

Art Literacy of Conservatory Students A Look at Their Conditions

Burak Hosses

ABSTRACT

The aim of this study is to determine the art literacy levels of the students studying in the music and folk-dance departments of the State Conservatory, to provide information about literacy practices, to enable them to use their knowledge of art theory and to determine whether the curriculum in which the conservatory students are taught contributes to their development of art literacy skills. The research group consists of 41 students studying at Giresun University, Department of Music, and Folk Dances. This research is a descriptive field study, and literature review and quantitative research techniques were used. In order to analyze the quantitative data, an independent sample t-test was used to find the differences between the literacy levels of both groups. In addition, the independent sample one-way test of variance was applied for the significance levels of the differences between the literacy levels of both groups. When we look at the results of the t test to see the difference between the two groups, it is seen that the significance value is 0.001. The relationship between the two groups was found to be statistically significant at the $p < 0.05$ level. It has been concluded that music students are more successful in their art literacy levels than the students of the Folk Dance Department. In the one-way analysis of variance, which was conducted to determine the differences in art literacy of the students of the Music and Folk Dances department according to the classes, no significant difference was reached.

Keywords: art, art literacy, conservatory, music, music education.

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I. INTRODUCTION

From past to present, art has reached the present day as the most important way of wondering, making sense, and expressing the situation around individuals or in their individual lives. In this context, art is an original and aesthetic whole that plays a role in conveying the feelings, thoughts and impressions of people who contribute to cultural accumulation (Uçan, 2018; Özer, 2018).

Depending on the characteristics of the society they live in, people are sometimes more or less interested in art, knowingly or unknowingly. Art is a cultural phenomenon surrounding human life. Throughout their daily lives, people have an indirect or direct artistic interaction in the cover design of the book they read around, in the pattern of the goods bought in the market, in the theater or concert they go to watch, in the music they listen to in the car. In addition, when considered in terms of filling the gap in the physiological and psychological inner world of individuals; It is a very broad concept that enables people to reach emotional states such as happiness, joy, and sadness spiritually and physically (Mercin, 2020). it is certain that he will have a tolerant, humanistic character that adapts to social change processes (San, 1982). In this context, the individual's professional studies specific to his field, as well as scientific-academic and historical readings specific to this field,

contribute to both increasing knowledge and skills, and in other words, raising the literacy level specific to the field.

In the world we live in, with the development of technology and science, accessing information has become fast and easy. In this sense, we come across the concept of literacy in using the information obtained, processing and analyzing the information. (Gürler & Akçaoğlu, 2021). In our age, the meaning of literacy in literacy has expanded. When we look at the past, literacy was considered as reading books, magazines or increasing the skills of speaking beautifully and effectively, while today it deals with being competent in the knowledge skills specific to individualized fields. (Som & Kurt, 2012; Tüzel, 2012; Soysal & Obuz, 2020; Avcı, 2020). In this context, art literacy, media literacy, information literacy, music literacy, e-literacy etc. Literacy types specific to different fields have emerged.

According to the definition of the Turkish Language Institution, literacy refers to an educated person who knows how to read and write (TDK, 2023). In other words, literacy is not only learning basic skills such as reading and writing, but also being able to apply different symbolic systems by synthesizing these meanings within their own framework, and gaining knowledge, skills, and equipment by loading new meanings as a result of these syntheses (Altun & Güner 2005). Based on these expressions, we can assume that art literacy is the ability of an individual who receives any education in art

to make sense of his relationship with art, to have knowledge about artistic subjects, to be able to express himself through art by attributing new meanings to this information.

Since art is an inseparable element of contemporary education, it transfers social and cultural accumulation to the individual through education. Music education, which is included in art education, provides the student with technical instrument knowledge and playing equipment specific to the field, as well as providing the student with access to artistic information specific to the field of music, and allowing them to think broadly by synthesizing this information (Afacan & Kaya, 2019). Yücetoker (2014) stated that art literacy is a kind of literacy that helps to establish a relationship within the international arts in the changing and developing world, to reach the information that people who adopt art as a profession may need in their private lives and to transfer them to applications that are the object or element of the information reached.

When the studies on art literacy in the literature are examined, it was found in the study conducted by Yücetoker (2015) that the art literacy levels of the music and painting department students studying in the fine arts education department increase as the grade level increases, and the art literacy level of the students in the painting department is higher than the students studying in the music department has done. In the study conducted by Okan Akin and Yücetoker (2016), it was concluded that there is a significant relationship between the art literacy levels of the students studying in the art teaching department, according to the variables of doing research in the library and enjoying reading art books. In the research conducted by Özer (2018), it was concluded that the art literacy levels of the students studying in the music, painting and ceramics department of the faculty of fine arts increase as the grade level rises. In the study conducted by Mentiş Köksoy (2018), it was concluded that the music and art teacher candidates have a higher need to define the knowledge they have of the students who like to do research in the library. In the study conducted by Afacan and Kaya (2019), it was concluded that the art literacy levels of the students studying in the music department of the faculty of fine arts increased according to the variables of the university they attended, the pleasure of reading art books and the liking of doing research in the library. In their study, Uyar and Temiz (2019) determined that the art literacy levels of amateur choristers are lower than the art literacy levels of professional chorists. In the study conducted by Taşkesen and Ekici (2020), it was determined that visual arts teacher candidates have a good level of art literacy. In the study conducted by Gürlü and Akçaoğlu (2021), it was determined that the art literacy levels of the students studying in the music department of the faculty of fine arts increased according to the levels of reading books and doing research in the library. In the study conducted by Mollaoğlu and Çakır İlhanı (2022), it was determined that the art literacy levels of the students studying in the departments related to art education were at a medium level. In line with the results of the researches, it can be said that the acquisition of art literacy to students studying in any branch of art education is related to a skill that adds technical knowledge, skills and historical knowledge and experience to their individual field. In addition, it is thought that conducting studies on art literacy for the examination and

development of art literacy in conservatories that provide art education will contribute to the field in terms of benefiting today's needs and conditions of conservatory education. In this context, this research was conducted to evaluate the art literacy status of conservatory students.

For this purpose, answers to the following questions were sought.

Art literacy status of conservatory students

- 1) Is there a significant difference according to the departments?
- 2) Is there a significant difference according to grade levels?
- 3) Is there a significant difference in terms of their enjoyment of reading art books?
- 4) Is there a significant difference in terms of spending time in the library?

II. METHOD

This research is a descriptive field study and was carried out by applying quantitative research techniques. The study group of the research consists of the students of the music department and the folk-dance department studying at the Giresun University State Conservatory. In order for the sample to have a homogeneous distribution, four classes were taken from both departments and data were collected from a total of 41 students using the "Art Literacy Scale" developed by Yücetoker (2014). Yücetoker developed the scale as 32 items and according to the factor analysis results of the scale, the KMO value was determined as .850 and the Barlett test as 1.179. As a result of the analysis, the items with load values less than .1 between the two factors were accepted as non-operational items and 6 items were removed from the scale and reduced to 26 items. The reliability of the measurement tool was found to be 0.912. As a result of the factor analysis for the construct validity of the scale, 4 sub-factors were determined. Firstly, the reliability coefficient of the factor "Using Art Literacy Information" was 0.752; The reliability of the factor "Defining Art Literacy Information Needs" was 0.710; The reliability of the factor "Transferring Art Literacy Information to Performance" was 0.780 and the reliability of the factor "Accessing Art Literacy Information" was 0.737. Options at scale; It is scored as 5 for "I have no difficulty", 4 for "I have no difficulty", 3 for "I am undecided", 2 for "I am having difficulty" and 1 for "I have a lot of difficulty". The data taken from the applied scale were analyzed in the SPSS statistical package program.

In the findings for sub-objectives, independent groups t-test was conducted to determine the variables for department, library research and art books. "Independent group t-test (Independent Samples t-Test) is a parametric technique used to test the significance of the difference between two arithmetic means when each sub-pore (e.g., groups of girls and boys) shows normal distribution ($N_1 > 30$; $N_2 > 30$). In addition, for the statistical findings for the class variable, the independent sample one-way test of variance was applied for the significance levels of the differences between the literacy levels of both groups. The resulting data are shown in tables and the results are reached.

III. FINDINGS AND INTERPRETATION.

The SI unit for magnetic field strength H is A/m. However, if you wish to use units of T, either refer to magnetic flux density B or magnetic field strength symbolized as $\mu_0 H$. Use the center dot to separate compound units, e.g., “A·m².”

IV. HELPFUL HINTS

A. Figures and Tables

TABLE I: COMPARISON OF ART LITERACY STATUS OF THE RESEARCH GROUP BY DEPARTMENTS

	N	Average	Std. Deflection	t	p
Folk dances	21	2.44	0.9856	0.456	0.001
Music	20	3.56	1.0235		

As seen in Table I; A significant difference was found between the art literacy levels of the students studying in the folk dance and music departments ($t=0.456$) $p=0.001<0.01$. While the average for the art literacy level of the folk-dance department students is ($X=2.44$), the average for the art literacy level of the music department students is ($X=3.56$). These results show that the art literacy level of the music department students is higher than the art literacy level of the folk-dance department students.

TABLE II: COMPARISON OF THE RESEARCH GROUP'S ONE-WAY ANOVA TEST ON ART LITERACY LEVELS BY CLASS VARIABLE

	Source of variance	KT	Sd	KO	f	p
1st Class	between groups	15.678	1	25936.2	4.86	0.021
2nd Class						
3rd Class	In-group	34.289	41	1698.02	4.86	0.021
4th Class						

As seen in Table II; When the distribution showing the comparison of the one-way Anova Test regarding the art literacy levels of the students studying in the folk dance and music department to the class variable is examined; There is no significant difference between the class variable and the art literacy levels of the students studying in the folk dance and music department. (f value=4.86, p 0.021<0.05).

TABLE III: T-TEST COMPARISON OF THE ART LITERACY LEVELS OF THE RESEARCH GROUP ACCORDING TO THEIR ENJOYMENT OF READING ART BOOKS

	N	Average	Std. Deflection	t	p
Yes	32	4.23	0.2358	3.568	0.001
No	9	3.05	1.2379		

As seen in Table III; A significant difference was found between the enjoyment of reading art books and the art literacy levels of the students studying in the folk dance and music departments (t value=3.568 $p=0.001<0.01$). While the average art literacy level of the students who like to read art books is ($X=4.23$), the average art literacy level of the

students who do not like to read art books is ($X=3.05$). These results show that the art literacy levels of the students who like to read art books are higher than the art literacy levels of the students who do not like to read art books.

TABLE IV: T-TEST COMPARISON OF THE ART LITERACY LEVELS OF THE RESEARCH GROUP ACCORDING TO THEIR ENJOYMENT OF DOING LIBRARY RESEARCH

	N	Average	Std. Deflection	t	p
Yes	35	4.56	0.3589	4.893	0.003
No	6	3.10	1.5689		

As seen in Table IV; A significant difference was found between the folk dance and music department students' enjoyment of doing library research and their art literacy levels (t value=4.893 $p=0.003<0.01$). While the average of the art literacy level of the students who like to do library research is ($X=4.56$), the average of the art literacy level of the students who do not like to do library research is ($X=3.10$). These results show that the art literacy levels of the students who like to do library research are higher than the art literacy levels of the students who do not like to do library research.

V. RESULTS

The results of the research conducted are as follows.

- 1) As a result of the research, the art literacy level of the students studying in the music department is higher than the students studying in the folk-dance department.
- 2) According to the results of the research, there was no significant difference between the grade levels of the students studying in both departments. It was concluded that this situation is not related to the increase or decrease in art literacy levels with the increase in class level.
- 3) As a result of the test made according to the state of liking art books, a proportional increase is observed. It has been determined that the art literacy levels of the students who like to read art books are higher than the students who do not like to read.
- 4) As a result of the test made according to the level of enjoyment of library research, a proportional increase is observed. It has been determined that the art literacy levels of the students who enjoy library research are higher than the students who do not like to do research.

CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

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Burak Hosses was born on August 2, 1979, in Istanbul. 1990 to music education. He passed the Istanbul University State Conservatory exam and entered the horn department on time. At Istanbul University State Conservatory until the 2nd Year of High School After graduating, he was accepted to Bilkent University Horn Department in 1996 with a full scholarship. He continued his studies in this institution with the horn player Mahir Çakar. Here are the various rooms. He gave concerts in music groups and solo. On tour in Spain with Bilkent Youth Orchestra found. Many domestic and international workshops took place.

In 2001, he returned to Istanbul University State Conservatory and completed his undergraduate program. continued with horn instructor Göker Büyükgöncü. Hoses graduated in 2003, He started his Master's program the same year. Successful in the examination opened in 2004. He started working as a research assistant. Here, the student orchestra and the conductor Prof. He gave solo concerts accompanied by Ramiz Malik Aslanov. With the orchestra in the conservatory. He gave numerous concerts in Germany, Azerbaijan, and Turkey. graduate in 2007. After graduating from the program, he won the proficiency in Art program. place in Istanbul. Many concerts have also been performed in Borusan Philharmonic, Cemal Reşit Rey, Akbank chamber orchestras performed. He graduated from the art proficiency program in 2013. In 2014, Giresun

He was appointed as an Assistant Professor to the State Conservatory of the University. Giresun. Continuing his academic studies at his university, Hosses gave concerts, and he received the title of Associate Professor in March 2018 with his studies.