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**A Survey on Perceptions of Playing any Musical Instrument
of the Individuals who Receive Amateur Musical
Education: A Metaphorical Analysis**

*Özengen Çalgı Eğitimi Alan Bireylerin Çalgı Çalmaya İlişkin Algıları: Bir
Metafor Analiz Çalışması*

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Abstract

Phenomenological study is a type of research that reveals emotional and often intense human experiences. The main purpose of this qualitative and phenomenological study is to examine the perceptions of primary, secondary and high school students who play any musical instrument of playing the musical instruments through metaphors they develop. The study group consists of 314 students studying in primary, secondary and high schools in Çankaya district of Ankara province. A questionnaire form developed by the researchers was used to collect data. The first section of the questionnaire included demographic characteristics of the students. The second section of the questionnaire included a statement for exploring metaphorical opinions: "Playing the instrument is like ... because ..." along with the questions related to the organization and terms of the competition. While completing this statement, the students were expected to focus on a single metaphorical concept and write clearly the mental image they develop. The written answers constitute the database of the study. Metaphor-oriented studies are based on two purposes. The former is to describe the situation and the latter is to accelerate and improve the research process. In this study, the latter was selected and metaphors on abstract scientific subjects were used as pedagogical tools. 68.15% of the participants were female and 31.85% were male. In this qualitative study, 9 themes including pleasure, imagination, sharing and recovery, development-effort, life source, entertainment, art, independence and nature-environment were identified. The results of the study revealed that the students who played amateur instruments produced multiple and different metaphors about the concept of playing an instrument. The distribution of the participants' responses was as follows: pleasure (30.11%), imagination (17.96%), sharing and recovery (12.98%), development-effort (8.84%), life source (8.29%), entertainment (7.73%), art (5.52%), independence (4.70%) and nature-environment (3.87 %).

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Öz

Fenomenolojik çalışma, duygusal ve çoğunlukla yoğun insan deneyimlerini ortaya çıkaran bir araştırma türüdür. Bu nitel ve fenomenolojik çalışmanın temel amacı herhangi bir müzik aleti çalan ilkökul, ortaokul ve lise öğrencilerinin geliştirdikleri metaforlar aracılığıyla müzik aleti çalmaya yönelik algılarını incelemektir. Çalışma grubunu Ankara ili Çankaya ilçesindeki ilkökul, ortaokul ve liselerde öğrenim gören 314 öğrenci oluşturmaktadır. Veri toplamak amacıyla araştırmacılar tarafından geliştirilen anket formu kullanıldı. Anketin ilk bölümünde öğrencilerin demografik özellikleri yer almaktadır. Anketin ikinci bölümünde metaforik görüşlerin araştırılmasına yönelik "Enstrüman çalmak ... gibidir çünkü..." ifadesi ile yarışmanın organizasyonu ve şartlarına ilişkin sorular yer almıştır. Bu ifadeyi doldururken öğrencilerden tek bir metaforik kavrama odaklanmaları ve geliştirdikleri zihinsel imajı net bir şekilde yazmaları beklenmiştir. Yazılı cevaplar çalışmanın veri tabanını oluşturmaktadır. Metafor odaklı çalışmalar iki amaca dayanmaktadır. Birincisi durumu tanımlamak, ikincisi ise araştırma sürecini hızlandırmak ve geliştirmektir. Bu çalışmada ikincisi seçilmiş ve soyut bilimsel konulara ilişkin metaforlar pedagojik araç olarak kullanılmıştır. Katılımcıların %68,15'i kadın, %31,85'i erkektir. Bu nitel çalışmada zevk, hayal gücü, paylaşma ve iyileşme, gelişme-çaba, yaşam kaynağı, eğlence, sanat, bağımsızlık ve doğa-çevre olmak üzere 9 tema belirlendi. Araştırmanın sonuçları amatör enstrüman çalan öğrencilerin enstrüman çalma kavramına ilişkin çok sayıda ve farklı metafor ürettiklerini ortaya koymuştur. Katılımcıların yanıtlarının dağılımı şu şekilde oluşmuştur: zevk (%30,11), hayal gücü (%17,96), paylaşma ve iyileşme (%12,98), gelişim-çaba (%8,84), yaşam kaynağı (%8,29), eğlence (%7,73), sanat (%5,52), bağımsızlık (%4,70) ve doğa-çevre (%3,87).

Anahtar Kelimeler: metafor, çalgı, müzik.

1. Introduction

In Turkey, there has been a growing number of private music and fine arts education courses, which are in high demand and offer children amateur music education. Based on the scientific research data, music has proven to contribute to cognitive and affective development of children, encouraging parents to have their children receive private music education (Uluğbay, 2013).

In addition, there are many certificate programs, social activities and events offered by these courses, which attracts the attention of the parents in view of music education. Since the music courses are taught only hour per week at primary school curriculum, it is often hard for all the students to play musical instruments, sing songs, express themselves through music, listen to music and learn musical culture. There are many reasons for this situation such as crowded classes, lack of necessary equipment, and inadequate physical space, leading the students to find other ways to make music.

In their musical approaches and methodology, Mason, Kodaly and Orff state that the purpose of music education is to raise individuals who can understand musical patterns, develop musical literacy and make the music a part of their daily lives from an early age rather than raising professional musicians (Göğüş, 2008). Suzuki (2010) also argues that children always enjoy music, having a talent for music and being sensitive to music.

Amateur music education, one of the three main types of music education, is defined as the education received by individuals who are willing and apt to learn a branch of music depending on their interest, desires and opportunities (Uyan, 2013). Thus, it is aimed to acquire necessary musical behaviors and set of skills and to improve these while providing a sense of pleasure and satisfaction in the individual (Uçan, 2005). This non-formal education is mostly seen in playing musical instrument education, which is accepted as one of the most important dimensions of music education. This education helps the children to spend their energy in a positive way, distinguish rhythm and

sounds, gain the ability to perform music correctly and enhance their musical skills as much as possible. This has a positive impact on increasing independent performance in the children, thus contributing to personal satisfaction and emotional development (Sun and Seyrek, 2002). Music and instrument education is one of the disciplines that promotes the physical and mental development of individuals. Bozoğlu Demir and Kumtepe (2021) in their studies suggest that music education enhances muscle coordination, creative thinking skills, cognitive, affective and psychomotor fields due to orderly and disciplined individual studying especially when it begins at an early age.

The metaphor refers to individual description of the meaning of any event or phenomenon through analogy. According to conceptual metaphor theory put forward by Lakoff and Johnson, the metaphors create a firm bond between two concepts for deriving new meanings about a similar concept, establishing new understanding and making informational connections (Jensen, 2006). The metaphors are considered crucial in concretizing and visualizing abstract concepts especially in the process of learning difficult concepts and terms, and it is stated that the metaphors facilitates learning new knowledge as well as building a form of thought and vision (Morgan, 1998). Referring to contemporary metaphor theory, Akşehirli (2007) explained that, "the metaphor shows that there is not only an art of word, but one of the most basic forms of language and the human mind". In addition, he emphasized that this marked emergence of the real differences between languages in terms of conceptualizing the nature and the world metaphorically and making it more intelligible.

When the relevant literature is examined, it is observed that Babacan (2014) and Akça, Şen, and Kurtaslan (2019) have conducted studies on the concept of music in which categories produced by participants such as 'expressing music through human emotions/expressions, spirituality, and abstract concepts' and 'associating music with addiction' exhibit similarities. In the research conducted by Altun and Muşmul (2018) on the concept of music, metaphors developed were categorized under five distinct categories: music as a part of our lives, a tool for expressing emotions, music as a scientific field, a source of therapy and healing for individuals, and music as an individual (human). Çevik Kılıç and Kademli (2019) emphasized the significance of participants not generating any negative metaphors in their study with middle school students on the concept of music lessons. In addition, among the 26 metaphors generated, the most frequently used ones were, in order, friend, flower, rain, garden, tranquility, amusement park, and happiness. Düzgören and Gerekten (2017); Tez and Aydınur Uygun (2016); and Orhani (2019) found as a common result in their studies on the concept of music lessons that participants had a positive and broad perception and understanding of music lessons. However, it is noted that there is no study related to instrumental education, which holds an important place in the field of music performance. Özmenteş (2013) emphasized that instrumental education is a widespread type of education provided to students at different levels and with varying levels of readiness in various institutions in Turkey, and that instrumental education is a broad concept that can be approached from different perspectives. In this regard, this study aims to fill this gap and to make a general evaluation of the thoughts and feelings of individuals up to the higher education level regarding playing musical instruments. The objectives of the study are presented in the following:

1. What kind of metaphors do the participants who receive amateur music education imagine about the concept of playing instruments and what are the main themes?

2. Method

2.1. Study Model

This qualitative and phenomenological study aims to examine the perceptions of primary, secondary and high school students who play any musical instrument of playing the musical instruments through metaphors they develop. Phenomenological study is a type of research that reveals emotional and often intense human experiences. As a result of these studies, a mixed definition that explains the reality of a phenomenon called the main, unchanging structure or real" is obtained (Merriam, 2018, p. 24; Cresswell, 2007, p. 62). Yıldırım and Şimşek (2005, p.212) emphasize that phenomenological studies are beneficial to the describing a situation, event and phenomenon as it exists, presenting a solid, rich view about the subject, phenomenon, event and situation.

2.2. Study Sample

The study sample consists of 314 students studying in public state and private schools in Çankaya district of Ankara province. The demographic information of the participant students is presented in Table 1.

Table 1. Gender Distribution of the Students

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Female | 214 | 68,15% |
| Male | 100 | 31,85% |
| Total | 314 | 100% |

According to Table 1, 68.15% of the students were female while 31.85% of them were male. In According to Table 2, 3.82% of the students attended 1st grade, 7.96% 2nd grade, 4.46% 3rd grade, 11.78% 4th grade, 12,10% 5th grade, 17,52% 6th grade, 17.83% 7th grade, 6.05% 8th grade, 9,87% 9th grade, 3.82% 10th grade, 4.46% 11th grade and 0.32% 12th grade, respectively.

Table 2. Age and Class Distribution of the Students

| Class | Frequency | Percentage | Age | Frequency | Percentage |
|-------|-----------|------------|-------|-----------|------------|
| 1 | 12 | 3,82% | 7 | 21 | 6,69% |
| 2 | 25 | 7,96% | 8 | 18 | 5,73% |
| 3 | 14 | 4,46% | 9 | 25 | 7,96% |
| 4 | 37 | 11,78% | 10 | 45 | 14,33% |
| 5 | 38 | 12,10% | 11 | 48 | 15,29% |
| 6 | 55 | 17,52% | 12 | 61 | 19,43% |
| 7 | 56 | 17,83% | 13 | 32 | 10,19% |
| 8 | 19 | 6,05% | 14 | 15 | 4,78% |
| 9 | 31 | 9,87% | 15 | 26 | 8,28% |
| 10 | 12 | 3,82% | 16 | 20 | 6,37% |
| 11 | 14 | 4,46% | 17 | 3 | 0,96 |
| 12 | 1 | 0,32% | 18 | 0 | 0,00 |
| Total | 314 | 100,00% | Total | 314 | 100,00% |

As seen in Table 2, 6,69% of the students were 7 years old, 5,73% 8 years old, 7,96% 9 years old, 14,33% 10 years old, 15,29% 11 years old, 19,43% 12 years old, 10,19% 13 years old, 4,78% 14 years old, 8,28% 15 years old, 6,37% 16 years old and 0,96% 17 years old, respectively.

2.3. Data Collection Tools

A questionnaire form developed by the researchers was used to collect data. The first section of the questionnaire included demographic characteristics of the students. The second section of the questionnaire included a statement for exploring metaphorical opinions: "Playing the instrument is like ... because..." along with the questions related to the organization and terms of the competition.

Yıldırım and Şimşek (2005, p. 213) state that each individual can impose different meanings on the same metaphor, which means that we can elicit the answer by asking "why" for using the metaphor. While completing this statement, the students were expected to focus on a single metaphorical concept and write clearly the mental image they develop. The written answers constitute the database of the study. Metaphor-oriented studies are based on two purposes. The former is to describe the situation and the latter is to accelerate and improve the research process. In this study, the latter was selected and metaphors on abstract scientific subjects were used as pedagogical tools.

2.4. Data Analysis

The data obtained in the study procedure were evaluated by content analysis. The content analysis is used to reach the concepts and relationships that can explain the data to be achieved (Yıldırım and Şimşek, 2006). In the analysis of the data, the following stages are applied in order:

- a) Coding and categorizing: The data obtained from the students were temporarily listed and checked whether the metaphors were properly and clearly written. 314 forms were examined, and the metaphors presented in 8 forms were found to be unreasonable and meaningless and thus were excluded from the scope of the study. The final study was conducted on 306 forms.
- b) Compiling sample metaphors: At this stage, a sample metaphor list was created to represent each one of a total of 72 metaphors.
- c) Developing categories: The metaphors of developed by the students were examined in terms of music education. At this stage, based on the example list, how and why the students supported their metaphors with reasons was detected and 9 different conceptual categories were developed.
- d) Reliability and validity: At this stage, the data collected were coded independently by two experts. The lists of 72 metaphors and 5 conceptual categories obtained were given to another specialist and were asked to match them. After this process, consensus and disagreement terms were compared. Miles and Hubermann's formula was used (1994, p. 64) "Reliability=(consensus): (consensus + disagreement) x 100". The expert only associated the metaphors of freedom and immortality with a different category than the researcher. In this case, the reliability was calculated as $reliability = 70 / (70 + 2) \times 100 = 97$.
- e) Digitalising the data: All the data were transferred and converted into digital versions on the computer. Then, the number of participants (f) and percentages (%) were calculated, representing 72 metaphors and 9 conceptual categories.

2.5. Research Ethics

The ethical committee of the institution approved the study and then the researchers informed the participants about the study and the participants gave their consent via signing a consent form. Their names are kept anonymous.

3. Findings

3.1. The Metaphors Developed by the Students for Playing Musical Instruments and the Determined Themes

The results of the analysis of 306 questionnaires revealed that the students developed a total of 72 different metaphors for playing the musical instrument. The frequency and percentage distributions of these metaphors, categorized into nine main themes including entertainment, pleasure, art, nature-environment, dream, development-effort, life source, independence, sharing-recovery, are presented in Table 3.

Table 3. The Metaphors Developed by the Students for Playing Musical Instruments and the Determined Themes

| Themes | Metaphors | f | % |
|----------------------|---|-----|-------|
| Pleasure | peace (f:31), happiness (f:30), self-expression (f:15), excitement (f:10), privilege (f:5), passion (f:4), food (f:3), love (f:3), addiction (f:2), confidence (f:2), book (f:2), stress ball (f:1) | 109 | 30,11 |
| Imagination | flying (f:21), another world (f:13), dream (f:10), sound of living (f:7), dreams coming true (f:5), infinity (f:3), rainbow (f:2), god (f:1), magic (f:1), walking hands (f:1), wandering the world (f:1) | 65 | 17,96 |
| Sharing and recovery | Therapy (f:14), comfort(f:12), calmness (f:10), psychic drug (f:5), friend (f:3), transfer of emotions (f:2), confidence (f:1) | 47 | 12,98 |
| Development-effort | School subject (f:8), work (f:6), child (f:3), cooking (f:2), dance (f:2), walking (f:2), working (f:2), flying (f:1), riding a bike (f:1), cat (f:1), swimming (f:1), weightlifting (f:1), privilege (f:1), sports (f:1) | 32 | 8,84 |
| Life source | Life (f:13), breath (f:6), rest (f:4), eating (f:3), sleep (f:2), love (f:1), walking (f:1) | 30 | 8,29 |
| Entertainment | Fun (f:13), play games (f:10), excitement (f:2), holiday (f:1), amusement park (f:1), dancing (f:1) | 28 | 7,73 |
| Art | Reading/ Writing a poem (f:7), artwork (f:7), picture (f:4), dance (f:1), football (f:1) | 20 | 5,52 |
| Independence | Freedom (f:10), flying (f:5), bird (f:1), infinity(f:1) | 17 | 4,70 |
| Nature-environment | Flower (f:4), river (f:4), sea (f:2), rising sun (f:1), forest (f:1), waterfall (f:1), listening to the nature (f:1) | 14 | 3,87 |
| Total | | 362 | 100 |

As seen in Table..., most of the metaphors belong to the themes of “pleasure” and “imagination”, which are followed by sharing and recovery, development-effort, life source, entertainment, art, independence and nature-environment themes respectively. All the metaphors developed by the students are explained in view of the themes in detail below.

Theme 1: Pleasure

The “peace” (f 32) metaphor, which stands out in Theme 1, explains that the students are far from the problems of daily life and feel relaxed as they only focus on playing the musical instruments. “Happiness” (f: 30) and “Food” (f: 3) metaphors indicate that the students enjoy playing the musical instruments. Since playing the musical instrument also means sharing emotion, it was associated with “self-expression” (f: 15), “Passion” (f: 4), “Love” (f: 3), “confidence” (f: 2). As a way of learning new things, it is also associated with “Excitement” (f: 10) and “Book” (f: 2). Due to its continuity, it is associated with “Addiction” (f: 2) while it is associated with “privilege” (f: 5) as it requires great effort. It is associated with the “stress ball” since it offers a way to relieve stress. Below are examples of the metaphors of the students:

Playing the musical instrument is like a happiness because it cheers me up whenever I am depressed.

Playing the musical instrument is like a stress ball because I’m escaping my stressful life.

Theme 2: Imagination

In Theme 2, the students used “flying” (f: 21) and “another world” (f: 13) metaphors to associate playing the musical instrument with freedom and excitement. They used “Dream” (f: 10) infinity (f: 3), wandering the world (f: 1), magic (f: 1) to stay out of the reality. Since it reflects one’s feelings, they associate it with “The sound of Life” (f: 7). As they consider it as a tool to reach their ambition in life, they associate it with “Dreams coming true” (f: 5). Since playing the musical instrument gives a feeling of walking, it is described as “Hands Walking” (f: 1). As they associate the notes with colors, they use “Rainbow” (f: 2) and “God” (f: 1) metaphors. The metaphor examples of the students are given below.

Playing the musical instrument is like a god because you are the Creator, you are the one who gives life to the notes. You don’t have limits.

Playing the musical instrument is like flying because I feel like I’m floating in the air while playing the piano in a rhythm.

Playing the musical instrument is like a dream because it makes me feel like I’m diving into a different world from everyone and everything, just like a dream.

Theme 3: Sharing and Recovery

Since the students consider playing the instrument as a means of expressing themselves, colloquial language and sharing emotion, they associate it with “Therapy” (f: 14), “The medicine of the soul” (f: 5), “Friend” (f: 3), and emotional transfer “(f: 2). They associate it with “relaxation” (f 12) and “Calmness” (f: 10) as it gives comfort. They also associate it with “confidence” (f: 1) for feeling themselves well. The metaphor examples of the students are given below.

Playing the musical instrument is like therapy because it helps me to discharge negative energy out of me.

Playing the musical instrument is like the medicine of the soul because every time I play my guitar, all my depression ends.

Playing the musical instrument is like a friend because I can forget about my problems while playing.

Theme 4: Development-effort

In Theme 4, as the students believe that educated people should play the musical instruments and it requires work discipline, they associate it with "Lesson" (f: 8), "Work" (f: 6), "Study" (f: 2). They describe it as "Child" (f: 3) since playing the instrument requires interest, "cooking" (f: 2) as it requires using hands, "Flying" (f: 1), "Walking" (f: 2), "Weightlifting" (f: 1), "Swimming" (f: 1), "Sports" (f: 1) as it helps developing skills, "Dance" (f: 2) as it promotes self-expression, "Cat" (f: 1) since it is ungrateful, "riding a bike" (f: 1) as it is easy and entertaining and finally "privilege" as it requires much effort. The metaphor examples of the students are given below.

Playing the musical instrument is like having a brother or child because you can learn a lot with him/her, you can learn a lot. You grow up with him/her. Even your view of life changes sometimes. The joy of life rises. That is why it is my passion is that I can never give up.

Playing the musical instrument is like weightlifting because at first it is hard, then it becomes easier. It proceeds from the easiest to the hardest. When you lift it one time, you want to lift it again.

Playing the musical instrument is like walking because we first learn the basic steps and then we start walking. We start running after accomplishing it. While playing the piano, you pass the same phases and watch your fingers run on the piano after a while.

Theme 5: Life source

In this theme, the students associate playing the musical instruments with "Life" (F: 13) metaphor by matching it with excitement, difficulty, hope and growth. They describe it as "Breath" (F: 6) because it is vital, "rest" (F: 4) because it relaxes, "Food" (F: 3) because they enjoy, "sleep" (F: 2), because it is a basic need, "Love" (F: 1) because they play eagerly and "walking" (F: 1) because it gradually develops. The metaphor examples of the students are given below.

Playing the musical instrument is like eating because one of the rare things that I enjoy doing is playing the instrument.

Playing the musical instrument is like breath because I feel that I live while playing.

Playing the musical instrument is like life because you start slowly, then accelerate, start running. When you look back, your failures and successes are left behind you.

Theme 6: Entertainment

In Theme 6, as the students enjoy playing instruments and are happy, they associate it with "Fun" (f: 13), "Play Games" (f: 10), "Excitement" (f: 2), "Amusement park" (f: 1). They associate it with "holiday" (f: 1) since it gives comfort. They associate it with "dancing" (f: 1) for communicating emotions. The metaphor examples of the students are given below.

Playing the musical instrument is harmonious like dancing because you tell the other side by opening your feelings. It makes me happy to communicate my thoughts in this way.

Playing the musical instrument is like playing games because it gives you pleasure.

Playing the musical instrument is like an amusement park because playing the instrument is very enjoyable.

Theme 7: Art

In the theme of art, as the students express their feelings by playing the instruments, they associate it with "Writing/Reading Poetry" (f: 7) and "Dance" (f: 1), "Art Work" (f: 7) as it requires effort and skill, "Picture" (f: 4) as it matches with colours, "football" (f: 1) as it connects football with art. The metaphor examples given by the students in the art theme are given below.

Playing the musical instrument is like a work of art because it makes me think that I play very well when everyone looks at me with positive energy and pure attention while playing. Playing the piano is a work of art.

Playing the instrument is like reading poetry because in a sense, my mind, brain and emotions are divulged while playing the musical instrument I have played. I convey my thoughts and feelings to others. I touch upon their feelings.

Theme 8: Independence

In the theme of independence, the students associate playing the musical instrument with "Freedom" (f: 10), "Flying" (f: 5), "Bird" (f: 1) since it helps expressing themselves and feeling free, "infinity" (f: 1) because they feel like navigating in the infinite space. The metaphor examples given by the students in the theme of independence are given below.

Playing the instrument is like infinity because I feel like navigating in the infinite space when I play the instrument.

Playing instrument is like freedom because it makes people happy. It improves people's communication with each other and strengthens our social relations.

Playing the instrument is like freedom because I share my happiness, joy and sadness while playing. It makes me comfortable and happy. People listening to me makes me happy.

Theme 9: Nature-environment

In the theme of nature-environment, the students associate playing the musical instrument with "Flower" (f: 4) because it requires interest, "River" (f: 4) because they associate time passing and comfort, "sea" (f: 2) because it is connected with infinity, "Forest" (f: 1), "Waterfall" (f: 1) and "Listening to Nature" (f: 1) because it gives peace, and finally "rising sun" (f: 1) because it illuminates man. The metaphor examples given by the students in the theme of nature-environment are given below.

Playing the instrument is like the rising sun because it illuminates people.

Playing the instrument is like a flower because, you decline over time if you show little interest though you don't forget. But you can reach advanced levels if you show interest and work.

4. Discussion and Conclusion

As a result of the study, it was revealed that the students produce multiple different metaphors about the concept of playing the instrument. 9 themes were determined. 30.11% of the students were categorized under pleasure, 17.96% of them imagination, 12.98% of them sharing and recovery, 8.84% of them develop-effort, 8.29% of them life source, 7.73% of them entertainment, 5.52% of them art, 4.70% of them independence and 3.87% of them nature-environment themes. When the explanations of the students are examined, it is seen that the expressions such as "It is like happiness", "It is like peace", "It is like flying" are frequently used.

The first category, 'joy' (n=30,11), has been the category with the most generated metaphors among the themes examined in the research. In the metaphorical sentences produced by the participants within the theme, words such as peace, happiness, and self-expression stand out. It can be observed that the themes of 'happiness, entertainment, and peace,' which were prominent in Tez and Aydıner Uygun's (2013) study on the concept of music, overlap with the metaphors generated by students related to playing musical instruments in this study. In general, it can be said that instrumental education, which is one of the dimensions of music and music education, is one of the most natural ways for an individual to experience positive emotions in their inner world and use music as a tool to express these emotions.

The second category, 'imagination' (n=17,96), has been the second category with the most generated metaphors in the research. When we look at the metaphors generated most frequently within the theme, expressions like flying, another world, and dreams stand out. The Orff method, one of the special teaching methods, aims to enrich a child's imagination and provide them with a musical environment by using Orff instruments, thereby enabling self-expression (Çevik, 2007). Many other special teaching methods, such as the Suzuki and Kodaly methods, also support the emergence of these elements in the participants' education, as they aim for the child to enhance their creativity and imagination through musical instruments.

The words therapy and medicine for the soul in the sharing-healing (n=12,98) category were the most preferred expressions. Hallam (2001) saw music as the starting point of the individual's emotions and expressions, as a therapy tool that can affect people's emotions and also has the power to heal. It can be said that the importance and awareness of the healing aspect of music since ancient Greece has contributed to the spread of music therapy methods, and the benefit of students from the healing and relaxing aspects of instrument training, especially during exam periods.

In another category, the theme of 'source of life' (n=8,29), when the relevant literature is examined, it is parallel to Babacan's (2014) study involving AGSL music students, where students perceive music as a source of life. It is also similar to the findings from the studies of Düzgören and Gerekten (2017), which relate to the concept of music being akin to breathing, eating, and drinking."

As a result of the metaphors produced with the theme of development-labour (n=8,84), the words lesson, work and child came to the fore; It can be said that students see playing instruments as a responsibility and a process. Instrument training is a complex process that requires disciplined and regular work and requires the individual to do individual daily work outside of class in order to improve. As a result of the answers given, it can be said that the students have assumed the requirements and responsibilities of playing an instrument and have reached the awareness that they need to make efforts to improve.

Within the theme of fun (n=7,73), it was observed that the participants matched the expressions of having fun and playing with playing an instrument. It can be said that playing instruments has become gamified and fun with this theme. Again, in Babacan's (2014) study, it was similar to the category of "music is exciting, fun and enjoyable". New teaching methods, especially those that have emerged in recent years, have begun to be designed on the basis of children learning by playing and presenting knowledge through gamification. Traditional methods have given way to more entertaining books that include children's sticker, coloring and playing activities.

The inclusion of expressions such as writing/reading poetry, painting and dance within the theme of art (n=5.52), which is included in another theme, was similar to the category of "associating with artistic concepts" in the work of Akça, Şen and Kurtaslan (2019). According to Aristotle, 'art and the creation of artistic works are seen as a poetic creation, an important intellectual activity. Playing an instrument and producing the product of the played piece can also express the existence of a personal artistic product creation cycle.

"The theme of 'independence' (n=4.70) within the themes stood out with words such as freedom, flying, bird, and infinity. However, when examining the relevant literature, it was found that expressions of this kind were not present in metaphors related to the concept of music and music lessons. In the dimension of playing an instrument, feeling oneself free and independent, and the expression of emotions and thoughts through music and playing an instrument, may lead an individual to perceive these elements as factors that make them feel independent.

In the last category, the theme of 'nature-environment' (n=3.87) was associated with words such as flowers, river, and sea. It was observed that similar responses were obtained within this theme as in the metaphors produced by students in the studies conducted by Çevik Kılıç and Kademli (2019), such as 'flower, rain, garden'."

Based on the results, it is seen that the students do not describe any negative metaphor for the concept of playing the instrument. This reveals the importance of the metaphors developed in line with the students' desire to make music instinctively. As it is known, instrument education is a type of education that requires the individual's personal development, helps expressing his/her feelings and thoughts easily, acquiring new skills and encouraging, unifying and discipline while it enables the development of creativity in the person.

For this reason, the dissemination of instrument education and the accessibility of this training can be increased in the hands of the state. In order to obtain an instrument and to demand this training, the material is caused by this education to reach only families with a certain economic level. In order for the equality of education to be applied for each individual, it can be ensured that the centres and projects that provide free instruments and instrument training can be expanded. The instrument education can be offered to younger age groups. For this purpose, it can be supported that educators for instrument education in young age groups develop themselves and participate in the certificate programs of new approaches. In addition, this study can be applied to different types of instruments and different age groups.

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