# Opinions of Music Teacher Candidates on Determining the Suitability of the Distance Education Model for the Voice Education Course

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## ABSTRACT

The human voice, which is a natural and unique instrument, has a fundamental importance in expressing ourselves in life, both in communication, in the arts of oral and the art of singing. Therefore, using a person's vocal potential in its best, using the voice in its natural state and preserving vocal health are extremely sensitive and important issues. Therefore, the best realization of the objectives determined in voice training depends on the quality of the trainer and the training process. In the Voice Education course under the Music Teaching Undergraduate Program, one of the goals is to teach the music teacher candidate to use their voice, which is their most basic and natural instrument, in the best ways of speaking and singing, while also teaching about the protection of vocal health and preserving and improving the voice in its natural state. A music teacher candidate who receives such qualified voice education is able to apply what theır learning in their practical life as knowledge and behavior, while using their own voice correctly and setting a good example for their students, they will also train their students well to protect their vocal health. Therefore, adequate and qualified education should be given to music teacher candidates at the level of knowledge and practice in the field of voice education. Due to the Covid 19 pandemic, voice education lessons in the Music Teaching Undergraduate Program have been taught with the distance education model for a while. Unfortunately, it is concluded that voice training lessons based on practice are not suitable for online lessons with distance education. In the light of this view, the purpose of this research is to determine the suitability of the distance education model for the voice education course in the context of the opinions of the music teacher candidates. The results of this research, in which the scanning model and qualitative research method were used, indicate that the distance education model is not suitable for the voice education course, being an applied course.
**Keywords:** Distance education, Model, Voice education, Music, Teacher candidate

## INTRODUCTION

In the context of rapid changes and developments in the field of science and technology, the current age we live in is called the "information age". Knowledge has become the most important tool for development and change today. However, it is important and necessary not only to access information, but also to establish an understanding that prioritizes producing and managing information. Thus, societies could achieve their goals of being endurant and sovereign (Tuncer and Taşpınar, 2008, p.141).

Gültan (2003, p. 47), defines the information society as a society in a network structure where information spreads rapidly on a global scale and accumulates continuously, concepts such as flexibility, creativity and innovation are determinative, educated individuals are at the forefront and interaction is high (As cited in Birkök & Vuranok, 2010, p. 429).

Change is often expressed as the behavior of adapting to the conditions of the day by giving up old understandings and habits. Accordingly, it can be said that change is the process of learning new concepts and techniques compatible with the developing world, adapting them to personal life and reaching a better standard of living. As individuals and institutions are in a constant move to adapt to the environment and to maintain their existence they need to keep up with change. In this context, the field of education, as in all other fields, is one of the fields where changing conditions, developing methods and techniques are most applied (Odabaş, 2003, p. 2).

Education has been defined in different ways according to each philosophical system and psychological approach, and most of these definitions have attributed a purpose to education. According to research, education can be defined as the process of creating desired biochemical changes in the brain as a result of physical stimulation (Sönmez, 2007, p. 5). In general, it is essential that the individual learns by doing and experiencing, in the realization of the educational process, which can also be defined as the process of gaining or changing behavior in a willful and deliberate way, through his own life. In this context, the aim of a qualified education should be to

train individuals at the highest level in a balanced way in terms of cognitive, affective, behavioral and social aspects in line with their interests and abilities.

Tanilli (1989, p. 16) explains the aim of education today as the development of a balanced personality whose innate abilities have been revealed and the person gained new abilities, the person is able to adapt to new situations, and know how to change and correct themselves. The main lines and objectives of education are to make people aware of their place in the world by adding universal cultural values to national cultural values, to enable them to evaluate their past, present and future correctly, to give them the confidence that they can determine their future, and to teach them that they can sustain the forces of nature under their dominion without being suppressed by these forces.

There are the following features on the basis of education (Sönmez, 2005, p. 37):
• Taking human as an object,
• The present condition of the object is considered insufficient,
• Changing the object in the desired direction,
• Adjusting the environment for this purpose; consistent, effective tools, strategies, methods, techniques, etc. activation of stimuli
• Whether the object acquires the desired behaviors (targets) needs to be polled.

Since education constitutes a base for individuals and society, societies aim to raise individuals with the qualifications they need, while individuals try to develop themselves in accordance with the rules of the new world order in order to meet the demand of their societies. This development becomes possible with the countries' restructuring of their education programs (Tuncer and Taşpınar, 2008, p. 126).

In addition to the process defined as globalization in the world since the last quarter of the twentieth century, advances in new communication technologies have led to extensive changes in the field of education. The fact that neo-liberal economic policies, which form the basis of globalization, are being implemented in many countries, is the reason why education systems are deeply affected by the pressures of globalization and there are transformations in education that will meet the requirements of the new era. At this point, the field of higher education has been one of the fields where the effects of these transformations have been directly observed in recent years. Although universities have experienced different transformations throughout its long history, Peter Scott (2002, p. 193) states that no other factor has been able to achieve the transformation that globalization has created on the university since the day it first emerged. According to Scott (2002, p. 198), the university has faced three important problems in the face of globalization. These are the change of the basic role of universities, the emergence of financial difficulties and the changes that communication technologies have created in the universities (Cited by Çelik 2016, p. 119, 120).

The increase of advances in information and communication technologies has led to an increase in the tendency towards technology-based teaching in universities. Technology-assisted teaching is defined; comfortable, self-paced, individualized and interactive, cheaper and faster, flexible in terms of space and time. It is thought that technology increases and expands the learning opportunities of people who do not have the opportunity to access information (Yang & Vidovich, 2002, p. 216).

Toker Gökçe (2008, p. 1) states that the need for renewal required by being a modern society directs individuals who cannot benefit from the education system formally to try the distance education method. Thus, distance education, which provides access to information without time and place limits, and provides independent and flexible learning opportunities in the learning process, has made a significant contribution to the spread of lifelong learning (Bakioğlu & Can, 2014, p. 16; Torkul, 2012, p. 42).

Gülnar (2008, p. 262) defines distance education as an education system in which an effective method is followed in accessing information resources and providing students with these resources, technology is utilized at the highest level, and the learner and the teacher are independent in place and time. As it can be understood from this definition, it is not possible to consider distance education and technology separate from each other. The development in technology seems to be the most important factor in the spread of distance education. However, what is important in distance education is not only advanced technological opportunities, but also increasing the quality by using these technologies in an appropriate and planned way.

Distance learning is also defined as a modern and effective form of learning that can be presented independently of place and time, and includes features such as configuring and updating educational materials appropriately and

flexibly in the electronic environment, integrating different technologies into the learning process and using them 24/7 (Yamamoto and Altun, 2020, p. 30).

Another definition of distance education is that a teaching method carried out from certain centers, aiming at self-learning of the individual, and providing educational content with specially prepared tools and various environments for learners (Banar & Fırat, 2015, p. 18). It is seen that not only university students, but also professional individuals are included in distance education programs. The distance education model can be used for inexperienced teachers at the beginning of their professional lives and for the continuous training of experienced teachers to improve themselves professionally. In this way, it is possible to reach wider masses more economically and in a short time (Banks et all, 2007, p. 13).

In many countries three main reasons for the dissemination of distance education are geographical distance, social imbalance and individual problems (Odabaş, 2003, p. 3). Here distance education can be understood as the interactive exchange of data with advanced technological equipment for all segments of society often far from each other. As a result, distance education can be considered as a modern type of education that offers equal opportunities in education to people who cannot receive formal education due to time, place, age, geographical barrier, financial difficulties, business life, health and family problems (Odabaş, 2003, p. 15).

The main focus of the distance learning model is learning content rather than student-teacher communication. While designing distance education, many variables such as material quality, communication style, and transfer of information to students need to be carefully planned (Tuncer & Taşpınar, 2008, p. 132, 133).

According to Can (2020, p. 41), the planning and coordination of distance education services, the adequacy of the infrastructure of the system, effective management and control are of great importance, as they differ from the management of formal education institutions. In particular, the creation of the infrastructure, the planning of the lessons and the creation of the course content should be handled and maintained with a holistic approach.
With a similar approach, it is not correct to plan educational activities by considering only teachers, students, or the content of a certain subject area. The education system is the organization of certain elements to work in cooperation and to form a whole, in order to achieve certain goals. The education system is like any other system. It consists of "input, process, output and evaluation" elements. Any change, deficiency or misoperation in any of these interacting elements will affect the operation of the system and the quality of the product to be obtained (Tan and Erdogan, 2004, p. 5).

On the other hand, as a result of scientific research, it has been determined that the human organism's ability to adopt innovations is limited in the face of a rapidly changing world. Although a person can adapt to rapid changes, in order to assimilate these changes one needs to be managing in their life while establishing a relationship between new events and their past, which is essential to evaluate the new situation. It has become more difficult for modern people to experience this processing. In the face of rapid changes in the world, the values adopted in one generation in some societies are completely rejected in the next generation. The speed of change does not allow people to distinguish between right and wrong when making decisions, so behaviors often do not go beyond simple reactions to situations encountered in an instant and unexpected way, rather than being future-oriented. In addition, when the human brain is overloaded with information and stimulation, it cannot function properly, and in some cases, even severe and permanent damage may occur (Geçtan, 1992, p. 24, 25). For this reason, this fact should be taken into account in the education of the individual, and what, how, how much and how to give should be considered and applied correctly.

In the current period, due to the pandemic, education has been carried out for a long time with the distance education model. Distance education, which is considered as an important requirement of the modern age, is a result of the contemporary world, showing our ability to adapt to our age and the digital education contents when we consider its content, quality and accessibility. It ensures the continuity of education-teaching activities while eliminating age, time and place limits (Sözen, 2020, p. 1). However the scientific researchers are working to determine the status of distance education compared to traditional education today. Studies have not yet been able to clearly confirm the assumption that distance education has a higher quality than traditional education (Tuncer and Taşpınar, 2008, p. 125).

Since face-to-face education is not a possibility due to the current pandemic, courses in every field and level have been taught with the distance education model for a while in order to continue the education process and for the students to not to be deprived from education. Distance education, which is an education system that has increased its popularity with the development of technology in the 19th and 20th centuries, has come to the agenda again as an option that can completely replace face-to-face education, despite all historical indications that it will be

insufficient on its own (Can and Köroğlu, 2020, p. 370). However, apart from the aim of catching up with the speed of information, a significant superiority of the institutions that provide distance education in all the remaining stages has not been revealed yet over the traditional institutions (Tuncer and Taşpınar, 2008, p.130). In this context, it would be correct to consider the distance education model not as an option against the traditional education system, but as an educational technology that complements the traditional education processes (Uşun, 2006, p. 21).

For the purposes of ensuring social progress and development, as in all areas of education, the needs for knowledge of teachers who will train people should be met with appropriate environments and methods. For a healthy social structure to emerge, teachers' ability to train new generations in line with the needs of modern society depends on their being equipped with necessary, sufficient and up-to-date information. In this context, especially newly graduated young teachers should at least have knowledge about the latest technologies used. It is one of the primary duties of a country to train teachers who have the qualifications to train people who have adapted to the age. One of the most important advantages of developed countries is to have qualified people trained with a modern understanding of education (Gelen, 2008, p. 41; Cited by Birkök and Vuranok, 2010, p. 432).

When the distance education model is compared with the practices in teacher training and transferring information to teachers, it is seen that the practices in Turkey are still in their infant years. Due to reasons such as lack of resources, limited budget, and lack of training of personnel, sufficient studies cannot be currently carried out on this subject in a satisfactory level (Uşun, 2006, p. 273).

When an evaluation about teacher training in the field of music education is made, the teaching profession in general is directly related to speaking and it requires the use of the voice for long periods of time. In the field of music education, instructors have to use their voices more as they both speak and sing while teaching. In this context, music teacher candidates can be equipped to provide an effective voice education service in the future, with a qualified education approach to be offered to them. For this reason, it is of great importance that in addition to basic vocal training techniques and song repertoire, students who are responsible for their education in the future receive adequate training in vocal training methods and techniques, vocal characteristics and protection of vocal health. Thus, the realization of qualified music education through qualified music teachers will enable the training of individuals who love music, have developed aesthetic feelings and are creative.

The general purpose of the "Voice Education" course in the music teaching undergraduate program is to enable the music teacher candidates to use their voices in their natural state and in the best way while preserving their vocal health. However, since it is an individual course that is difficult to understand, individual differences should be taken into account in education, and knowledge and skills should be given to each student in ways that each student can comprehend.

Voice training is the process of acquiring the necessary behaviors for the individual to use his/her voice accurately, beautifully and effectively, with a certain technical and musical sensitivity, in line with artistic and educational purposes in accordance with its anatomical and physiological characteristics (Çevik, 1999, p. 37). This process covers the theoretical foundations and effective experimental practices necessary for the development of the individual's speaking and singing skills.

The human voice, which is basically used as a communication tool in life, is also an aesthetic expression tool in oral arts and music art. Either way, it allows people to express themselves directly and naturally. According to Vennard (1967, p. 165), the human voice, defined by Green (1975, p. 3) as the only unique instrument, is a more romantic instrument than other musical instruments, since it provides direct expression of emotions and belongs to one's own body.

According to Ömür (2001, p. 7), the art of singing is more specific than speaking. However, every person can sing well and develop their voice if they learn to use their voice correctly. The truths for speaking or singing are one, and when they are followed, the risk of health and voice problems will be greatly reduced.

Ware (1999, p. 49), states that voice pedagogy is about helping students to develop their technical skills and musical expressions, both systematically and methodically, but also creatively and flexibly, through the presentation of comprehensive knowledge and complex skills. Therefore, being a good voice trainer requires not only having competent qualifications in vocal techniques, but also acquiring advanced, versatile and advanced teaching methods (As cited in Wei, 2006, p. 27). Cynthia Hoffmann (2003) explains that her role as an educator is to "help young students become artists who can express themselves more freely in terms of musical performance and to support their musical performance and expression skills physically, spiritually and mentally in order to

achieve this" (Cited by Jung, 2010, p. 20). However, it is not possible to realize these approaches and goals in voice education through the distance education model.

In the light of the explanations made so far, it is thought that the voice training courses in the Music Teaching Undergraduate Program are not suitable for live lessons with distance education, especially since they are practical. It is because mental and physical relaxation, correct posture, breathing and vocal exercises, and song performance exercises (rhythm, melody, correct pronunciation of words, correct use of breathing in the right place, nuance studies, etc.) are exercises that should be done face-to-face with the trainer and repeated over and over when necessary. In addition to the many problems experienced in the distance education process, the fact that some students do not have the necessary environment and facilities to conduct remote live lessons prevents them from taking the lessons in an efficient and qualified manner. Students had to study this course as distance learning, one semester (spring) in the 2019-2020 academic year and both semesters (fall and spring) in the 2020-2021 academic year. Based on these reasons stated above and in line with the purpose of this research, it was thought to conduct this study in order to determine the suitability of the distance education model for the voice education lesson by interviewing the students.

**PURPOSE AND IMPORTANCE OF THE RESEARCH**
The aim of this research is to determine the suitability of the distance education model for the "Voice Education" course, which is an applied course in which the basis of correct, beautiful and effective speaking and singing is laid in line with the opinions of the music teacher candidates. As far as known, there is no other study in this field that is done in Turkey, which adds to the importance of this research.

**METHOD**
In this study, "Scanning Model" and "Qualitative Research Method" were used. Survey models are research approaches that aim to describe a past or present situation as it is. The event, individual or object that is the subject of the research is aimed to be defined in its own conditions and as it is, no effort is made to change or influence it in any way. Although screening models are applied alone in a research, it is not likely to have a research model without screening (Karasar, 2002, p. 77). "Qualitative research is a research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic way" (Yıldırım & Şimşek, 2004, p. 35).

**DATA COLLECTION TOOLS**
In this study the data were collected through literature review and interview technique. Literature review is the reading and selection of existing information, thoughts, discussions, speculations and findings related to the research area in order to achieve a certain purpose and evaluating them in an effective critical way (Ekiz, 2003, p. 173). For the literature review, it is recommended to scan the literature especially in recent years and to reveal the direction of the trends in the world, and to conduct a comprehensive review in a way to reach both the domestic and foreign literature (Demirel, 1999: 101). In line with this information and the purpose of this research, the domestic and foreign literature on the subject has been tried to be examined.

The interview technique can be done face-to-face, as well as with written questionnaire forms (Demirel, 1999, p. 101). Briggs (1986) argues that the interview is the most common data collection method used in research in the field of social sciences. According to Briggs, the interview method is a very effective method in obtaining information about individuals' experiences, attitudes, opinions, complaints, feelings and beliefs (Cited by Yıldırım & Şimşek, 2004, p.105). The success of the interview largely depends on the selection of an unbiased sample, and this is an important stage and task for the interviewer (Balcı, 2004, p. 161).

In the research, "semi-structured interview form for students" was used. The interview was conducted with a total of 20 students who have been studying at Buca Education Faculty, Fine Arts Education Department, Music Education Department and who have taken voice education lessons. For this purpose, the prepared interview form was evaluated by 4 voice education experts, 2 music education experts and 2 educational science experts, and the number of items was determined as 12 at the end of these evaluations. While preparing the interview questions, care was taken to ensure that they are clear and understandable, written in a plain language, have the quality to serve the purpose in terms of content, and that there is harmony between the questions.

Interview form that is prepared for students includes the categories of "Lesson Duration, General Problems, Problems with the Use of Sound, Learning-Teaching Process, Application in the Professional Field". The interview form, which was pre-tested with 5 people, was applied to a total of 20 students. Interviews with individuals, recorded by voice interviews and by taking notes during interviews were converted into text. The analysis of the

texts was done with the descriptive analysis method. For the validity of the analysis, the records were analyzed by transcription by two different researchers. In order to determine the validity of the data obtained, the data were confirmed by comparing them to the data source. Interview form for students is in Appendix 1.

## DATA ANALYSIS TECHNIQUES
In the research, the questions prepared for the students were divided into categories. After, the answers given for each question were divided into sub clusters according to the frequency of use, and sample sentences related to each category were determined among similar sentences.

## FINDINGS AND COMMENTS
In this study, which was conducted to determine the suitability of the distance education model for the voice education lesson, the following findings were reached when the answers of the music teacher candidates to the interview questions were evaluated:

### Category: Lesson Duration
Question 1: "Is the voice training you receive during the distance education period sufficient in terms of weekly lesson hours, since the lessons are limited to the designated session hours?" While 10 students gave a negative answer to the question, stating that the time was insufficient, 10 students gave a positive answer and stated that it was sufficient. Overall, students who gave negative answers stated that there were technical problems in attending and continuing the course, and sometimes the course ended before it was completed, as well as the course was insufficient in terms of theory and practice and in terms of content. When the answers of the students who gave positive answers were evaluated it is found that 5 students stated that it was sufficient because they did not have problems with attending and connecting to the course, 5 students stated that it was actually insufficient, but they gave a positive response although online education created more burden than formal education and they had problems focusing. Examples of their sentences:

1st student: "Already, while it is difficult enough to teach online, we also experience problems such as the stress of not having enough time, and the meeting being ended in the middle of the study due to the course time."
Student 7: "It is not enough, because it is only one hour of lecture, and one hour is insufficient in terms of content."
Student 16: "It is not enough, because even in face-to-face education some issues may be missing in a one-hour lesson, but now we are either late or unable to attend the lesson due to connection errors in most lessons. So, an hour a week is very little."
3rd student: "We could find the opportunity to work with our teacher more often in formal education. We could find the opportunity to work more outside of class hours. Now, we do not have such a chance, as we are both seniors and receiving online education. Although more is needed for our education, online education has placed a greater burden on us than formal education. That's why I regretfully say enough."
15th student: "Sound training lessons are sufficient since we don't have any problems with attending and connecting."

### Category: General Issues
Question 2: "What are the most common problems you encounter in the distance education process?" When the answers given to the question are evaluated, overall the issues were connection problems, problems caused by the devices they use, problems with the online system, audio transmission and communication problems, inability to focus on lessons, decrease in communication with teachers and efficiency of lessons, etc. are noted. Some examples:
2nd student: "There are internet connection problems and sometimes the system freezes, which are the most common problems I encounter. There is also a concentration problem."
5th student: "Connection problems, the decrease in our communication with our instructors and the decrease in the efficiency of the lessons are the most common problems I experience."
17th student: "I have problems with the seldom disconnection from the internet during the education and the sound transmission from the microphone and expressing myself in the lessons. It is not possible to have sincere and comfortable communication as in face-to-face education. Sometimes not seeing our teachers in the lessons disrupts class participation, attention, concentration and motivation."

### Category: Problems Related To Use Of Voice
Question 3: "What are the most common problems you encounter in voice training courses during the distance education process?"
a) Relating to mental and physical comfort
b) Regarding correct posture
c) Pertaining to diaphragmatic breathing

d) Relating to voice-breath connection and correct sound reproduction
e) Relating to receiving the sound in the resonance region (timbre-vibration)
f) Register related (head voice-chest voice transitions)
g) About rhythm, melody, intonation and articulation
h) Relating to musical singing and interpretation
ı) Apart from these, is there any problem you would like to add, and if so, what is it?

Mental and physical comfort, correct posture and musical singing are most frequent answers to this question. Also, opinions have been expressed about diaphragm breathing and the sound-breath connection, about taking the sound into the resonance region, about the register, about rhythm, melody, intonation and articulation, and some answered choosing all of the above issues. Some students indicate that their lessons were interrupted due to internet interruptions and connection problems during the distance education process, that their voices became mechanized due to the training made by means of technological devices, that they did not hear the naturality in sounds, that they had synchronization problems with the trainer during the exercises and performance, that they had problems in communication and agreement regarding problems related to the use of voice and song performance. They stated that due to distance education, they could not feel the support of the instructor as in face-to-face education and that it was difficult to do voice lessons at home. Some examples:

9th student: "In the face-to-face education model, it is possible for the teacher to intervene immediately during the performance where necessary. This is not very possible in the online lessons. So, in terms of mental and physical comfort, the distance education process can increase our performance anxiety and our level of anxiety during the exam. I find online classes less efficient especially in terms of musical singing and interpretation. That is because it is difficult for the teacher to transfer information to the student and the interaction decreases in the courses held in the distance education model (I believe the problem is due to the distance education model).

10th student: "The fact that the lessons are conducted by distance education often causes communication problems, disagreement and incomprehension in the lessons. It's tiring because I can't convey my performance fully. Unfortunately, this course has become one of the sit-down courses with distance education. I cannot use my body as well as I want because I have to sing while sitting down at the table, normally although I need to sing standing up. I sometimes misuse the diaphragm breathing because my teacher is not with me, so she cannot observe and warn me as efficiently. There are also respiratory problems based on body posture."

Student 16: "First of all, since we have to be in the camera's frame of view, I feel physically like I am in a mould from the very beginning of the lesson. This makes me nervous. Besides, we have to wear headphones and because the cable of the headset is not long, we sing very close distance to the phone and the outgoing image becomes very narrow. Regarding the audio-breath connection and accurate sound reproduction, I have trouble with the earphones in both ears when I can't hear myself fully and I can't focus because I'm distracted. Since the lessons are held in the digital environment, the sound is often different and mechanical to the other party than it actually is. The volume up exercises related to rhythm, melody, intonation and articulation are very difficult, and we cannot go in sync with the exercise or accompaniment played by the teacher. This makes working harder than it already is. There are moments when I sing with earphones and I am out of tune because I can't hear my own voice. In terms of musical singing and interpretation, we usually record the ready accompaniment of every piece we work on and send it to our teacher to listen. The nuances or some of the interpretations we make are not very clear since the devices we record our sound are not high-end recording devices.

17th student: "It is very difficult to do singing lessons at home and it affects all the above items, disrupting our motivation and willingness to work."

**Category: Learning-Teaching Process**
Question 4: "Do you teach the courses with a theoretical or practical focus? How does this affect you?" 3 of the 20 students answered the question as equally weighted, 3 of them more theoretically, 14 of them as practical, with theoretical support when necessary. Some example of their sentences:
1st student: "We learn both equally. We do not have a problem with the efficiency of the lesson while we are studying theoretically, but for the practical part, the lesson is not efficient at all. Even though we do our best with my instructor, our lessons in the distance education process are not as efficient as face-to-face."
9th student: "Theoretical and practical contents are equally distributed. This leads to positive results for me."
10th student: "We are teaching the lessons more based on practice. Since it is a hands-on course, this makes me feel good. When necessary, general theoretical information about the works is given. Being conscious in this way makes me happy."

13th student: "I teach my singing lessons both theoretically and practically. I think it has a positive effect on me. Since I am informed about the works that I am going to sing or have sung, I can interpret the works by understanding them. When there are problems for practical applications in the online environment we work with theoretical descriptions."

17th student: "More theoretical, occasionally applied. Clearly, this is not a positive affect. I prefer it to be both theoretical and practical enough."

Question 5: "Is the voice training you received in the distance education process sufficient in terms of theoretical and practical content?" To this question, 6 out of 20 students stated that it is definitely insufficient, 12 students responded that it is sufficient for the distance education process and 2 of them stated that although it is sufficient when evaluated theoretically and for the distance education process, it is insufficient compared to face-to-face education. Example from their sentences:

7th student: "I do not find this course efficient because it is incompatible with the distance education model and has many shortcomings."

8th student: "I don't find it sufficient for me at all, I can even say that it made me regress."

15th student: "I think that we have processed the necessary information and practices about using the voice correctly in the most efficient way possible for the distance education process."

19th student: "Theoretically, there is no problem in terms of content. Since the course is not face-to-face in practice, there are time limitations, connection problems, etc. Problems occur for these reasons."

Question 6: "Can you easily put the theoretical knowledge you have acquired in the lessons into practice?" While 11 out of 20 students answered the question positively, 9 students stated that they had difficulties in practice due to the lessons not being face-to-face with the instructor, due to the attending the lessons by phone, due to the screen and because they could not see the instructor when they taught the lessons with voice communication without video. Some examples:

Student 1: "Yes. Theoretically, we gain enough hardware, so I have no difficulty in putting it into practice."

4th student: "I can't apply them completely, sometimes I can't be sure of the accuracy because we learn with distance education. If we could learn face-to-face with our voice trainer, I could have implemented it better."

8th student: "It is very difficult to put theoretical knowledge into practice, because we try to take a practical lesson by working one-on-one with the teacher, by imitating what the teacher has exemplified for us. However, it is not possible to do this in distance education, neither the teacher can transfer it to us, nor we can receive it."

Student 16: "Sometimes yes, sometimes no. Although our teacher teaches us some things and then applies it, we can't see it fully. I attend the class on the phone and have difficulties on the small screen. That's why it's getting harder for me to put things into practice."

Question 7: "Do you think that you were trained with songs suitable for your voice characteristics and development process during the distance education process?" To the question, 17 out of 20 people gave a positive opinion and 3 gave a negative opinion. Some responses of the students are as follows:

1st student: "I can neither say yes nor no. We studied with works that are suitable for the characteristics of my voice and my voice limits, yes, but I don't think my voice has improved since we are lacking in practice due to online education."

2nd student: "Yes, I think I am being trained with appropriate work. But I would like it more to work on them with face-to-face education."

7th student: "I started to have more difficulty in the distance education process for the exercises that normally I would not have difficulty of or when I am performing the work."

8th student: "No, I don't think so, because my voice had an incredible decline. We can neither do vocal exercises nor work properly, which drops us behind a lot, and I think that the teachers are uncomfortable with this situation as much as the students."

Question 8: "Do you believe it is necessary to be trained with piano accompaniment? Why? How does it affect you if there is piano accompaniment or not in the lessons?" To the question, all 20 students stated that it is necessary to be trained with piano accompaniment. Benefits of piano accompaniment are that it has been easier learning the songs, its contribution to intonation, it makes them feel more confident, it helps accuracy and musical singing, its increase their respect, interest and motivation for the lesson, its contribution to the development of vocal training, its contribution to seeing, feeling and singing the song as a whole, improving the sense of hearing and creating the harmonic infrastructure. Some excerpts from the responses of the students:

1st student: "Since there is no piano accompaniment in the lessons, I have intonation problems. Interpretation and musicality are lacking. Online education limits me in this respect and I cannot devote myself to the piece. I get nervous due to intonation and I have anxiety about singing correctly."

9th student: "Voice education lessons should be accompanied by piano. Because piano accompaniment to the vocal performance is a lively and dynamic artistic process. The student's reference to the sounds of piano is an important factor in increasing the efficiency of the lessons. Piano and vocal performance is also an extensive area to study. For this reason, piano accompaniment in voice training lessons has an important place in terms of efficiency. The absence of piano accompaniment in the lessons negatively affects my performance in terms of musical expression.

12th student: "I definitely think that the studies should be with piano accompaniment. Because from the beginning of the works, accompaniment, tempo, nuance, detone, etc. minimize errors. It is also musically more satisfying."

20th student: "I am most unhappy with this. Singing with accompaniment makes me feel more confident and powerful. I feel more comfortable. The lack of companionship makes me unhappy."

**Category: Professional Practice**
Question 9: "Do you believe that you can easily reflect the voice training you received during the distance education process to use your voice in the lessons at the practice schools and in your future professional life?" While 17 of 20 students gave a positive answer to the question, 3 of them gave a negative answer due to the distance education. Students who responded positively generally stated that they believed this because of the face-to-face training they received before. Example sentences:

8th student: "No, I don't think I can reflect, because distance education has completely negative effects for me."

13th student: "As I had already established the basics of voice education, it was easy for me to understand when we added new information during the distance education process. Because I could basically understand what was being said. I don't think I'll have any problems reflecting on myself."

19th student: "I think that I can reflect comfortably as a result of the theoretical knowledge and practices I gained in face-to-face education. However, I think we are missing a lot, especially in terms of implementation, due to distance education."

Question 10: "Do you believe that you can easily reflect the voice training you have received in training the voice of your students?" While 11 students stated that they could reflect on the knowledge and skills they had acquired in the face-to-face education process with their own efforts and gaining experience, 9 students gave a negative answer that they did not believe because of the education they received in the distance education process. Some example from their responses are:

4th student: "I do not believe that I can reflect comfortably based on the education I have received at the moment. However, it can be achieved by gaining knowledge, skills and experience in my future professional life."

6th student: "If I had started my voice education lessons with distance education in the first year, I could neither apply it properly in my own life nor pass it to my students. I definitely do not think that the basics of voice training courses can be given with distance education for a beginner. But for two and a half years, I made an effort to improve myself in this course with face-to-face education at school, and after that, I came to a level where I could study and sing new songs myself. Therefore, I think that I can add new things to my voice education with my own efforts and support my students in this regard in my professional life."

8th student: "I don't think I can reflect the voice training I received during the distance education process in educating the voices of the students. I have always learned the knowledge and skills that I can easily reflect in the education of the voice of the students in face-to-face education."

20th student: "I may have problems in this sense. Because right now we can only do enough lessons to solve the current situation. For example, I do not have the opportunity to be in the study room, to make observations, and to listen to my friends, which is a complete loss for me."

**Category: Learning-Teaching Process**
Question 11: "What are the different problems you experience in the teaching of voice training lessons during the distance education process?" While 10 students stated that there was no different problem, 10 students stated that the biggest problem was the lack of face-to-face education, the difficulties of teaching at home and the ineffectiveness of the lessons. Some examples:

Student 1: "While I can sing loudly at school, I have problems at home such as being afraid of neighbors, not being able to get a voice, singing without accompaniment and losing the tone."

5th student: "I actually have general problems, such as not being able to have the lessons or not being efficient"

7th student: "The problem I have the most is not getting much efficiency from the lessons and getting distracted."

8th student: "In fact there are many issues, but the most obvious problem is that we can't have classes effectively and it doesn't contribute to us in any way. We are not even where we started off, on the contrary, when we look at the application, we have regressed."

13th student: "I think that I have regressed in performance due to the loss of motivation I have experienced."

Question 12: "What are your different requests and suggestions for the teaching of voice training courses in the distance education process?" To this question, 14 students stated that they do not have any requests or suggestions, they think the lessons were done in the most efficient way possible during the distance education process and they did not find it sensible that the voice education lesson is done remotely. On the other hand, 6 students suggested having face-to-face voice training lessons, having more communication with the instructors, and sending the works as a recording in the exams. Some example from their responses are:

1st student: "It is not possible for me to make any requests or suggestions other than face-to-face education. In these circumstances, the best method that can be applied is applied."

Student 2: "The thing I want most about the lessons is that at least the music lessons can be taught face-to-face in accordance with the conditions we are in."

6th student: "The benefit of face-to-face education cannot be compared with online education, but since we cannot do anything about it, we will try our best to continue our lessons."

8th student: "I will both request and suggest that distance education be ended for voice training lessons. Because I could not see its positive effect in any way."

10th student: "There are problems in this process, especially in the voice training exams held in the mid-term and at the end of the semester. I think that the exams are not efficient enough because the devices have noise suppression, the devices cannot pass the sound as it is, and the sound becomes mechanical. My voice does not sound natural and beautiful enough. As a suggestion regarding this problem, sending audio recordings of the works will be more comfortable for both the student and the teacher as the listener."

18th student: "I don't know if it is appropriate in terms of the process we are in and the conditions in the current situation, but at least it is my request that our individual lessons be held face to face, not from a distance learning, and that each student conducts lessons in our own school in different time periods, in accordance with the pandemic conditions we are in. Although such face-to-face lessons with our teachers at school will be considered risky, at least in this period when we cannot meet face-to-face with our teachers and our communication is quite low, it can be seen as a suggestion to be in more communication and to complete this development process more closely and in more detail."

## CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Based on the opinions of the music teacher candidates, the results obtained in this research, which was conducted to determine the suitability of the distance education model for the voice education lesson, generally show that the "Voice Education" lesson, which is an application-oriented lesson, is not suitable for teaching with the distance education model.

In the distance education process, due to the fact that the voice training lessons are limited to the determined session hours, 10 students stated that the time was insufficient in terms of weekly lesson hours, 5 students stated that the time was insufficient because they had problems with attending the lesson and 5 students stated that the lessons were actually insufficient but they gave a positive response because the online lessons created more burden than formal education for them and they have problems focusing which they took on themselves. According to this result, it can be said that the voice training course hours are not sufficient in the distance education in general. Singing is a skillful art, not a natural process. It requires highly developed muscle reflexes and coordination. In order for the singing training to be effective, the necessary muscle structure should be obtained with planned exercise programs. Coordination of all processes in singing is achieved by the harmony of a strengthened, alert, lively mind and a healthy and lively body structure. Therefore, regular and carefully planned workouts many times a week should be the goal of all singers (McKinney, 1994, p. 179, 200). In this context, it can be concluded that the one-hour voice training lessons once a week are not sufficient in terms of student development, considering the technical problems and communication problems experienced in the distance education experience.

In general, the most common problems that are identified are the internet connection problems, issues caused by the devices students use, problems with the system, audio transmission and communication problems, inability to focus on lessons, decrease in communication with teachers and efficiency of lessons.

Since the distance education model is linked to technology, system-related problems affect everyone who benefits from this application (Çığlık and Bayrak, 2015, p. 93). For instance, it is seen that 75% of those who receive education online in the USA leave the system without completing their education. This shows that distance education over the internet brings many problems with it (Karpenko, 2008; cited by Toker Gökçe, 2008, p. 9).

The organized distance education model is an education system with only a few centuries of history. Its historical development shows that distance education can only be beneficial when used in a mixed system that supports face-to-face education. Otherwise, it is not possible for distance education to be sufficient on its own. The reasons for this situation can be listed as follows:

• Decreased quality of education due to infrastructure inadequacies of technologies such as the Internet.
• The reflection of inequalities in access to infrastructure on the level of education received by the student.
• Negative impact of the physical environment and conditions of the student while the education takes place, on the motivation of the student and regular study opportunities.
It is understood that it is not possible to deal with these problems without face-to-face training, both in history and in the current pandemic period (Can and Köroğlu, 2020, p. 370).

The most common problems in voice training lessons are primarily about mental and physical comfort, correct posture and musical singing which re followed by the issues about diaphragm breathing and the sound-breath connection, about taking the sound into the resonance field, about the register, about rhythm, melody, intonation and articulation, and sometimes all of the above. These data show that students experience significant problems in terms of technique and interpretation in voice education courses in the distance education process.
However, the art of singing, like every art, has a technical-mechanical aspect and an aesthetic aspect. A singer (student) who cannot overcome technical-mechanical difficulties will never achieve aesthetic perfection (Marchesi, undated). According to Davran (1997, p. 44); "The art of singing is the act of achieving the secrets of the human body and soul by controlling all the muscles in our body related to the work of singing and using these muscles properly."

Reuter (2001, p. 8), on the other hand, states that the important components that make up the vocal technique and that a trained singer should gain are gathered in the following ten subjects:
• Perfect respiratory control
• Clean and full voice tunes as well as excellent intonation
• Mastery of musical dynamics and ability to practice messa di voce
• Clear and understandable articulation
• Balance of vocal (vowel) sounds in terms of uniformity of tone and clear sound reproduction
• A resonant, timbre and powerful sound
• Unity-integrity of voice registers in terms of timbre
• Smoothness of tone and musical line
• Agility and flexibility in coloratura sounds
• Technical management of musical expression in legato, martellato and staccato

In the light of these definitions, it can be said that it is very difficult for the students to acquire the knowledge and skills based on the technique and interpretation required by the art of singing, through the courses made with the distance education model.

Other problems experienced in voice training classes are the interruption of the lessons due to internet interruption and internet connection problems, the mechanicalization of the voices of the students and their inability to contact the instructor spontaneously, the synchronization problem with the instructor during the exercises and performance, the problems in communication and agreement during the lesson, and because of the remoteness of training, they cannot feel the support of the trainer as in face-to-face training.

It is seen that open and distance education applications, which have been applied professionally in Turkey about 40 years ago and have come to the fore due to the Coronavirus (Covid-19) pandemic, have become the main source of education, and need to be developed both in terms of quantity and quality. There needs to be precautions taken for future applications according to and based on the research data to be conducted on the effectiveness of open and distance education applications, and by considering primarily the problems encountered and the interest and participation of students, teachers/academicians, parents and society to the open and distance education applications. Perceptions, views and thoughts before the coronavirus (Covid-19) pandemic, regarding open and distance education as an alternative learning approach or as performing an auxiliary function have completely changed. The pandemic and post-pandemic developments have made open and distance education a "main learning resource". Nevertheless, the current pandemic shows that the open and distance education system in Turkey needs to be strengthened in terms of infrastructure, access, content, design, implementation, quality, security, legislation and pedagogy (Can, 2020, p. 42, 43).

On the other hand face-to-face, one-to-one and interactive transfer are extremely important and indispensable elements in education. As every teacher has a unique method of expression, every student has their own perception capacity and learning style. In case of insufficient or lack of interaction in education, the teacher will not be able to benefit from auxiliary elements that will directly affect the expression such as face, hand, arm and body movements, tone of voice. Likewise, students will not be able to get full efficiency from education without the help of these elements. At this point, distance education will be much more beneficial by providing interaction

similar to traditional classrooms and making use of the opportunities offered by technology. "Most distance education students need guidance and support in order to be able to do the work that needs to be done for the education program. This support should normally be in the form of a student-student and student-instructor combination" (Distance, 1997). Regardless of their type and level, students need to be motivated by their teachers and a structured education system in every aspect. The complaints frequently expressed by students who continue the distance education system are about the feeling of distance and lack of communication with their teachers. In this context, the most important and primary factor for the success of the student in the distance education program is directly proportional to the level of two-way interaction (Ruksasuk, 1999, p. 5). Fourie (2001, p. 11) states that the most problematic issue is the passive conduct of education, since the lessons cannot be held face-to-face in internet-based education (cited in: Odabaş, 2003, p. 11).

According to a similar view, students may have communication problems with their friends, instructors and university in distance education. At this point, establishing an open communication with the instructor of the course is of great importance in the successful completion of a course or program (Bakioğlu & Can, 2014, p. 26).
According to another result of the research, the majority of the students stated that they taught the lessons practically, but they stated that the lessons were insufficient in terms of both theoretical and practical content compared to face-to-face education.

To the question of "Can you easily put the theoretical knowledge you have acquired in the lessons into practice?" 11 out of 20 students answered positively, 9 students stated that they had difficulties in practice because the lessons were not face-to-face with the instructor, because they attended the lessons via phone, due to the device screen's insufficiency, and because they could not see the instructor while they spoke during the lessons.
Sabar (2008, p. 15) states that a person's vocal potential and talent can be developed with a good trainer and theoretical knowledge, as well as with qualified voice training, which will mostly be done with correct and appropriate practices. In this context, it would be correct to follow a path from easy to difficult, from simple to complex, with expressions and practices that the individual receiving voice training can perceive. Since the human voice has a lively, natural and sensitive structure, its education also requires sensitive, attentive, self-sacrificing and patient work and practice.

To the question of "Do you think that you were trained with songs suitable for the characteristics of your voice and the development process during the distance education process?", 17 out of 20 people gave a positive opinion and 3 gave a negative opinion. This result shows that the majority of the students do not have any problems with the vocal education repertoire.

In this study, all 20 students stated that it is necessary to be trained with piano accompaniment. Benefits of piano accompaniment are learning the song more easily, contributing to the intonation, singing the songs more confidently, accurately and musically, increasing the respect, interest and motivation to the lesson, contributing to the development of vocal training, contributing to seeing, feeling and singing the song as a whole, improving the sense of hearing and creating the harmonic infrastructure. specified. The majority of the students stated that the absence of piano accompaniment in the lessons affected them negatively.

They stated that they believe they can do this with their own efforts and as they gain experience, thanks to the face-to-face training they received before, in order to reflect the voice training they received during the distance education process, in the lessons at the practice schools and in the future professional life.

To the question of "What are the different problems you experience regarding the processing of voice training lessons during the distance education process?" 10 students stated that there was no different problem to the question, 10 students stated that the biggest problem was the lack of face-to-face education, the difficulties of teaching at home and the ineffectiveness of the lessons.

To the question of "What are your different requests and suggestions for the processing of voice training lessons in the distance education process?" 14 students responded that they did not have any requests or suggestions since they thought the lessons were given in the most efficient way possible during the distance education process and they did find it problematic that the voice education lesson could be done remotely. On the other hand, 6 students suggested that if possible, doing face-to-face voice training lessons, to be in more communication with the instructors, and to send the works as a recording in the exams.

To state an overall perspective, human beings have a learning power that other living things do not have, and learning has great importance in terms of influencing perception, thought and behavior at every stage of human life (Kaya, 2002, p. 2). "Teaching, on the other hand, is the planning, implementation and evaluation of external

events that support and provide learning, which is an internal process and product" and the success of the teaching process depends on the quality planning of the teaching (Senemoğlu, 2005, p. 397).

New technologies shape learning and teaching practices with the convenience they provide. It can be said that the distance education model is the strongest example of this. On the other hand, for effective distance education practices, learning and teaching theories should be well known and should be taken into account in instructional design processes. In addition, it is thought that research on a subject area provides data that guides the processes in that area, so the development line of a field can be understood by examining the studies done in that field (Dargut et al., 2016, p. 76).

The human voice, which is a natural and unique instrument, within life, has a fundamental importance in expressing ourselves both in communication and in oral arts and song art. Making the best use of a person's vocal potential, preserving vocal health and using the voice in its natural state is an extremely sensitive and important issue. In this context, the best realization of the objectives determined in voice training depends on the quality of the trainer and the training process. This research shows that even though the technology-based distance education model was applied during the pandemic period, it is not a suitable education model for voice education lessons within the scope of music education. Therefore, it can be said that it may be beneficial to use distance education as an education model that supports face-to-face education.

The following can be suggested as a result of the research:
• As far as known there is no study on this subject in the field of voice education in Turkey. New research and postgraduate thesis studies based on qualitative and quantitative research methods could be done, with the consideration of the outcomes of this research.
• This research, which was carried out based on the opinions of the music teacher candidates to determine the suitability of the distance education model for the voice education lesson, can also be conducted on the opinions of the voice educators.
• This study, which is for the field of vocal education, can also be done for other fields of music education with different research methods.
• Necessary measures can be taken according to the course of the pandemic and studies can be carried out to conduct face-to-face voice training and other applied music education courses.
• In general, studies can be carried out in universities, especially in applied fields, by taking the necessary precautions to conducting the courses face-to-face.

Finally, it can be said in the context of the conclusion and suggestion of the research, education is of vital importance in terms of revealing the potential of a person, directing them correctly, and developing them in the most effective and efficient ways. Robinson (2003, p. 231) has emphasized the importance of education and learning in human life with these words: "Education and learning are the keys to the door to the future, but a key can be turned in both directions. When you turn it in one direction, you lock resources out of reach even to those who have them. If you turn it the other way, you free up resources and give people back to themselves."

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**APPENDIX 1**

**INTERVIEW QUESTIONS FOR STUDENTS TO DETERMINE THE SUITABILITY OF THE DISTANCE EDUCATION MODEL FOR THE VOICE EDUCATION COURSE**

Category: Lesson Duration
1. Is the voice training you received during the distance education period sufficient in terms of weekly lesson hours, since the lessons are limited to the determined session hours?

Category: General Issues
2. What are the most common problems you encounter during the distance education process in general?

Category: Problems Related To Use Of Voice
3. What are the most common problems you encounter in voice training courses during the distance education process?
a) Relating to mental and physical comfort
b) Regarding correct posture
c) Pertaining to diaphragmatic breathing
d) Relating to voice-breath connection and correct sound reproduction
e) Relating to receiving the sound in the resonance region (timbre-vibration)
f) Register related (head voice-chest voice transitions)
g) Related to rhythm, melody, intonation and articulation
h) Relating to musical singing and interpretation
ı) Apart from these, is there any problem you would like to add, and if so, what is it?

Category: Learning-Teaching Process
4. Do you learn courses theory-oriented or application-oriented? How does this affect you?
5. Is the voice training you received in the distance education process sufficient in terms of theoretical and practical content?
6. Can you easily put the theoretical knowledge you have acquired in the lessons into practice?
7. Do you think that you were trained with songs suitable for your voice characteristics and development process during the distance education process?
8. Do you believe it is necessary to practice with piano accompaniment? Why? How does the absence of piano accompaniment in the lessons affect you?

Category: Professional Practice
9. Do you believe that you can easily reflect the voice training you received during the distance education process when using your own voice in the lessons at the practice schools and in your future professional life?
10. Do you believe that you can easily reflect the voice training you have received in training the voice of your students?

Category: Learning-Teaching Process
11. What are the different problems you experience regarding the teaching of voice training lessons in the distance education process?
12. What are your different requests and suggestions for the processing of voice training lessons in the distance education process?