



MÜZİK ÖĞRETMENİ ADAYLARININ KAYNAŞTIRMAYA İLİŞKİN GÖRÜŞLERİNİN BELİRLENMESİNE YÖNELİK BİR ÇALIŞMA (BALIKESİR ÜNİVERSİTESİ ÖRNEĞİ)

Arş. Gör.Dr. Elif Güven
Balıkesir Üniversitesi
Necatibey Eğitim Fakültesi
Güzel Sanatlar Eğitimi Bölümü
eguven@balikesir.edu.tr

Yrd.Doç. Dr. Deniz Beste Çevik
Balıkesir Üniversitesi
Necatibey Eğitim Fakültesi
Güzel Sanatlar Eğitimi Bölümü
: beste@balikesir.edu.tr

Abstract

Today, vast majority of elementary schools have different numbers of students with special educational needs within the scope of inclusive education. Inclusion means that students with special needs can learn in normal education classes - which are the less restricting educational environment for them- on a full-time or part-time basis by providing necessary support services (Batu, 1998). Thanks to inclusive education, students with special needs and normal-progress can interact with each other on several aspects, finding development opportunities in both academic and social areas as well as getting several acquisitions that can facilitate adaptation to social life during the entire lifetime (Diken and Sucuoğlu, 1999). The aim of this present study is to determine the opinions of pre-service teachers on inclusive education. The participants consisted of undergraduate students at Music Education Department of Necatibey Faculty of Education, Balıkesir University. Data were collected through "Opinions Relative to Mainstreaming Scale" which was developed by Antonak and Larivee (1995) and adapted into Turkish by Kırcaali-İftar (1996). Opinions of pre-service music teachers on inclusion will be analyzed and assessed based on different variables, and presented in tables.

Key Words: Inclusion, Pre-service Music Teachers, Opinions on Inclusion.