

## THE ANALYSIS OF LEARNING MODALITY OF MUSIC TEACHER CANDIDATES

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### ABSTRACT

The researches on learning styles have put forward the necessity that during music education in different dimensions dominant learning style preferences should be used in learning process, their relationships with musical assignments and effectiveness. Besides, it is seen that teaching methods which make learning easier according to visual, auditory and kinesthetic learning qualities are suggested in musical learning. The purpose of this research is to determine learning modality of teacher candidates in Music Education Department and analyse them according to different variances. In this research, in which the relationship between learning modalities of music teacher candidates and their levels of gender, class, age, individual instrument and academic success is analysed, relational screening model has been used. 113 students who have been going on education in the Department of Music Education in Necmetin Erbakan University A.K.E.F. during 2014-2015 academic year comprise the sample of the research. The data which have been obtained in the research have been gathered via personal information form and BIG16 Learning Modalities Inventory, developed by Şimşek (2002). The inventory consists of 48 items and three learning modalities as visual, auditory and kinesthetic take part. In the result of the research, it has been concluded that more than the half of music teacher candidates (%60,2) mainly prefer using a mixed visual-auditory-kinesthetic modality. It has been determined that there is not any significant variation between gender, age, class, individual instrument, general academic average variances and their learning modalities.

**Key Words:** Music Education, Music Teacher Candidates, Learning Modalities.