

THE SOCIO-CULTURAL CONTEXT OF MUSICAL DEVELOPMENT AND LEARNING

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Abstract

The process of development and learning is highly complex, and it involves a number of important factors. Socio-cultural context, one of these factors, has been highlighted in the relevant literature, and this got educators in the power of the interaction between individuals and their environment in the learning process. Bandura, Vygotsky and Bronfenbrenner stressed that individuals should be studied in connection with their socio-cultural contexts in the process of development and learning. These studies in the fields of development and learning psychology also affected research in music pedagogy, which tended to explain success in music with cognitive and individual variables such as talent and practice. In the 1970s, the post-Piaget period began with these studies, which emphasized the effect of the socio-cultural context. This period involved the development of models and theories that examined individuals' musical development and learning in narrow and broad socio-cultural contexts. A review of the relevant literature indicated that the fundamental elements of the socio-cultural context in musical development and learning process have been studied as family, schools, peers, technology, media and gender.

Keywords: Music education, musical development, musical learning, socio-cultural context.