

Turkish Online Journal of Educational Technology

Special Issue for INTE 2015

August, 2015

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ISSN: 1303 - 6521

Indexed by
Education Resources Information Center – **ERIC**
SCOPUS - ELSEVIER

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Published in TURKEY

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The Game And Sociocultural Animation – A Strategy Of Inclusion And Prevention

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ABSTRACT

According to UNESCO (1977) the Sociocultural Animation is defined as the set of social and cultural practices that aim to stimulate the initiative, as well as the participation of individuals in the process of their own development and global dynamics of socio-political life in which they are integrated.

The Portuguese reality, as well as the other European demographic realities, demonstrate a growing weight of the elderly population. Many of these individuals, by choice or by lack of family support, are turning to institutions where they remain until old age. In this context, the socio-cultural Animation, in the figure of the animator, is very important, by creating dynamic conducive to the promotion of active ageing. As a first step, the goal of the strategies implemented passes through the integration of individuals of the new group to which they will belong, enabling socialization and reciprocal knowledge. In a second phase the strategies should enable the enhancement of institutional integration in the community, promoting empowerment, individual and collective.

The game over time plays a role of primary importance in the creation of these dynamics necessary for the proper functioning in a group and in society. Also here in the context of socio-cultural Animation can use this methodology to the inclusion of adult individual around the maintenance of a healthy experience in society in the period of retirement. Many studies referred to the need for enriching activities after the passage of an active stage within society to a less active position. All groups, young and old, need to co-exist in a healthy existence. However it is necessary to create conditions for this contact. The animator, usually young, makes the bridge. On the other hand there are exploratory studies that investigate the relationship between the use of board games and the decrease in the risk of developing certain psychiatric diseases.

We will try to expose in this article a pilot project to be developed in the context of socio-cultural Animation that will attempt to determine if there is relationship between the use of board games and certain abilities such as attention and learning in institutionalized adults.

Keywords: Socio-Cultural Animation, Game, Inclusion, Adults

INTRODUCTION

When we think of play comes to our mind always a group of children or young people, rare are the times that we think in adults. And if you look at institutionalized people, what are the odds? Too low not to say none. However there is evidence that reported that this activity was carried out in a natural way, by children but also by adults in the middle ages and even earlier (Figure 1).



Figure 1: Pieter Bruegel painting- *Children's games* – 1560

However changes in our society dictated changes in behavior, and clearly lost something in this transition.

Despite the changes continues to feel the need to play there all the time, and the activities related to the act of play remain constantly studied these days.

One of the authors who investigated for a long time this activity and its repercussions was the American psychiatrist Stuart Brown, founder of The National Institute of Play (<http://www.nifplay.org/institute/about-us/>). In the course of their work of writing psychological profiles of murderers faced with the absence of behaviors of *play* in the lives of many of those prisoners who interviewed. This research enabled him to determine the extreme importance of *play* from the young to the elderly. Part of this investigation focused in the prisons of the State of Texas in the United States of America, and this work does not focus solely on preparation of profiles, having accomplished an immense number of interviews among the general population. The analysis performed has allowed the comparison of numerous cases, having found people who had been successful in their professional life in various professions and directing the act of *play* as having an important part of all their growth and even during their active adult life.

The fact that *play*, and by extension the use of board games as a tool to induce the act of *play*, acquires great importance in social relationships as well as in your own personal satisfaction of people inserted in a society with rights and duties. The play through a board game can help in the prevention of situations of stress and loneliness, but can also act on improving the capacity of attention and memorization preventing progression of certain psychiatric diseases. Studies as *Leisure Activities and the Risk of Dementia in the Elderly*, led by Joe Verghese et al. (2003) or *Late-Life Engagement in Social and Leisure Activities Is Associated with a Decreased Risk of Dementia: A Longitudinal Study from the Kungsholmen Project*, directed by Hui-Xin Wang et al. (2002), support this pilot project.

We built the foundation for the launch of an interdisciplinary project in the area of socio-cultural Animation that wants to use the board game as a strategy for preventing situations arising out of biological aging in a needy population that needs support.

Relying on studies of Stuart Brown or Joe Verghese et al we want to develop a pilot project in a nursing home. The main objectives undergo review the behaviors of its population before and after playing and sharing board Games. The aim is to check, if the board game will be a process or method of work that can help in preventing or decreasing the possibility of acquiring psychiatric illness, but also to assess their potential as a catalyst for positive attitudes with reflection on learning and attention of the institutionalized elderly, through the dynamic created around the game itself, among other aspects.

As the elderly population is the preferred audience for the implementation of this pilot project, it makes sense to consider us a quick analysis of this and existing social responses.

Demographic ageing and social responses to Elderly

Following Serafim (2007), population aging refers to the gradual increase of individuals with advanced ages in relation to the total Group.

According to the same author, Portugal presents demographic change of wide scale and with important social, economic and cultural repercussions. Demographic change in Portugal, in the recent past, is characterized by a gradual increase in the weight of the senior age groups and a weight reduction of the youth population. Official projections available indicate an unprecedented population dynamics in Portuguese history, with a growing senior populations weight and a reduction in weight of the secular population active. According to the INE (Portuguese National Institute of Statistic), the demographic characteristics of the population show that worsened the ageing population in the last decade. In 2011, Portugal about 19% of the population presented 65 or more years of age, having an ageing index of 127.8%.

Most of the time lived by the elderly in daily life is free. The term *free time* can be referred to as a dynamic and complex set of occupations, voluntarily used to relax and have fun, or to develop the social participation, the tastes, the knowledge or abilities after seeing themselves freed from the professional obligations, family, social and cultural rights (Geis, 2003).

Due to the gradual ageing of the population, there has been a constant and progressive concern to create, over the past centuries, social responses to the elderly. Hence the emergence of two types of institutionalized social responses and differentiated in the services provided: Home Service (food, hygiene, health, treatment and others) and institutions (nursing homes, hospitals, residences, day-care centres, recreation centres, and universities seniors).

In the 15th century, the first equipment intended to support seniors, called "nursing homes". It is from this date that old age begins to be seen differently, that is, as "social disease", in which the elderly no longer known for their

experience and happens to be seen as weak, useless and unproductive. This was due to the fact that Western societies were giving very importance to productivity and development (belt, 2007).

After five centuries, Society and the State saw the needed to improve the equipment recently created, having appeared the nursing homes. In the late 20TH century appeared the first day centers and recreation centers. The day centres differ from nursing homes, as they are more "open", being a mix of home and hospital stay. In turn, the recreation centers are more geared to the animation. From 1976, began to appear in home support services, where it seeks to take the existing services in the day care center. In the late '90, the support system at home (SAD), starts to accommodate the health domain. Yet at the end of these years arose the night centers and the senior universities (Jacob, 2008).

The cessation of professional activity, the absence of relatives and the loss or reduction of social relations, leading elderly people to social isolation, feeding on feelings of loneliness, pessimism, boredom, and frustration-induced passivity "do nothing", by "not feel useful," leading to social exclusion.

One of the changes that comes with the third age is the excess of free time. According to several authors, through programmes and projects related to the animation in the third Age, the elderly can achieve well-being and satisfaction (Osório, 2007).

The role of socio-cultural Animation in the face of the problem of ageing population

Given the changes that arise in the lives of individuals when it comes to the elderly, the elderly can choose to participate in activities directed towards him and, thus, become agent of its own development, dialogue with the society and interacting with the other generations. The animation of the elderly has a cultural, psychosocial, socio-educational function, among others, providing a more dignified old age and value of the elderly, and can contribute to the prevention of diseases, greater mobility for the elderly, sensation of physical and psychological well-being (Correia, 2007).

Socio-cultural animation in the context of the third age comes in response to a lack or reduction of your activity and social relations. To fill this void, the Sociocultural Animation (SCA) comes to encourage the emergence of a life centered around the individual or group, conceiving the idea of older people progress through their integration and voluntary participation in collective tasks in which culture plays a stimulating role (Lopes, 2007).

In the particular case of the third age, the SCA is an intervention process starting from a concrete reality in an attempt to modify and/or improve at all levels. It can be seen as a style of work, an active pedagogy to promote participation of individuals (Limón and Crespo, 2002).

For this intervention to be implemented should act in two dimensions: the General dimension and circumscribed in social policy "(social protection, the social needs), and the decrease in specific socio-educational intervention" "(in this field are programs and activities aimed at senior citizens, in a perspective of permanent education, in order to adapt the elderly the social and cultural contexts). Only is considered a complete intervention in these two fields when you take into account all the factors that determine the aging: personal characteristics, society, family, friends, institutions and demographic trends (Lopes, 2007).

Each of these factors can be evaluated differently, because the effects vary from elder to elder, hence the aspect to respond effectively to the needs, desires and expectations. Animation programs must be tailored to each individual or group situations.

The various SCA purposes in old age or Elderly animation can have no place in multiple institutional programs, such as: promoting personal well-being, and community group of individuals; try to improve the quality of life and integral health (physical, mental and social); cause the aging process to be "normal" without trauma, pain, etc.; provide the development of skills, abilities and skills of the elderly; promote the fulfilment of the elderly; motivate the elderly in a way that makes them more active participants, critical, creative, supportive and useful in society; stimulate the permanent education and training; develop critical attitudes towards life, through the animation of tanks and debate (Limón and Crespo, 2002).

By this characterization on the aging problem and the important role that SCA holds, it should now realize the method that will be used in this pilot project as well as the location and population of the study.

Characterization of the target population of the pilot project (Parish Center of Culture and service in Benespera)

Located in Benespera village, municipality and district of Guarda, the centre is a Private Institution of Social Solidarity (PISS), constitutes a first step in 1997 in the institutions of the Parish Council, with home support service and day care. In 1998, it opened its headquarters (parish house), where he also have the home assistance. The

mission of the Centre is to support and guarantee the rights and the needs of the elderly and the surrounding community of integral form and customized. The institution has about 18 users whose range of ages are between 65 and 85 years.

PLANNING

We intend to carry out an analysis of the activities to be developed through the application of the scale GDS (Geriatric Depression Scale) well known in the field of Geriatrics. This was adapted and validated for Portugal by John the Apostle in 2011 (<http://web.stanford.edu/~yesavage/Portuguese3.html>).

The GDS with 15 items (GDS-15) is a shortened version of the original scale and was drafted by Sheikh & Yesavage (1986), from the items that most strongly are correlated with the diagnosis of depression. This reduced version is quite attractive to track depressive states in community context, as well as in other non-specialized environments, because the time required for their administration is inferior (Paradela, Lourenço & Veras, 2005). Official page of GDS, the authors consider that it is in the public domain. It is a hetero-assessment scale with two alternatives (Yes – 1 point and No-0 points) (items 1, 5, 7, 11 and 13 one point to No), depending on how the elderly feeling lately, especially in the previously week. Use before the activity, and after this, will serve to assess the influence of the use of the tool board game in the evolution of loneliness and depression. There is at present a choice of several board games according to their characteristics, however its effective use will depend on the study to make about the characterization of the population under study of the nursing home. Only after this characterization could we could state the board games to use from our initial choices.

They use should be divided in time and for each activity, game used, it will be developed in 3 different periods:

- 1st phase: knowledge of the game, discussion of the rules, global understanding of the goals-2 sessions (2 x 30 m);
- 2nd phase: play the game with peers and facilitators of the project – 4 sessions (4 x 30 m);
- 3rd phase: play the game among peers – initial 5 sessions (5 x 30 m, 1 full week).

The evaluation shall include a pre and post test phase with the application of the scale already referenced.

CONCLUSION

Being a pilot project, we have done here the previous study analysing the state of the art, we define the ages of the target group of our research, the procedures and methods to be used and the time periods. The goal after implementation is to assessing whether the results obtained allow us to have a statistical validation to move on the next step, which means to extend the study to a larger population with the formalization of a script in a descriptive set of activities that can help in the prevention of situations considered deviant in the context of the animation.

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The Importance Of Music Education In People's Lives

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ABSTRACT

Music is unique in each person's life. It is a means of relaxation for some, while for others, it is a hobby, and is pleasurable. In all levels of education, music has immense value. Students learn many important and necessary values for life as music enhances their mind, and their expressive ability. One can also learn a lot from studying and analysing music, composing, reading about music, understanding the history of music. Students of music learn self-discipline, expression through sound, enhance technical motor skills, develop problem solving skills, learn how to cooperate and collaborate with others, and learn to develop a creative and critical mind. Anyone who is educated in music learns these skills. People who have studied it, will take these skills and apply it to their everyday lives and career.

Research has shown that music, and in particular the singing and playing of music, helps the brain develop much more fully and extensively, especially in our early years. Music makes people brighter, more intelligent, more logical, more rational, and more capable. It improves study habits and test scores. It builds a better sense of self and community. It improves our quality of life. A recent study even suggests that the act of singing improves the immune system. Ancient Greek philosopher and teacher Plato said it best: *"Music gives a soul to the universe, wings to the mind, flight to imagination, and life to everything."*

This study aims to explain the importance of music education on human life especially in social, cultural and educational terms.

Keywords: Music, Music Education, Singing, Listening, Composing, Rhythm

INTRODUCTION

Music is part of our lives whether we realize it or not, whether we actively participate in it or not. Since antiquity, music has occupied a major place in the life of humanity. People have mostly relied upon music to express their grief, joy, heroism, excitement and love (Somakci, 2003, s:131). Music education helps people to be healthier, more social, more positive, self-confident. There are many benefits of music education in human's life. Some benefits of music Education can be examined under different fields such as academic, psychological, neurological, social, personal, and economic.

1. Academic Benefits of Music Education

Music education motivates children to stay in school. According to a study by NAMM and MENC: The National Association for Music Education in America, high school teachers strongly believe that music education promotes the academic success of their students. A key finding of the study, conducted by Harris Interactive⁶, shows that the vast majority of school administrators interviewed believe that music education has a powerful and lasting impact upon their students. In fact, 96 percent of public school principals interviewed believe that participating in music education encourages and motivates students to stay in school longer, and 89 percent agree that music education contributes to higher graduation rates.

Joe Lamond, president and CEO of NAMM states that they have seen "first-hand how music education provides a solid foundation for children to become productive, successful adults, and so have school administrators from across the nation. Music benefits every generation, but it is particularly important to the development of children, providing them with more opportunities for success early in life." (www.spiritofharmony.org/music.html).

Another research shows that learning the do-re-mi's can help children excel in ways beyond the basic ABCs⁷

The researcher and director Mary Luehrisen says: "When you look at children ages two to nine, one of the breakthroughs in that area is music's benefit for language development, which is so important at that age"⁸ While

⁶ <https://www.namm.org/news/press-releases/music-programs-public-high-schools-contribute-high>

⁷ Brown, Laura www.pbs.org/parents/education/music-arts/the-benefits-of-music-education

⁸ <http://www.pbs.org/parents/education/music-arts/the-benefits-of-music-education/>

children come into the world ready to decode sounds and words, music education helps enhance those natural abilities.

2. Psychological and Neurological Benefits of Music Education

The use of music in healing began in extremely ancient times within Central Asian Turkish Culture, was practiced by people with a variety of duties, and examples of it have survived to this day. It is notable that in music therapy, countries' authentic national music is effective, and different makams and instruments are useful according to the type of psychological disease.

In the Turkish Islamic world, music therapy activities and especially the use of music in hospitals first began in the 9th century, and exhibited great advancements up until the 18th century. The great Turkish Islamic scientists and doctors Zekeriya Er-Razi (854-932), Farabi (870-950) and İbn Sina (980-1037) established scientific principles concerning musical treatment, especially of psychological disorders.

In his book, "Musiki-ul-kebir," Farabi attempted to set forth the relationship between music and physics and astronomy. According to Farabi, the effects of the makams (mods) of Turkish music on the soul were classified as follows:

1. **Rast makam:** brings a person happiness and comfort.
2. **Rehavi makam:** brings a person the idea of eternity.
3. **Kuçek makam:** brings a person sadness and anguish.
4. **Büzürk makam:** brings a person fear.
5. **İsfahan makam:** brings a person the capacity of action, the sense of security.
6. **Neva makam:** brings a person pleasure and contentment.
7. **Uşşak makam:** brings a person the feeling of laughter.
8. **Zirgüle makam:** brings a person sleep.
9. **Saba makam:** brings a person courage and strength.
10. **Buselik makam:** brings a person strength.
11. **Hüseyni makam:** brings a person serenity, ease.
12. **Hicaz makam:** brings a person humility.

The great Islamic thinker and philosopher Ibn Sina (980-1037) wrote that he gained much from Farabi's works, and even learned music from him and applied it in his practice. He said, "One of the best and most effective of treatments is to strengthen the mental and spiritual strengths of the patient, to give him more courage to fight illness, create a loving, pleasant environment for the patient, play the best music for him and surround him with people that he loves."

According to Ibn Sina, "sound" was essential to our existence. Sounds arranged within a musical order, and in a particular fashion, would have a deep reaching effect on one's soul. The effect of sound was enriched by man's art. Ibn Sina also believed that changes of pitch would determine a person's mood. What allows us to appreciate a musical composition is not our sense of hearing, but our sense of perception, which allows us to derive various inspirations from that composition. For this reason, well-attuned, harmonious tones, and the adherence of compositions and rhythms to principles, can have a captivating effect on people. Their methods were later applied by both Selçuk and Ottoman doctors and were cultivated up until the 18th century (Somakcı,P, www.turkishmusicportal/article)

Research indicates that the brain of a musician, even a young one, works differently than that of a non-musician. Dr. Eric Rasmussen, chair of the Early Childhood Music Department at the Peabody Preparatory of The Johns Hopkins University says that "there is some good neuroscience research that children involved in music have larger growth of neural activity than people not in music training. When you're a musician and you're playing an instrument, you have to be using more of your brain" (Brown,L, www.thebenefitsofmusiceducation/article).

In fact, a study led by Ellen Winner, professor of psychology at Boston College, and Gottfried Schlaug, professor of neurology at Beth Israel Deaconess Medical Center and Harvard Medical School, found changes in the brain images of children who underwent 15 months of weekly music instruction and practice. The students in the study who received music instruction had improved sound discrimination and fine motor tasks, and brain imaging showed changes to the networks in the brain associated with those abilities, according to the Dana Foundation, a

private philanthropic organization that supports brain research (Brown, L, [www.the benefits of music education/article](http://www.thebenefits-of-music-education.com/article)).

There is an ever-increasing body of study on the benefits of music therapy in people with alzheimers, hemiplegia, dementia, dyslexia, autism and other conditions-- both listening to music and playing music. For some individuals, music involvement could potentially mitigate behavioral patterns that might otherwise be treated as discipline problems or pharmaceutical issues. A music therapist writes: "Music is fun and it's motivating, and people don't realize they are working when they are doing it." (www.spiritofharmony.org/music.html)

A study by E. Glenn Schellenberg⁹ at the University of Toronto at Mississauga, as published in a 2004 issue of Psychological Science, found a small increase in the IQs of six-year-olds who were given weekly voice and piano lessons. Schellenberg provided nine months of piano and voice lessons to a dozen six-year-olds, drama lessons to see if exposure to arts in general versus just music had an effect, to a second group of six-year-olds, and no lessons to a third group. The children's IQs were tested before entering the first grade, then again before entering the second grade. According to the results of the study, surprisingly, the children who were given music lessons over the school year tested on average three IQ points higher than the other groups. The drama group didn't have the same increase in IQ, but did experience increased social behavior benefits not seen in the music-only group.

3. Social Benefits of Music Education

Music boasts social benefits for students. Music is a way to make friends. Dimitra Kokotsaki and Susan Hallam completed a study dealing with the perceived benefits of music; in their findings they wrote, "Participating in ensembles was also perceived as an opportunity to socialize with like-minded people, make new friends and meet interesting people, who without the musical engagement they would not have had the opportunity to meet" Every time a student is involved in music, they have the chance to meet new people, and form lasting friendships (Kalivretenos, 2015).

Whether an orchestra, marching band, small ensemble, or rock band, young people involved in music programs develop the skills required to work with others, embracing teamwork and fostering socialization. Engagement in positive activities such as music increases student's resilience to the negative influences they encounter in life, and increases the likelihood they will make positive life choices. Music programs give young people an opportunity to interact closely and consistently with teachers and other musicians, who become mentors and role models over time (www.spiritofharmony.org/music.html).

Likewise, in a study by Columbia University, it was revealed that students who participate in the arts are often more cooperative with teachers and peers, have more self-confidence, and are better able to express themselves (Judson, 2013). Through one activity, a student can reap all of these benefits, as well as numerous others. Moreover, the social benefits of music education can continue throughout a student's life in ways one would never suspect. An example of this would be that "students who participate in school band or orchestra have the lowest levels of current and lifelong use of alcohol, tobacco, and illicit drugs among any other group in our society" (Judson, 2013:2). By just participating in a fun school activity, students can change their lives for the better. Music education can help students on their journey to success.

Furthermore, group participation in music activities can assist in the development of leadership skills (Kokotsaki and Hallam, 2007: 13). One participant stated about the benefits of music study that, "I have gained confidence in my leadership skills through conducting the Concert Band" (Kokotsaki and Hallam, 2007: 28). Conducting an ensemble is just one of the many leadership opportunities available to music students.

Music builds bonds between individuals. Feeling between music allows people to exchange the design ideas. being a member of the music group, making the division of labor, to take responsibility, develop feelings such as fulfillment individuals together an open, flexible, understanding that enables them to be tolerant also provides social contact and interaction

William Shakespeare wrote in his play *"The Merchant of Venice"* "The man that hath no music in himself, Nor is not moved with concord of sweet sounds, Is fit for treasons, stratagems and spoils; The motions of his spirit are

⁹ Brown, Laura [www.pbs.org/parents/education/music-artsthebenefits-of-music education](http://www.pbs.org/parents/education/music-artsthebenefits-of-music-education)

dull as night And his affections dark as Erebus: Let no such man be trusted. Mark the music.” (*The Merchant of Venice*, 5.1.91-7).

4. Personal Benefits of Music Education

Listening to music and playing music builds self-esteem, self-identity, self-discipline, focus, and creates an important emotional outlet. Music brings beauty into our lives and helps make the world a better place. Music helps the young and old connect with themselves and others by encouraging communication, creativity and cooperation.

Paulo Baldi, drummer for the band CAKE, said¹⁰, “Marching band in particular is the saviour for people who may or may not be athletic. Marching band is music, memorization, eye-hand coordination and good for your posture. It may hurt to be told your paradiddles suck, but it builds character. It's a team sport. You create friendships that become your buddies for life. High school music is something focused to do. You don't have to be great to belong, and members immediately have something in common.”

5. Economic Benefits of Music Education

Music education helps young people acquire the life skills, traits, and attributes necessary to broaden the horizon of career opportunities in any field of endeavor, not only for careers in music performance or the music industry. The positive effects of music (higher graduation rates, better grades, more positive choices, and relationships with mentors) increases the overall lifetime economic prospects for individuals who have had music education in their lives (www.spiritofharmony.org/music.html).

Based on the results of the Spirit of Harmony Foundation’s informal survey on the perspectives of Americans regarding music education programs, our hypothesis is that there is significant benefit for students who have been exposed to music education programming in terms of college admission and career viability. We are currently in the process of designing a study, in concert with existing university partnerships, in order to examine these relationships. If discovered, a significant relationship between these variables would undoubtedly change the way that key stakeholders view the importance of robust music education programs in public schools (www.spiritofharmony.org/music.html).

Economic benefits cover production, distribution, consumption in music area. Foreexample making instrument is very important for music production industry, playing instrument is important for music distribution industry and buying an instrument is important for music consumption industry. So music education is very important for the quality music economic industry. (Uçan,1996 :28).Also increases the production costs of uniformity in the workplace to listen to music

CONCLUSIONS

Eventually, no one would even remember what music is. Many people do not realize it, but music has a bigger effect on their lives than they may think, and they would definitely care if it was to disappear. Without music, life would never be the same. To keep music alive, students must be educated about it in schools. Students will not only get to experience and enjoy what music has to offer, but will reap the innumerable benefits that come with music. Ancient Greek philosopher and teacher Plato said it best: “Music gives a soul to the universe, wings to the mind, flight to imagination, and life to everything.”

Even though it has been proven that music education benefits students, many people argue that it still should not be required in schools. They state that with the increasing importance placed on standardized testing, there is not enough class time to include music classes (Abril and Gault 68). However, it has been shown that the time students spend in music classes does not hinder their academic success.

So, we understand from all researches that; music education is very important in the people’s live. Therefore, we should make a place music and music education in all stages of our life.

¹⁰ www.spiritofharmony.org/music.html

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