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Determining the Perceptions of Fine Arts High School Music Department Students About the Concept of Instrument Training Through the Word Association Test

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Abstract

This study aims to determine the perceptions of fine arts high school music department students about the concept of "instrument training" through an alternative measurement and evaluation technique "Word Association Test (WAT)". In this study, the survey model, one of the qualitative research methods, was used. The study group of the research consisted of 110 students studying at Nevit Kodallı Fine Arts High School Music Department in the 2021-2022 academic year. The data were obtained by applying the "Word Association Test (WAT)". Firstly, WAT was explained for informative purposes during the application. Then, the students were asked to write the first 5 words that they thought were related to the key concept of "instrument training" within 1 minute. Afterwards, they were asked to make a sentence related to these answer words. The obtained answer words were analysed by content analysis technique. As a result of the analysis, the answer words that the students associated with the key concept of "instrument training" were grouped under 9 categories (teaching materials, performance anxiety, motivation for the instrument, social skills, attitude towards the instrument, technical skills, student capacity, education and training). According to the order of these categories, the most frequently associated answer words with instrument education were instrument, etude, excitement, working, cooperation, happiness, note, talent and teacher. Under the category of performance anxiety and motivation related to the instrument, the students showed a negative distribution on the word "tiring". It was observed that the students had a positive cognitive structure in all categories.

Keywords: Instrument Education, Instrument Teacher, Fine Arts High School, Word Association Test.

Introduction

Word association test has the potential to determine students' cognitive structures and reveal alternative concepts (Kurt & Ekici, 2013). Ercan et al. (2010) concluded in their research that word association tests are an effective technique in revealing cognitive structure, detecting conceptual change and determining misconceptions. Word association test also determines the perceptions of the concepts that takeplace in the consciousness of the students, the relationships between them, the degree of meaning of these relationships and their adequacy levels (Işıklı, 2001). With the help of the word association test, students reveal the first answer words that come to their minds for the key concept related to the subject (Polat, 2013). According to Kaya and Akış (2015), how is the student's prior knowledge on a subject determined? The question stands out as an important issue frequently encountered in education. It is thought that the word association test will make important contributions to the field of music education and instrument education at this point.

In Turkey, there are very few studies on word association test in the field of music education (İlhan, 2020). Therefore, new studies can offer different perspectives and alternative ways to the field of music education. Gerekten (2018) stated that by using the word association test (WAT) in the field of music education, students' cognitive structure was revealed and misconceptions were identified. In addition, the concept of "piano instrument" of primary school students taking piano lessons (İlhan, 2020), the concept of "choir" of music teacher

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candidates (Özaydın, 2022), the concept of "music lesson" of classroom teachers (Koca, 2019), the concept of "music teacher" of secondary and high school students (Kurtarslan et al., 2018), There are studies on topics such as primary school students' concept of "note" (Kurtaslan, 2018), music teacher candidates' concept of "makam" (Gerekten, 2018), high school students' concept of "music genre" (Özer, 2020), music teacher candidates' concept of "voice education" (Özaydın, 2020).

Instrument education is the process of providing the individual with affective, cognitive and psychomotor musical behaviours planned in a purposeful and systematic way.

In institutions providing music education, students' musical knowledge is increased through instrument education and it is aimed to make music (Özen, 2004, p. 60). Students learn to be patient and organised through instrument education (Derin, 2007). In addition to being very well programmed, instrument education should be carried out in a planned and disciplined manner by expert educators (Karabulut, 2009) because students' abilities, physical characteristics, interests, predispositions to the instrument and intelligence are factors that should be prioritised in instrument education (Yıldırım Orhan & Ercan, 2012). Studies conducted in the past have drawn attention to various problems experienced in instrument education. For example, both educators and students may encounter various musculoskeletal problems as well as psychological problems during instrument training (Yağışan, 2004).

Fine Arts High Schools havesimilar problems in instrument education in. Among these problems, there are examples such as the small amount of time allocated for the instrument education course, lessons with a large number of students in a one-hour lesson, learning problems in basic techniques and teachers not paying enough attention to their students (Topalak, 2013). Another important problem that negatively affects the instrument education is the lack of branch teachers in fine arts high schools (Orhan, 2006). At this point, Coşkuner (2016) draws attention to the fact that string instrument teachers working in Fine Arts High Schools provide their accompaniment needs in different ways due to the lack of a permanent accompaniment teacher. The importance of this research emphasises the importance of revealing the views of students in different ways in the face of these problems experienced in the Fine Arts High School instrument education.

In this study, it was aimed to determine how and in what direction the perceptions of fine arts high school music department students about the concept of "instrument training" are through Word Association Test (WAT), an alternative measurement and evaluation technique. In line with this purpose, an answer to the question "How are the conceptual structures of fine arts high school music department students towards the concept of instrument training?" was sought.

METHOD

In this study, in which the perceptions of fine arts high school music department students about instrument education were determined through the Word Association Test (WIT), the Survey Model was used. The aim of the survey method is to define the nature and characteristics of objects, societies, institutions and events (Büyüköztürk et al., 2010, p. 231).

Research Sample

The study group of this research consists of 110 volunteer students studying in the music department of Nevit Kodallı Fine Arts High School in the 2021-2022 academic year. The demographic characteristics of the study group students are shown in the table below.

Table 1: Distribution of Fine Arts High School Students According to Demographic Characteristics

Variable		f	%
Gender	Female	62	56.36
	Man	48	43.63
Class Level	9	29	26.36
	10	30	27.27
	11	27	24.54
	12	24	21.81
Instrument Types	Violin	38	34.54
	Cello	17	15.45
	Guitar	17	15.45
	Viola	15	13.63
	Flute	15	13.63
	Bağlama	8	7.27

As seen in Table 1, the research group consisted of 62 female (56.36%) and 48 male (43.63%) students. When the grade levels are analysed, it is seen that the 10th grade consists of the highest number of students with 30 (27.27%) and the 12th grade consists of the lowest number of students with 24 (21.81%). It is seen that violin is the most played instrument with 38 students (34.54%) and bağlama is the least played instrument with 8 students (7.27%).

Data Collection Tool

The data of the study were collected by applying the Word Association Test (WAT) in order to reveal students' cognitive

perceptions towards the concept of "instrument training". Word association is a test technique designed to reveal the relationships between concepts. Word Association Test not only measures the level of knowledge of students but also reveals the relationship between their mental structures. It is one of the most widely used techniques to reveal the relationship between the information in the student's mind, the new information network and whether the relationship between previous knowledge and new knowledge is meaningful (Altıntaş et al., 2018).

WAT was created by using the key concept of instrument training. The key concept was prepared by repeating five times. Before the application, necessary information and explanations were given to the students about the WAT. In the first stage of the application, the students were asked to write the words that they thought were related to the key concept of "instrument training" within 1 minute. In the second stage, they were asked to write a sentence about the key concept within 1 minute. In this way, it was ensured that the students found the answer words that made a connotation for them about the key concept and at the same time, they established a relationship with the words they found. According to Kurt and Ekici (2013), whether the sentence formed by associating with the key concept is meaningful and scientific, as well as whether it contains misconceptions and more complex patterns affects the evaluation process. An example of the WAT is given below.

Table 2: Example Word Association Test

Key Concept	Answer Word
Instrument Education	……
Instrument Education	…….....
Instrument Education	……
Instrument Education	……
Instrument Education	…….
Related Sentence	…….

Data Analyses

Content analysis technique was used to analyse the data. According to Yıldırım and Şimşek (2013), "The main purpose of content analysis is to reach the concepts that can explain the data obtained and to reveal the relationships between these concepts. In the first stage of the analysis of the data obtained through WAT, the answers given by the students within one minute about the key concept were examined in detail. Subsequently, the data were transferred to MS Word files and made ready for analysis. The obtained answer words were evaluated according to the meaning they indicated by using the content analysis technique. After the evaluations, categories were determined and frequency values were transformed into tables and relational figures. The categories related to the key concept were classified according to the words used in the same meaning and the semantic relationship criterion. After this process, the frequency values of the answer words related to each category were calculated. In the second stage of the analysis, the sentences related to the subject were presented as examples by making direct quotations from the sentences that most clearly represent the category.

Validity and Reliability

Validity represents the accuracy and impartiality of research results. In qualitative research, validity means that the researcher observes the phenomenon as it is and as impartially as possible (Kirk & Miller, 1986; as cited in Yıldırım & Şimşek, 2013). In order to ensure the validity of the research, the data obtained were coded and categorised. In coding the data obtained according to the results of the WAT and determining the categories, the answer words written by the participants, the number of answer words and the related sentences were analysed. The categories were presented in tables and the frequencies of the answer words were calculated.

In order to ensure the reliability of the research, the data were presented to two field experts to confirm whether the categories made separately by the researchers represented the answer words related to the key concept. According to Kurt and Ekici (2013), the accuracy of the codes used by the researchers independently of each other was determined by marking "consensus" or "disagreement". The cases where the researchers used the same code for the answer words given by the students related to the key concept were accepted as consensus, and the cases where they used different codes were accepted as disagreement. In the sections where a researcher had a contradiction, coding was carried out by taking the opinion of other researchers. Reliability was calculated using the formula [Consensus/(Consensus+Disagreement)x100] (Miles & Huberman, 1994). The reliability between the coders was determined as 94%.

FINDINGS

In this part of the research, an answer to the problem sentence named "What are the cognitive perceptions of fine arts high school music department students about the concept of instrument training?" was sought. The answer words given by the students for the key concept "Instrument training" were shown in 9 categories. Both frequency and percentage values of the categories and the concepts in the categories are shown in tables.

After these processes, the data were transferred to the "Code Sub-Model" relationship maps. All answer words were arranged in the "Creative Coding" section according to Maxqda qualitative data analysis software. Answer word frequency and label connection lines were used on the figures. These lines moving through the category were connected to the answer words. The line width showing the answer words indicates the frequency of the concept. The frequencies and percentage

values of the answer words are shown on these connection lines. Under the answer word labels, there is an explanation of a sample student who expresses an opinion on the related concept. The abbreviation AW on the labels represents the answer word.

Table 3: Distribution of Students' Answers Related to the Category of "Instrument Types and Materials"

Category	Concepts in the Category	f	%
Instrument Types and Materials	Instrument	26	37,14
	Violin	12	17,14
	Gutar	11	15,71
	Violin bow	8	11,42
	Viola	6	8,58
	Pena	4	5,71
	Guitar Case	3	4.29
Total	7 Words	70	100

According to Table 2, the number of words given by the students in the category of "Instrument types and materials" was determined as 7. The total frequency of these data was determined as 70 (100%). In the associations made by the students, the concept of "Instrument" (f=26, 37,14%) ranked first. Other concepts were listed as "violin" (f=12, 17,14%), "guitar" (f=11, 15,71%), "harchet" (f=8, 11,42%), "viola" (f=6, 8,58%), "pena" (f=4, 5,71%) and "guitar case" (f=3, 4,29%). It is thought that the answer words in this category are related to the key concept of "Instrument Education". The relationship map of the students' "Instrument Types and Materials" category is shown below:

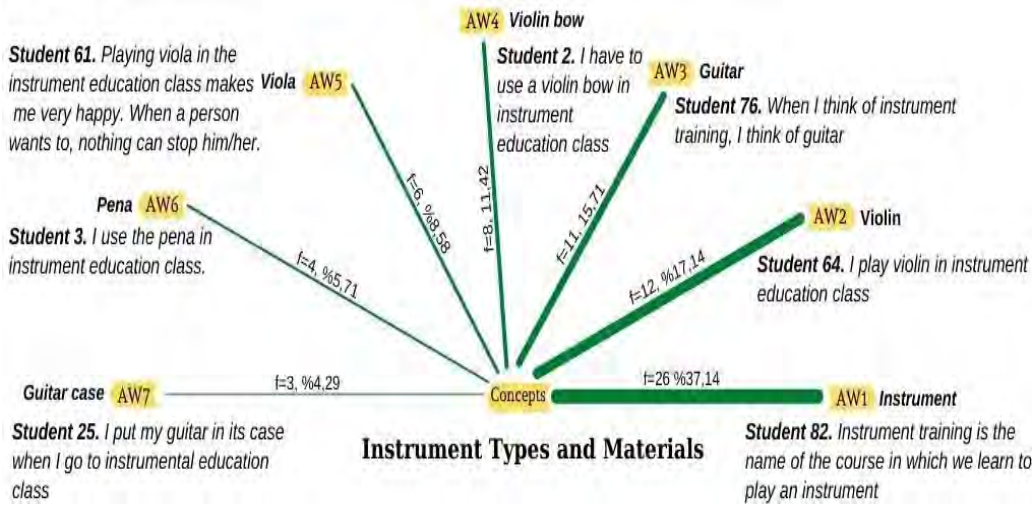

Figure 1: Students' Relationship Map for Instrument Types and Materials Category

According to Figure 1, the students did not tend towards any negative answer word. Students associated the main concept of "instrument types and materials" with the concepts of instrument, violin, guitar, violin bow, viola, pena and guitar case. It is seen that the resulting instruments and materials are complementary elements of each other.

Table 4: Word Distribution of Students' Answers Related to "Teaching Materials" Category

Category	Concepts in the Category	f	%
Teaching Materials	Etude	38	50
	Solo	22	28,94
	Metronome	6	7,90
	Sheet Music Stand	6	7,90
	Tuner	4	5,27
Total	5 Words	76	100

According to Table 4, it was determined that the number of words given by the students in the category of "Teaching Materials" was 5. The total frequency of these data was determined as 76 (100%). The concept of "Etude" (f=38, 50%)

ranked first in the associations made by the students. Other concepts were "solo" (f=22, 28,94%), metronome (f=6, 7,90%), "note stand" (f=6, 7,90%) and "tuner" (f=4, 5,27%). It is thought that the answer words in this category are related to the key concept of "Instrument Education". The relationship map of the students' "Teaching Materials" category is shown below:

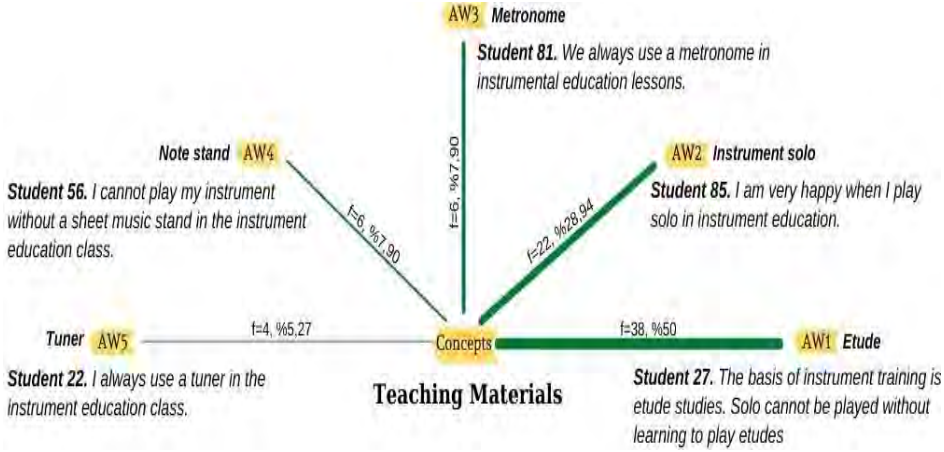

Figure 2: Students' Relationship Map for Instructional Materials Category

According to Figure 2, the students did not tend towards any negative answer word. The students associated the main concept of "teaching materials" with the concepts of etude, instrument solo, metronome, note stand and tuner. It is seen that all teaching materials complement each other.

Table 5: Word Distributions of Students' Answers Related to "Performance Anxiety" Category

Category	Concepts in the Category	f	%
Performance Anxiety	Excitement	8	32
	Stress	7	28
	Fear	6	24
	Trembling	4	16
Total	4 Words	25	100

According to Table 5, the number of words given by the students for the category of "Performance Anxiety" was determined as 4. The total frequency of these data was determined as 25 (100%). The concept of "excitement" (f=8, 32%) ranked first in the associations made by the students. Other concepts were listed as "stress" (f=7, 28%), "fear" (f=6, 24%) and "trembling" (f=4, 16%). It is thought that the answer words in this category are related to the key concept of "Instrument Education". The relationship map of the students' "Performance Anxiety" category is shown below:

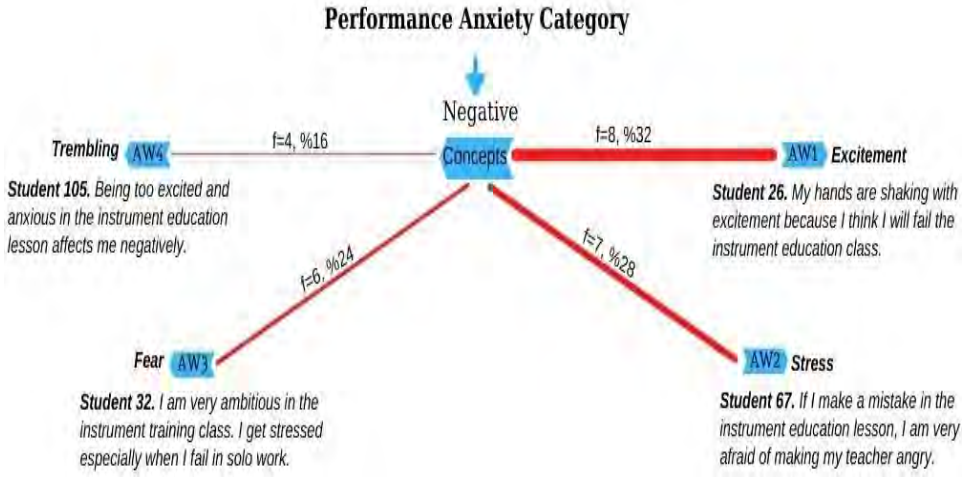

Figure 3: Relationship Map of Students' Performance Anxiety Category

Figure 3 shows that the students were completely orientated towards negative answer words. It can be said that the anxiety experienced by the students in the instrument education course is generally related to the feeling of failure. Students intensely aim to have a successful performance. There is a gradual decrease in the frequency and percentage distributions between the response word labels.

Table 6: Students' Response Word Distributions Related to the Category of "Motivation Regarding the Instrument"

Category		Concepts in the Category	f	%
Instrument Motivation	Related	Working	33	26,4
		Success	23	18,4
		Discipline	20	16
		Labour	9	7,2
		Patience	8	6,4
		Motivation	8	6,4
		Concentration	6	4,8
		Thrive	6	4,8
		Request	6	4,8
		Exhausting	6	4,8
Total		10 Words	125	100

According to Table 6, it was determined that the number of words given by the students regarding the category of "Motivation Regarding the Instrument" was 10. The total frequency of these data was determined as 125 (100%). The concept of "practising" (f=33, 26,4%) ranked first in the associations made by the students. Other concepts are "success" (f=23, 18,4%), "discipline" (f=20, 16%), "labour" (f=9, 7,2%), "patience" (f=8, 6,4%), "motivation" (f=8, 6,4%), "concentration" (f=6, 4,8%), "develop" (f=6, 4,8%), "desire" (f=6, 4,8%) and "tiring" (f=6, 4,8%). The concept of "tiring", which stands out as a negative response word, was shown by the students as the reason for the decrease in their motivation. It is thought that the answer words in this category are related to the key concept of "Instrument Education". The relationship map of the students' "motivation for the instrument" category is shown below:

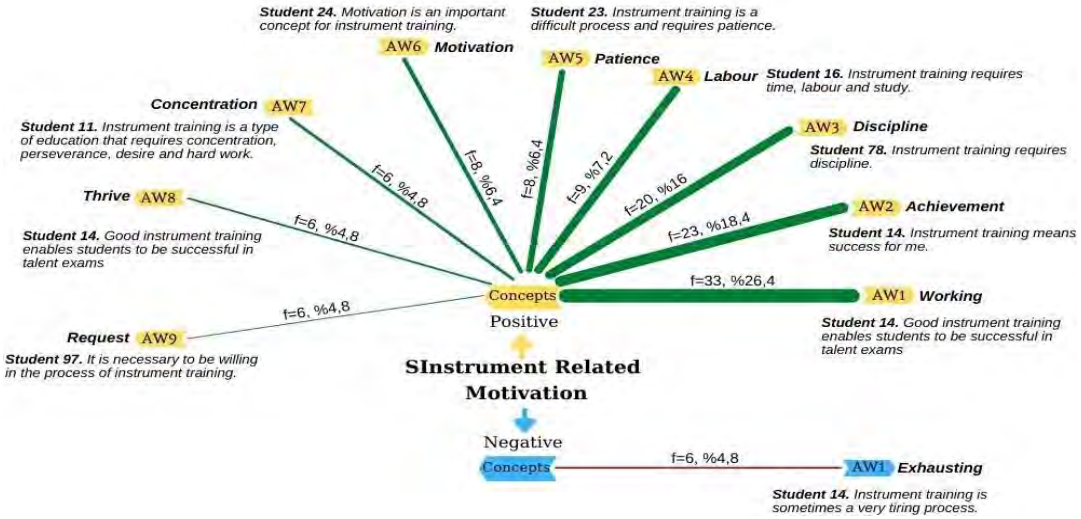

Figure 4: Relationship Map of Students' Motivation Category Related to Instrument

Figure 4 shows that the students intensively orient to positive answer wordsanswer wordsanswer words. It also shows that the students tended towards a negative code "tiring". Accordingly, student number 14 expressed an opinion on both the first positive code "working" and the negative code "tiring". The highest number of answer wordsanswer wordsanswer words among all categories emerged in this category. The students were orientated towards 9 positive response word codes and one negative response code. It can be said that the anxiety experienced by the students in the instrument education course is generally related to the feeling of failure. There was a gradual decrease in the frequency and percentage distributions of the response word labels. It is seen that the frequency and percentage values between the codes of concentration, thrive and request are equal.

Table 7: Students' Response Word Distributions Related to the Category of "Social Skills"

Category	Concepts in the Category	f	%
Social Skills	Helping each other	8	72,72
	Friendship	3	27,28
Total	2 Words	11	100

According to Table 7, the number of words given by the students for the "Social Skills" category was determined as 2. The total frequency of these data was determined as 11 (100%). In the associations made by the students, the concept of "helping" (f=8, 72.72%) ranked first. The other concept was "friendship" (f=3, 27,28%). It can be thought that the concepts in this category are related to the behavioural states of the students. The relationship map of the "Social Skills" category of the students is shown below:

Figure 5: Relationship Map of Students' Social Skills Category

Figure 5 shows that the students were completely orientated towards positive answer wordsanswer wordsanswer words. The least number of positive answer wordsanswer wordsanswer words were found in the categories of "Social Skills" and "Student Capacity". It is seen that there is a big difference between AW1 and AW2 in terms of frequency and percentage values. The positive answer wordsanswer wordsanswer words "Helping each other" and "Friendship" are complementary to each other in terms of content.

Table 8: Word Distributions of Students' Responses Related to "Attitude towards Instrument" Category

Category	Concepts in the Category	f	%
Attitude towards Instrument	Happiness	66	68,76
	Love	16	16,67
	Life	10	10,41
	Friend	2	2,08
	Troubleshooting	2	2,08
Total	5 Words	96	100

According to Table 8, the number of words given by the students for the category "Attitude towards the Instrument" was determined as 4. The total frequency of these data was determined as 96 (100%). The concept of "happiness" (f=66, 68,76%) ranked first in the associations made by the students. The other concepts were listed as "love" (f=16, 16,67%), "life" (f=10, 10,41%), "friend" (f=2, 2,08%) and "to have trouble" (f=2, 2,08%).

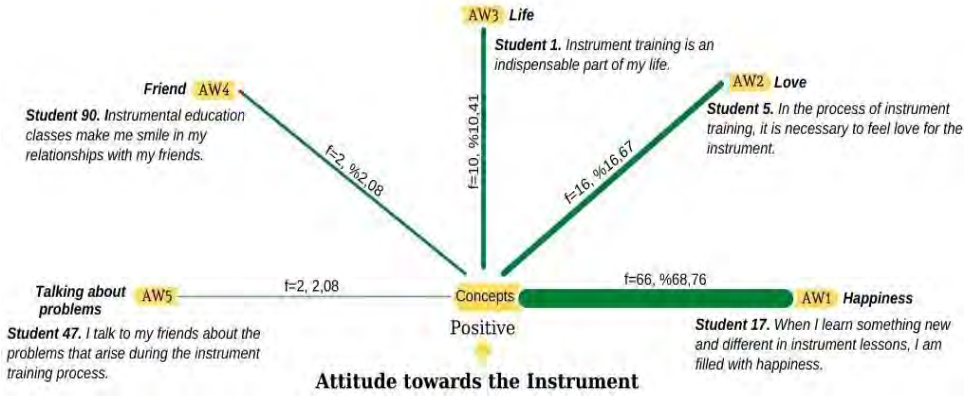

Figure 6: Relationship Map of Students' Attitudes Towards Instrument Category

Figure 6 shows that the students were completely orientated towards positive answer wordsanswer wordsanswer words. It is seen that there is a significant difference between the first response word (AW1) and the other answer wordsanswer wordsanswer words in terms of both frequency and percentage values. The students exhibited the second highest distribution among all categories on "AW1". It is seen that the concepts in this category are related to the behavioural situations of the students.

Table 9: Word Distributions of Students' Answers Related to "Technical Skills" Category

Category	Concepts in the Category	f	%
	Notes	49	84,49
Technical Skills	Scale	5	8,62
	Rhythm	4	6,89
Total	3 Words	58	100

According to Table 9, the number of words given by the students in the category of "technical skills" was determined as 3. The total frequency of these data was determined as 58 (100%). The concept of "note" (f=49, 84,49%) ranked first in the associations made by the students. Other concepts were listed as "sequence" (f=5, 8,62%) and "rhythm" (f=4, 6,89%).

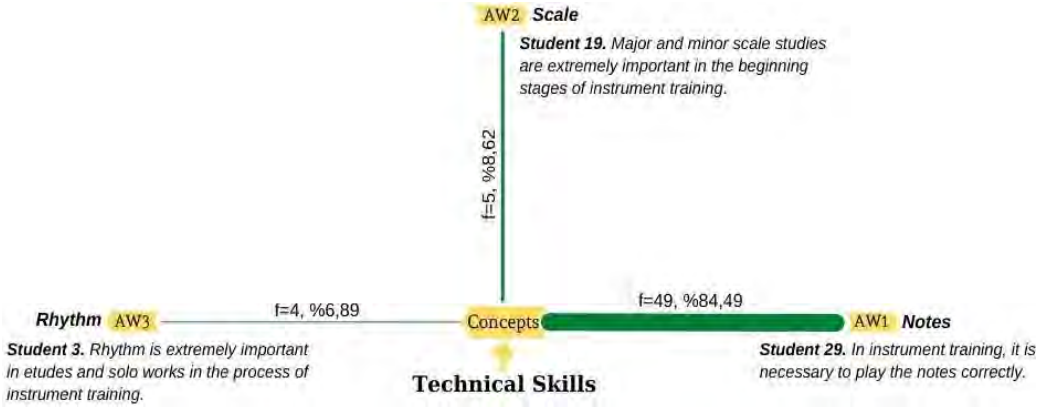

Figure 7: Relationship Map of Students' Technical Skills Category

Figure 7 shows that the students were completely orientated towards positive answer wordsanswer wordsanswer words. It is seen that there is a significant difference between the first answer word (AW1) and the other answer words in terms of both frequency and percentage values. It is seen that the second (AW2) and third (AW) answer wordsanswer wordsanswer words are close to each other. The students exhibited the highest distribution among all categories on "AW1". It is seen that the concepts in this category are related to basic music theory.

Table 10: Students' response word distributions related to the "Student Capacity" category

Category	Concepts in the Category	f	%
Student Capacity	Perception	6	50
	Talent	6	50
Total	2 Words	12	100

According to Table 10, the number of words given by the students for the category of "student capacity" was determined as 2. The total frequency of these data was found to be 12 (100%). The concept of "perception" (f=6, 50%) ranked first in the associations made by the students. The other concept was "ability" (f=6, 50%). It is thought that the answer words in this category are related to the key concept of "Instrument Education".

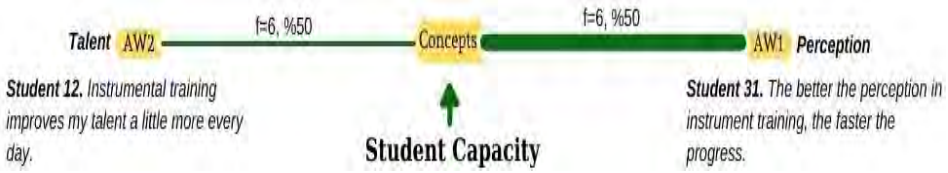

Figure 9: Relationship Map of Students to Student Capacity Category

Figure 9 shows that the students were completely orientated towards positive answer words. As in Figure 5, the least number of positive answer words were found in the "Social Skills" and "Student Capacity" categories. There was an equal distribution between AW1 and AW2 in terms of frequency and percentage values. The positive answer words "Perception" and "Talent" are complementary to each other in terms of content.

Table 10: Students' answer word distributions related to the category of "Education - Training"

Category	Concepts in the Category	f	%
	Teacher	38	49,36
	Education	14	18,19
Education Training	School	10	12,99
	Learning	8	10,39
	Investing in the Future	7	9,09
Total	5 Words	77	100

According to Table 10, the number of words given by the students for the "Education - Training" category was determined as 5. The total frequency of these data was determined as 77 (100%). The most frequently associated concept by the students was "teacher" (f=38, 49,36%). Other concepts were "education" (f=14, 18,19%), "school" (f=10, 12,99%), "learning" (f=8, 10,39%) and "investment in the future" (f=7, 9,09%). It can be considered that the concepts in this category are related to the behavioural states of the students and the subcategories of education.

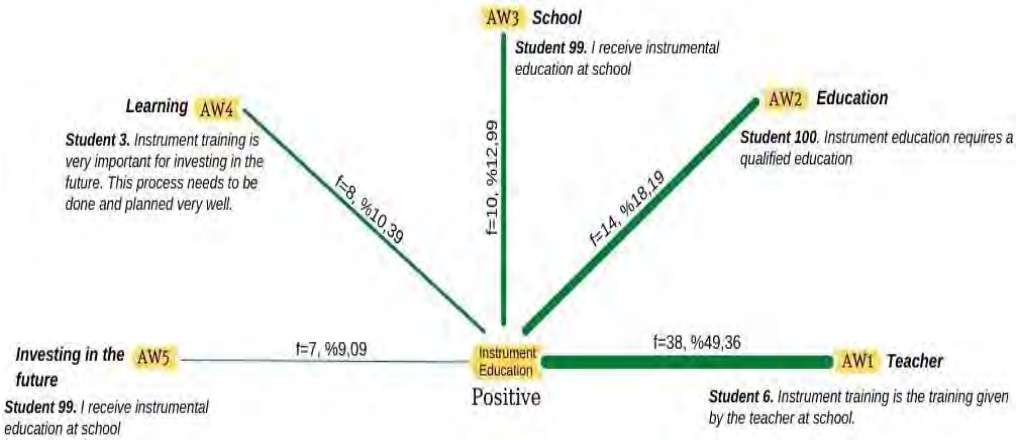

Figure 10: Students' Relationship Map for Education and Training Category

According to Figure 10, the students were completely orientated towards positive answer words. Students associated the main concept of "instrument training" with the concepts of teacher, education, school, learning and investing in the future. According to the students, the most important concept in the process of instrument education was "teacher".

Conclusion And Discussion

As a result of the analyses of the data obtained in this research, the perceptions of fine arts high school students towards the concept of instrument education were determined through the word association test. The answer words obtained in the research were analysed by content analysis method and collected in 9 categories. According to the results obtained from the first category of the research, "instrument" was the answer word in the category of instrument types and materials, which the students associated the most. According to the results obtained from the first category of the research, the answer word that the students associated the most was "instrument" (f=26, 37,14%). This word was followed by "violin" (f=12, 17,14%), "guitar" (f=11, 15,71%), "harp" (f=8, 11,42%) and "viola" (f=6, 8,58%). It was observed that all the answer words in the instrument types and materials category were directly related to the key concept of "instrument education". This word is followed by violin (f=12, 17,14%), guitar (f=11, 15,71%), harp (f=8, 11,42%), viola (f=6, 8,58%). It was found that all the words in the class of instrument types and materials were directive with the key concept of "instrument education". In instrument training lessons, students try to use their own instruments in the best way and use different materials with their instruments. From the answers given by the groups, it was found that the perceptions of the students towards the category of "types of playing words and materials" were at a positive level.

In İlhan's (2020) study, piano was associated with a total of 117 words in 6 categories, and the association words were mostly gathered under the category of "music knowledge". Depending on this result, in the same study, "note" was the concept most associated with the piano by the students.

Consistent with this result, in the seventh category named "technical skills" of the current study, students intensively orientated towards the concept of "note" (f=49, 84.49%). In a metaphor study conducted by Kurtaslan (2018), students associated the concept of note with the concept of instrument. This result obtained from Kurtaslan's study is similar to the result obtained from the study.

According to the results obtained from the second category of the research, the most frequently associated answer word in the category of teaching materials was "etude" (f=38, 50%). This word was followed by "piece" (f=22, 28,94%), "metronome" (f=6, 7,90%), "note stand" (f=6, 7,90%) and "tuner" (f=4, 5,27%). It was observed that all the answer words in the category of teaching materials were related to the key concept of "instrument training". Instrument training is a long and challenging process. Students gain the necessary technical skills by playing etudes. Students' practice using a metronome enables them to perform etudes and pieces at a certain speed. It is understood that the students are completely orientated towards positive words in this category.

According to the results obtained from the third category of the research, the word that students associated the most with was "excitement" (f=8, 32%). This word was followed by "stress" (f=7, 38%), "fear" (f=6, 24%), "trembling" (f=4, 16%). It was observed that all the answer words in the performance anxiety category were related to the key concept of "instrument education". Students experiencing performance anxiety felt nervous about being evaluated by their teachers. Related to these results, Wolfe (1989), in his study with 193 musicians, stated that there was a relationship between performance anxiety and performance quality and that performance anxiety negatively affected performance quality.

According to the results obtained from the fourth category of the research, the word that the students associated the most was "work" (f=33, 26,4%). This was followed by "success" (f=23, 18.4%), "discipline" (f=20, 16%), "labour" (f=9, 7.2%), "patience" (f=8, 6.4%), "motivation" (f=8, 6.4%), "concentration" (f=6, 4. 8%), "develop" (f=6, 4.8%), "desire" (f=6, 4.8%) and "tiring" (f=6, 4.8%). According to these concepts, it is understood that the students are intensely orientated towards positive words. It was seen that all the answer words in the motivation category related to the instrument were related to the key concept of "instrument education". Motivation in instrument education is a situation that directly affects the development of student performance. The concept of tiring can be considered as a concept that will negatively affect students' motivation. In a study conducted by Özmenteş (2013), it was stated that patient and enthusiastic work by ensuring students' motivation and concentration on the instrument will positively affect student performance.

According to the results obtained from the fifth category of the research, the word that the students associated the most was "helping" (f=8, 72,72%). The other word was friendship (f=3, 27,28%). It was seen that all the answer words in the social skills category were related to the key concept of "instrument training". Cooperative learning method is a method applied to realise learning at the highest level. When students continue their instrument training by helping their friends, their social skills also develop. Bilen and Ün Açıkgöz (2019), in their research on the development of singing skills, concluded that the cooperative learning method was significantly more effective than learning by note and teaching by ear.

According to the results obtained from the sixth category of the research, the word that students associated the most was "happiness" (f=66, 68,76%). This word was followed by the words "love" (f=16, 16,67%), "life" (f=10, 10,41%), "friend" (f=2, 2,08%) and "trouble" (f=2, 2.08%). No negative word was found in this category. It was observed that all words in the category of attitude towards the instrument were related to the key concept of "instrument education". In Kurtaslan's (2018) study with metaphor content, the answer words in the affective dimension category are similar to the answer words in this study.

According to the results obtained in the seventh category of the research, the most frequently associated word in the technical skills category was "note" (f=49, 84,49%). This word was followed by the words "scale" (f=4, 8,62%) and "rhythm" (f=4, 6,89%) respectively. It was concluded that all the answer words in the technical skills category were related to the key concept of "instrument training". In his research, Gerekten (2018) examined the concept of rhythm in the category of rhythmic terms, the concept of note in the category of general music terms, and the concept of scale in the category of pitch sequence terms.

According to the results of the eighth category of the research, the most frequently associated answer words were "perception" (f=6, 50%) and "ability" (f=6, 50%). It was seen that all the answer words in the category of student capacity were related to the key concept of "instrument education". Students' musical ability can be measured by their hearing and perception of sounds. It can be said that perception and talent are the basic concepts that determine student capacity.

According to the results obtained in the ninth category of the research, the word that the students associated the most was teacher (f=38, 49,36%). This word was followed by the words "education" (f=14, 18,19%), "school" (f=10, 12,99%), "learning" (f=8, 10,39%) and "investment in the future" (f=7, 9,09%). It was observed that all the answer words in the education-training category were related to the key concept of "instrument training". It is understood that the students were completely orientated towards positive words in this category.

As a result of the research, the following recommendation can be made in line with the answer words associated by the students with the concept of instrument education. Perception educators can give importance to recognition, monitoring and formative evaluations within the scope of measurement and evaluation activities in the teaching process. They can plan education and training activities according to students' abilities and capacities. Accordingly, they can select etudes and pieces according to the level and needs of the students. With such approaches, they can support students' technical and musical development. In addition, they can plan activities that will keep students' motivation alive during the instrument training process. Finally, strategies that can support students' communication and co-operative work can be created.

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