

Covid-19 and Online Music Education: A Qualitative Study on the Views of Preschool Teacher Candidates

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Abstract: This study aims to examine distance music education practices in the pandemic period in line with the opinions of pre-school teacher candidates. The study, in which the single case study design, one of the qualitative research approaches, was used, was carried out with 22 pre-school teacher candidates studying at the Kafkas University, Turkey. The data were collected through a semi-structured interview form created by the researchers in line with expert opinions. The obtained data were collected under different themes and analyzed with content analysis. The results of the study showed that the acquisitions made by the preschool teacher candidates during distance music education were mainly based on a theoretical foundation. It was found that the greatest practical deficiency occurred in learning a musical instrument. The participants mostly expressed their views on saving time and space as the positive aspects of distance education. On the other hand, negative results were also obtained, such as the inadequacy of mutual communication in the distance education process, the lack of infrastructure in practice, and the limited course time. In future studies, it is recommended to implement synchronized applications, especially for instrument training, by supporting online materials.

Keywords: Distance music education, online music education, pre-school music education, covid-19, pandemic


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Introduction

Coronavirus, which is called Covid-19 as it was detected in 2019, mainly affects the upper respiratory tract and causes fatal consequences. It has negatively affected life globally in a short time and caused the death of thousands of people (Fauci, Lane, & Redfield, 2020). As a result, the World Health Organization (WHO) declared the disease a "pandemic" on March 11, 2020 (WHO, 2020). With the emergence of Covid-19 in Turkey, it was announced that classes at universities would be suspended for a period of time in March 2020, and then the spring semester of 2020 would be completed through the method of distance learning (Sager, Ozkisi, & Yuceer, 2020). With the pandemic continuing in 2021, digital learning has become the subject of education (Telli Yamamoto & Altun, 2020).

Distance education is a method for alternative education. Students and teachers are far from each other outside the classroom (Ozer, 1990), eliminating time and space constraints with technological devices such as computers, phones, and tablets (Kaya, 2002; Kirik, 2014). In other words, it is a modern and innovative system of education in which students and teachers interact with each other completely independent of time and space in any desired place. Students can use devices such as PCs to participate in and attend classes at the desired time and duration without having to come to campus, and where educational activities are conducted through technological means (Akyurek, 2020). In these educational environments where many technical possibilities can be used together with the help of communication technologies, teacher-student interaction has transformed with the capacity to conduct classes online and offline (Seaman, Allen, & Seaman, 2018; Moore & Kearsley, 2012). However, multimedia elements such as video, audio, and animation used in a well-designed distance education environment allow students with different learning styles to benefit from course materials at the highest level (Yildirim, Yildirim, Celik, & Karaman, 2014).

Music education is the process of making conscious changes in musical behavior in line with the determined goals through musical experiences (Ucan, 2005). Thus, it is aimed that individuals gain the ability to express themselves with by music in their social and personal environments by preparing the ground for acquiring cognitive, affective, and behavioral skills (Yilmaz & Zahal, 2020). These goals are principal music culture, musical subjects and concepts, and the ability to play an instrument within the individual's aptitude. In the process of acquiring these musical behaviors and skills, the musical education given in the pre-school period, which is determined according to musical development characteristics, is very important (Yildiz, 2017). Pre-school period is one of the important processes in which the foundations of individuals' personality traits are laid. The musical education in this period supports the childrens' social, emotional, mental, and physical developments (Kilic, 2012). In the pre-school period, the child's being active in musical activities makes it possible to raise successful individuals with developed self-confidence and self-esteem (Lazdauskas, 1996). In this regard, teachers should teach and make children love music with an effective method within the framework of music education's goals and basic principles in the pre-school period (Yildiz, 2019).

Music is one of the educational tools that require the highest level of ability among the areas that early childhood teachers use in their professional processes (Eldemir, Umuzdas, & Umuzdas, 2009). In preschool education, the teacher should know the types of music used and be able to distinguish between them. On the other hand, the teacher should be able to play an instrument, know the musical developmental characteristics of children such as ambitus, reinforce music with games, and be aware of the method he/she will use to teach music (Yildiz, 2017; Kilic, 2012). Thus, the teacher can guide children to discover the mysterious music world by making them aware of their unique talents (Ozturk, 2003).

When the relevant literature is examined, it is seen that various studies have been carried out on distance pre-school and music education during the pandemic. Remarkably, these studies focus on the topics of information and communication technologies, especially in pre-school music education (Zhu, 2011; Panagiotakou & Pange, 2010), distance music education at the undergraduate level during the pandemic (Palau, Mogas, & Ucar, 2020; Piji Kucuk, 2020; Sakarya & Zahal, 2020, Ozer & Ustun, 2020; Kesendere, Senol Sakin, & Acar, 2020; Akyurek, 2020; Bolat & Akinci, 2020), distance orchestra training in primary and secondary schools in the pandemic (Hash, 2021) and music education during the epidemic in private music courses (Aksoy, Guclu, & Nayir, 2020). In addition to these subject areas, there are various studies on distance education in the pandemic based on different disciplines (Can, 2020; Telli & Altun, 2020; Ari & Kanat, 2020; Durak, Cankaya, & Izmirli, 2020; Ozdogan & Berkant, 2020; Bakioglu & Cevik, 2020; Eti & Karaduman, 2020). However, it was noted that no research was conducted in distance learning for preschool during the pandemic. During the pandemic, the inadequacy of the infrastructure required for distance education, the lack of training in advance, the fact that the teachers and students were not sufficiently informed about the subject caused problems in the early stages of distance education (Bozkurt, 2020; Sari & Nayir, 2020; Durak, Çankaya, & Izmirli, 2020). Determining whether similar problems are experienced in music education classes in early childhood, which has an application-based education content, has also been considered an important research question. In this context, the perceptions and opinions of pre-service teacher trainees in the context of questions such as to what extent online music education contributes to them, the positive and negative aspects of these applications, their status of integration into the system, the interaction between teachers and students, and how they evaluate online music education compared to face-to-face education during the pandemic period, constitute the main issues of the study. It is important to learn the opinions of preschool teacher candidates about online music teaching, to uncover the problems encountered, and to learn students' opinions about suggestions and solutions, as this will contribute to future scientific studies, curricula, and the development of online software for distance education in music. Based on these facts, the study aims to determine and discuss the opinions of pre-school teacher candidates on online music education, which is given for a total of 10 weeks starting from the 5th week in the spring semester of the 2019-2020 academic year, and to present suggestions for solving the problems. The sub-problems of the research question was determined as, "What are the opinions of pre-school

teacher candidates on online music education during the pandemic process?" are listed below.

What are the opinions of pre-school teacher candidates on whether online music education meets the goals and objectives of the course?

- What are their opinions on online music education positive and negative aspects?
- What are their opinions on measurement and evaluation practices?
- What are their opinions on online music education implementation more effectively?

Method

Research Model

A new situation has emerged with the pandemic period. As in many other fields, music education given within pre-school teacher training has also been provided online. In this context, the research was conducted based on a case study (single case study design), one of the qualitative research approaches. The case study is used to see the events occurring in a social structure, group, institution, and organization, to provide explanations about the purpose, to examine and evaluate the situation and events in depth (Buyukozturk, Kilic Cakmak, Akgun, Karadeniz, & Demirel, 2017; McMillan, 2000, Best & Kahn, 1993).

The Study Group

The research study group consists of 22 2nd year students studying at the Preschool Education Department of Kafkas University. The students were determined by criterion-based sampling. The fact that the participants experienced the event in the study is explained as a criterion-based sample (Heppner, Wampold, & Kivlinghan, 2008; 300). The age of the study group, which consists of mostly female students, ranges from 21 to 42 years (Mean \pm SD, 25.55 \pm 5.53). The reason why students are older than expected is due to the characteristics of the region.

In this context, for ten weeks within the scope of the "Early Childhood Music Education" course, an online education program covering basic music knowledge, spiral education model, selection, analysis, teaching techniques of children's songs, selection of repertoire, and musical skills and development in early childhood (YOK, 2018) were implemented and students' views on these practices were determined.

Table 1.

Demographic Characteristics of Preschool Music Education Students

Students	Age	Grade	Gender
S1	28	2	M
S2	22	2	M
S3	23	2	F
S4	23	2	F
S5	21	2	F
S6	23	2	F
S7	24	2	F
S8	28	2	F
S9	29	2	F
S10	25	2	M
S11	21	2	F
S12	21	2	F
S13	22	2	F
S14	22	2	F
S15	36	2	F
S16	42	2	F
S17	35	2	F
S18	24	2	F
S19	23	2	F
S20	24	2	F
S21	22	2	F
S22	24	2	F

Data Collection

The data were collected through a semi-structured interview form created by the researchers in line with expert opinions. This form was used to ask students questions about the platform and how it can be used in teaching practice, and how assessment is done in exam assessments. In semi-structured interviews, questions on the subject are explained in advance. These interviews were conducted online and visually with the Zoom software program.

Data Analysis

The obtained data were transferred to the computer in the form of texts, interpreted through content analysis and descriptive analysis, and again transferred to the computer as text. In content analysis, themes, subthemes, categories and codes were created (Yıldırım & Simsek, 2008). First, the transcripts were read from beginning to end, and in the second phase, the texts were reread and coded. After this phase, the codes were grouped under the categories that form the subthemes of the themes. Then, for research reliability, the double coding method suggested by Miles and Huberman (1994) was used within the framework of stability after multiple coding (Creswell, 2015). For this

purpose, the answers were evaluated and coded by two researchers. Inter-researcher reliability was calculated as .90.

Ethical Aspect

An ethics committee approval was obtained from Kafkas University (dated 15/12/2020 and numbered 76878310-903.07.01-E.33731) for the research on the conformity of the study with scientific rules.

Results

Meeting the objectives of the lesson in pre-school music education in the distance education process

Table 2.

Students' Views on the Acquisitions They Have Gained in The Music Lesson

Theme	Sub-themes	Categories	Students	f
Acquisitions	Theoretical	Doing research	S (4, 22)	22
		Reading articles	S (1, 13, 22)	
		Learning in class	S (2, 6, 7, 11, 17, 20, 21)	
	Practical	No acquisition	S (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22)	

Table 2 shows the opinions of pre-school teacher candidates about the acquisitions they have gained in the music education course in the distance education process. The table includes the sub-themes of theoretical and practical acquisitions based on the theme of acquisitions. According to the findings obtained from the students' opinions, it is seen that the acquisitions towards the music course are realized in the theoretical direction; and those students stated that they did not obtain practical acquisitions. It is seen that the theoretical acquisitions are realized in the categories of "learning in class," "reading articles" and "researching." As can be understood from the statements below, students particularly emphasized their lack of learning to play a musical instrument in terms of practice.

S1: Obviously, I could not get much efficiency during the pandemic process since the music lesson is based on practice more. I cannot say that the lesson fully achieved its purpose. For example, our instrument learning situation had to be postponed due to the pandemic. Apart from that, many of my friends expressed their satisfaction about musical notation teaching and researching articles.

S2: Frankly, I do not think that the course meets the goals of the course, at all. When you say music lesson, you can learn most things just by practice. Apart from that, I think everything has been explained theoretically.

S3: Our lesson was so wonderful that I wish this unfortunate situation did not occur. We could really do it using our instruments. But this was what the conditions required, and I think this was the best under these circumstances. For example, I really wanted to play the ukulele when it came to gaining acquisitions. In practice, we could not achieve this.

S4: No, I think the goals of the lesson were not met. As I did a lot of research, I achieved theoretical acquisitions. I didn't know about the notes very much, but I repeated it a bit. It is a bit of a mystery how persistent it is, but it guided me to research, but our main expectation at the beginning of the term was to learn to play a musical instrument, it was just inefficient in that regard.

Positive aspects of distance education in pre-school music education

Table 3.

Students' Views on the Positive Aspects of Distance Music Education

Theme	Categories	Students	f
Positive Aspects	Being at home	S (1, 2, 5, 8, 9, 15)	20
	Saving time	S (7, 9, 15)	
	Ability to re-watch the lesson	S (5, 6, 12, 13, 22)	
	Ease of access to information	S (12)	
	Technology use	S (14)	
	No positive aspects	S (10, 11, 16, 17, 18, 19, 20, 21)	

Table 3 includes the opinions of pre-school teacher candidates regarding the positive aspects of distance music education during the pandemic period. In this context, although the expression 'being at home' is expressed positively by the students in terms of 'saving time', it is clear from some of the students' comments that this situation is also seen negatively in terms of preparing for and concentrating on lessons. However, as the lesson is recorded, students have the opportunity to watch the lesson again. Besides, it is understood that students see the distance education process positively in terms of easy access to information and developing their technology skills. On the other hand, the high number of students who approach distance music education from a negative point of view is among one of the striking findings.

S1: We've learned many things theoretically. Sometimes I had a hard time going to school. But during this period, we could even take classes while lying down at home. I feel more comfortable at home, but I think it is more efficient at school. Since my lessons are practice-based, I think it would be more appropriate to receive face-to-face education at school.

S2: I can think more comfortably. At least I have a chance to feel more comfortable at home.

S4: Being at home was not an advantage. I love being active. I love being in school. I think it would be better if we were in school. To give an example of the positives: The process was

easy to experience. We were not very tired.S5: Taking classes from home was a positive aspect. There was also the advantage of watching the lessons over and over.

S6: We've learned theoretical information. I could watch classes whenever I wanted.

S7: It was positive in terms of time. We could attend classes wherever we wanted and whenever we wanted without going to school. But despite this, it is not as serious as in the school atmosphere. It is weird to listen to classes at home in pajamas.

S16: This way, we only gained theoretical knowledge. Being at home is not good in terms of classes. The applied lessons such as the game lesson and the music lesson were not efficient.

S17: Because of the known pandemic, the process was a little different. For psychological reasons we may not be able to make that distinction, but I think it should have been face to face. I can not mention the positive aspects.

Negative aspects of distance education in pre-school music education

Table 4.

Students' Opinions on the Negative Aspects of Distance Music Education

Theme	Categories	Students	f
Negative Aspects	Internet access	S (1,2, 7,8, 10, 11, 12, 13, 14, 15, 17, 19, 20, 21)	21
	Systemic problems	S (1,5, 8, 9,11, 16, 17, 18, 20)	
	Inability to learn to play a musical instrument	S (3, 5, 15,17, 18, 20, 21, 22)	
	Inability to do practice	S (6, 7, 8, 9, 12, 13, 15, 18, 19, 22)	
	Concurrency	S (7, 17)	
	Lack of time	S (9, 10, 13, 22)	
	The unsuitability of the study environment	S (10, 11, 12, 13, 14, 17, 18, 20)	
	Distractibility	S (12, 14)	
	Lack of interaction	S (5, 7, 8, 9, 10, 13, 15, 17, 20, 21, 22)	
	Access to digital sources	S (7, 8, 11, 14, 15)	

Table 4 includes the opinions of pre-school teacher candidates regarding the negative aspects of distance music education during the pandemic. According to this, it is understood that more than half of the students have experienced problems related to internet connection. As can be understood from the students' statements, it is seen that the most significant deficiency in the distance education process is the inability to practice and learn to play a musical instrument. Additionally, "the lack of mutual interaction" between the instructor and the student and "unsuitability of the study environment for classes" are negative aspects of distance education. Besides, some students having problems with digital resources such as computers, tablets, and phones are also among the findings obtained from students' statements. Moreover, students state that the distance education system is insufficient in terms of infrastructure.

S1: Sometimes, I had a problem with the internet connection. Sometimes, there were systemic problems and we could not attend the classes. Of course, face-to-face education is more efficient than distance education.

S2: There are many negative aspects, for example, there are parts that we do not understand. There were times when I had internet and connection problems. I did not have any difficulties in accessing devices such as phones, tablets and computers.

S7: Lack of practice. I was attending the lessons from a village in Hakkari Yüksekova, the Easternmost part of Turkey, and I had a problem with my internet. I had problems with my connection. I had problems in terms of synchronicity. I had a smartphone but no computer or tablet. So I had problems preparing homework. I experienced the disadvantage of the lack of face-to-face interaction.

S9: Practice-based lessons could not be completed. From time to time, we were unable to connect to the system and talk to each other. The allotted time was also very limited. Even though my mobile phone and computer were not very good, they did my job.

S12: Practicing in the lesson was more inefficient. Because it was distance education, it was difficult in terms of participating in and understanding the lesson. When I didn't have an internet connection, I could not attend the classes. Since I had many siblings, my study environment was not suitable and I could not focus. There was necessarily a negative factor during the lesson. After listening to the lesson for 5 minutes, I was distracted.

S21: We were planning to learn to play the ukulele, but we could not. I think one of the most important problems of distance education is the connection problem. When there is a connection problem, we have problems attending the class and miss the topics. The lack of interaction in the classroom is a negative aspect. There is not much chance for feedback. The teacher cannot see and correct the mistakes.

Assessment and evaluation

Table 5.

Students' Views on Assessment and Evaluation in the Distance Education Process

Theme	Sub-themes	Categories	Students	f
Assessment and evaluation	Objective	Performed according to the criteria	S (1, 5, 6, 21)	22
		Dependent on personal study	S (1, 16, 19)	
		Instructor-induced	S (2, 3, 13, 20, 22)	
	Non-objective	Inability to supervise	S (4, 8, 10, 11, 12, 15, 17)	
		Not being practice-based	S (7, 9, 14, 17, 18)	

Table 5 includes the views of pre-school teacher candidates regarding assessment and evaluation in the distance education process. The students stated that the evaluation was made according to the criteria specified by the instructor in advance, that it was consistent with their personal study performances, and that an objective assessment and evaluation environment was formed. Considering that the course is based on a theoretical structure and that the assessments and evaluations are in the form of

homework, it is understandable that the students who stated that the examination evaluations were not objective expressed that the reliability of the theoretical assignments could not be verified by the lecturers and that the examinations could not be conducted in a practical way that is in line with the nature of the music course. However, it was observed that some students thought that the instructors gave classroom performance grades in favor of the students during the distance education process.

S1: I can say that there was an objective evaluation because the homework was completely dependent on our performance and the evaluation was made according to the homework we did.

S3: If we had had face-to-face classes at school, maybe we wouldn't have gotten such high marks. I think our teachers and our university manage the process very well. Therefore, I am very satisfied with the exam evaluations.

S4: We prepared homework, but to what extent that homework was our original work, I think it could not be evaluated much. . Personally, I tried to pay attention as best I could, I tried to use my own phrases, but honestly I do not think everyone is that sensitive to it. Maybe there was a problem with the rating, after all. S5: I believe that an objective evaluation is made because our homework is done according to the desired criteria.

S9: I don't think that the best methods are chosen for assessment. But, since the music lesson was taught theoretically, a theoretical evaluation was performed. It would be better if the assessment part were practice-based.

S10: I think I got a higher mark than I expected. Homework was given, and we were doing similar homework after all. So, I don't know to what extent it was objective.

S20: I believe it was just. I even think that the teachers gave extra points.

Opinions on how to conduct distance music lessons more effectively

Table 6.

Students' Views on How to Conduct Distance Music Lessons More Effectively

Theme	Sub-themes	Categories	Students	f
Effective teaching	Management	Improving system infrastructure	S (3, 5, 10, 20)	17
		Ensuring equality of opportunity in education	S (14, 15)	
	Instructor	Online/offline teaching of playing an instrument (the ukulele)	S (1, 4, 6, 7, 8, 10, 11, 12, 13, 15, 17, 18, 19, 20)	
		Students	Active participation	

Table 6 includes student views on how to conduct distance music lessons more effectively in pre-school music education. In this context, opinions on the sub-themes of faculty management, instructors, and students were examined. Notably, most students think it is possible to teach how to play a musical instrument online or offline. Although the prevailing opinion is that music education is a class that cannot be taught via distance

learning because it is a hands-on class, students feel that distance learning can be beneficial to playing instruments in the process, and w. Within the general opinions, there are again expressions from students that support the belief that playing instruments can be learned via distance learning.

In addition, within the scope of the improvement work that the management can make, there are expressions of strengthening the platform's infrastructure used in distance education. The view that improvement work can be made for students who have difficulties in accessing resources such as the internet, computer, tablet etc. can also be considered among the expressions worth paying attention to. However, the necessity of active participation of students in the distance education process is among the study's findings, again in line with the student views. The students who did not express their opinions in this context think that face-to-face education will be more beneficial than distance education.

S1: I think the student can participate in the process more actively to provide effective music education. If an instrument is required to be taught, I think the lecturer can teach how to play that instrument distantly.

S3: For example, we could not attend classes in UZEM. But, in other platforms (such as teams), when you leave the student alone in this system, the student can conduct the lesson like a teacher.

S7: Instrument teaching can be done with live video lessons.

S8: I don't think that much can be done distantly. I wish the lessons were hands-on and I learned to play the ukulele.

S11: We can do more practical activities than theoretical. We can do these in the form of video conferencing. We can learn to play a musical instrument by videoconferencing.

S13: The ukulele lessons can be given in the form of video conferences. It would be more interactive.

S14: Opportunities should be equal a lit bit more. Everyone can have more adequate materials. I think requesting this is also important. The pandemic has worn away at people's psychology. If there are enough tools and requests, something can be done distantly.

Conclusion and Discussion

Preschool teacher candidates stated that they attended the lessons via the platform KAUZEM used in distance education, which is the university's infrastructure, that asking questions, messaging and voice communication was insufficient due to the limited lecture hours. They had problems with image quality due to the problem of internet access. However, they stated that the lessons were given simultaneously, they could watch the lessons again, upload their files and homework, and that assessment and evaluation were in the form of homework.

In the process of distance music education, it has been revealed that the acquisitions that pre-school teacher candidates have achieved regarding the lesson were mainly theoretical. It can be seen that theoretical acquisition was achieved in the categories of learning, reading articles and researching. They believe that the greatest deficit in terms of practice is in instrumental education. The lack of practice in the distance education process may cause anxiety among students (Sakarya & Zahal, 2020; Karatepe, Kucukgencay, & Peker 2020; Bakioglu & Cevik, 2020; Roy, 2020). It can be said that this situation negatively affects teacher candidates in terms of vocational competence due to distant education. Eti & Karaduman (2020) stated that teacher candidates do not consider themselves professionally competent in distance education. Kaya (2002) stated that distant education cause problems in teaching practice-oriented courses that require learning skills. González-Calvo, Barba-Martín, Bores-García & Gallego-Lema (2020) point out similar results in their studies.

Students stated that the positive aspects of distance music education during the pandemic were "staying at home" and "saving time". The fact that distance education is independent of time and space is seen as an advantage by students. Based on this, distance education can be considered to provide spatial comfort and time savings (Akyurek, 2020; Kesendere et al., 2020; Fidan, 2020; Altun Ekiz, 2020; Piji Kucuk, 2020; Solak, Utebay, & Yalcin, 2020; Horspol & Lange, 2012; DeNeui & Dodge, 2006).

As a result of the research, students' easy access to information and development of technology skills is seen as another positive aspect of the distance education process. Similar results have been obtained from studies on distance music education during the pandemic (Piji Kucuk, 2020; Kesendere et al., 2020; Sakarya & Zahal, 2020). Supporting this finding, students studying in other fields also find it beneficial that platforms providing distance education allow them to watch the lessons again (Yolcu 2020; Keskin & Ozer Kaya, 2020; Bayram et al., 2019; Akyurek, 2020; Pınar & Donel Akgul 2020; Genc, Engin, & Yardim, 2020; Altun Ekiz, 2020).

The high number of students who approached distance music education from a negative point of view was also a remarkable result. Piji Kucuk (2020); Ozgol, Sarikaya & Ozturk (2017); and Kan & Fidan (2016) concluded that the number of students who approached the distance education system negatively is quite high. It is believed that more than half of the students experienced problems related to internet connection. Ramos-Morcillo et al. (2020) and Akyurek (2020) point out that students believe that they are not equal in distance education because of where they are and where they live. Based on this, the disruptions caused by the inadequacy of internet access stand out as a negative situation that students frequently experience (Altun Ekiz, 2020; Kuruncu & Kurt, 2020; Sercemeli & Kurnaz, 2020; Durak, Cankaya & Izmirlı; 2020; Sintema, 2020).

According to the students, the biggest deficiency in the distance education process is the inability to practice and learn to play the instrument. Studies show that the students who study in different fields also state that their failure to practice in computer and English lessons negatively affects them (Ozgol, Sarikaya & Ozturk, 2017; Kan & Fidan, 2016). On the other hand, "lack of mutual interaction" due to the time limit between the

instructor and the student in distance education and "the unsuitability of the study environment for lessons" are the negative aspects of distance education. Piji Kucuk (2020) reached similar results in her study conducted on music teacher candidates. Erfidan's (2019) study emphasises that student and teacher interaction is not at a sufficient level. Besides, some students stated that they had problems in accessing digital equipment such as computers, tablets and phones. The distance education portal provided by the university was deemed insufficient by students. It is seen that similar results have been obtained in different scientific studies (Genc, Engin & Yardim, 2020, Kurtuncu & Kurt, 2020; Sercemeli & Kurnaz, 2020; Keskin & Ozer Kaya, 2020).

Preschool teacher candidates stated that assessment and evaluation in the distance education process were carried out according to the criteria specified before by the instructor, that they were consistent with their personal study performances, and that an objective assessment and evaluation environment was formed. Nevertheless, some students stated that the lecturers could not perfectly control the reliability of the theoretical assignments and the exams could not be done practically in accordance with the nature of the music lesson. On the other hand, assessment and evaluation should be very clear and transparent in all aspects (Can, 2020; Ozdogan & Berkant, 2020).

It is understood that students believe that distance music education can be beneficial in this process. However, they have some problems in distance education because music education is a practice-based lesson. Based on these results, it is recommended that:

- Universities follow the current digital learning platforms that are popular with the distinguished educational institutions in the world regarding the use of technological possibilities, infrastructure, and digitalization, develop the learning environments that are constantly used, and inform the lecturers and students at these stages,
- These lessons are carried out synchronously considering the lack of teacher-student interaction in applied areas such as instrument training, lessons, videos, methods and similar materials on digital learning platforms in the field of music be shared with students intensively,
- Research be conducted on psychological variables such as students' academic achievements, motivations, and anxiety status in the distance pre-school and music education,
- The Turkish Council of Higher Education (YOK) and universities coordinate the teacher candidates' problems of accessing the internet and technological tools, and provide these students with the necessary opportunities.

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