tutumuna göre anlamlı bir fark göstermemekte ancak gazete ve kitap okuma sıklığına göre anlamlı bir fark göstermektedir. Araştırma sonucunda; müzik öğretmeni adaylarına eleştirel düşünce eğilimine yönelik kurslar, seminerler verilerek öğretmen adaylarının bu becerilerinin geliştirilmesinin sağlanması; eleştirel düşünme becerisine faydalı öğrenme ortamlarını

oluřturabilmelerine yönelik öğrenme-öğretme etkinliklerinin düzenlenmesi önerilmektedir. Ayrıca müzik öğretmeni adaylarına eleştirel düşünmenin öğretilmesi için, ders veren öğretim elemanlarının da eleştirel düşünme becerisine sahip olmaları önem arz etmektedir. Öte yandan öğretmen adaylarının eleştirel düşünme becerilerinin geliştirilmesine yönelik çeşitli sosyal-kültürel etkinliklerin gerçekleştirilmesi ve öğretmen davranışlarının, öğretim etkinliklerinin eleştirel düşünme üzerindeki etkileri gibi konularda arařtırmaların yapılması önem kazanmaktadır.

*Anahtar Sözcükler:* Müzik, müzik öğretmeni, eleştirel düşünme.