



THE IMPACT OF MUSIC UPON ATTENTION, ATTITUDE AND MOTIVATION

IMPACTUL MUZICII ASUPRA ATENȚIEI, ATITUDINII ȘI MOTIVAȚIEI

Belal BADARNE,

PhD student,

Tiraspol State University, Chișinău

Rezumat: *Articolul de față relevă rolul muzicii în procesul activizării proceselor psihice, care, la rândul lor, influențează eficiența școlară a elevilor. În acest context, muzica este tratată ca un mod de exprimare a trăirilor, sentimentelor și a gândurilor elevilor, acest aspect subliniind efectele acesteia asupra creativității, percepției, cogniției și simțului lor estetic.*

Cuvinte-cheie: *muzică, învățare, atenție, atitudine, motivație.*

Our brains impact learning, attitude (mood and motivation), and healing. Learning about us, others, and our world improves the quality and meaning of our lives. It logically follows that music's impact on the brain has the ability to positively affect our ability to learn, our attitude, and our health. The building blocks of music are pitch, harmony, melody, rhythm. Each one of these components is actually waves – and these waves vibrate at various frequencies. Those of us familiar with the techniques of quantum jumping are certainly not surprised at the science of how music affects not only our brains, but can also positively enhance the very quality of our lives. Quantum physics demonstrates that everything, from the tiniest particle to the tallest building in the world, is *all* fundamentally waves that vibrate. Additionally waves that are similar, have shared qualities such as frequency, attract and stick to each other. It follows that the waves that make up music affect our brains. The trick is to find the types of music that *positively* affect *your* brain [3].

Music is the doorway to the inner realms and the use of music during

creative and reflective times facilitates personal expression in writing, art, movement, and a multitude of projects. Certain music will create a positive learning atmosphere and help students to feel welcome to participate in the learning experience [4]. In this way, it also has a great effect upon students' attitudes and motivation to learn. The rhythms and tempo of musical sound can assist us in setting and maintaining our attention and focus. Background music is used to provide a welcoming atmosphere and help prepare and motivate students for learning tasks. Music can energize lagging attention levels or soothe and calm, when necessary. Simply playing music as students enter the classroom or as they leave for recess or lunch totally changes the atmosphere. Music stimulates both the right and left sides of the brain as well as the limbic system, which aids in musical and emotional responses. Since the limbic system is responsible for long-term memory, using music while learning new material may help retain knowledge [1].

Music provides a positive environment that enhances student inte-

raction and helps develop a sense of community and cooperation. It is a powerful tool for understanding other cultures and bonding with one another. Selecting and playing a classroom theme song, developing a classroom "ritual"---such as a good-bye or hello time that uses music or other group activities with music are ways to build lasting community experiences. Background music is used to stimulate internal processing, to facilitate creativity, and encourage personal reflection. Playing reflective music, such as solo piano in either classical or contemporary styles, as students are writing or journaling, holds attention for longer periods of time than without the music. The creation of music expresses inner thoughts and feelings and develops the musical intelligence through the understanding of rhythm, pitch and form. Writing songs related to content allows students to express how they feel about issues brought up in historic incidents, social studies topics or literature [6]. Students can also create an instrumental "soundtrack" with simple rhythm instruments that auditorily portray a particularly important scientific discovery, a poignant historical event, or the action within a novel. Integration in its natural environment is best examined by qualitative methodologies that involve extensive observations and immersion in the setting. There are few of these studies. One of them is the study of Giordana Rabitti, who studied preschools in Italy, in which *arts* are deeply integrated across the curriculum. These preschools use a form of the project approach. The child-centred philosophy of the schools and the underlying attitude of respect to children were an important part of the schools' success. Rabitti concluded that art in the school was seen as

"intentional, contemplated, rational ... a problem solving activity".

Other researchers investigated the integration of *arts* and their impact upon English instruction in an exemplary high school English classroom. Richard-Amato P. found that the teacher used the *arts* because of her own personal background and interests. Her goals were to evoke students' interest, stimulate their thinking, help them make connections between the bits and pieces of information they receive in school, and encourage them to discover meaning and think about what they learn. After in-depth observation, Richard-Amato P. concluded that the specific effect that *arts* have on the English class apparently cannot be directly linked to students' learning of the content areas in the English discipline, but they can be linked to the development of a knowledge base and mental skills (such as perception, critical analysis, aesthetic awareness) essential to instruction in the English language [4], [6].

Shrum Judith found in her study that even though one of the primary goals in the intended curriculum was integration across different subject matters, intensive observations revealed that the various disciplinary areas were taught as separate subjects, with a rather rigid time allocation. This separation was the result of both the parents' pressure for advanced and accelerated academic content and the lack of structures to facilitate collaboration among the specialized teachers at school [6]. The lack of formal requirements (e.g. guidelines, testing) and materials (e.g. resource books and textbooks) imply that integration is the teacher's (or the team's) responsibility and is left to their initiative, imagination, and resourcefulness. Mu-

sic is an expressive communication tool that accompanies the development of the human society since its inception. Music is first and foremost an emotional dimension. It is particularly a tool for personal expression on the one hand, and as an ingredient in social cohesion on the other (for example, religious and secular ceremonies, folk poetry) [2]. Rational society as ours, where "important things" are measured on outputs and are based on logical analysis of cause-and-effect relationships and the like, there is a tendency to push aside the music and other "areas of artistic emotion". Music is intellectually cognitive; it allows us to examine the complexity of our emotional and sophisticated world, using abstract symbols. While it meets the need to give expression to aesthetic emotions, music activates a complex system of cognitive skills. Music is where the heart and the mind, body and soul are in dialogue.

Music has emerged at the dawn of human history as a tool of expression and communication, and as a means of expressing social moods. Israeli society is especially prominent in religious ceremonies, on holidays

and during national memory, ב"ערבי, poetry, youth events and mass of rock and pop music. Music was used throughout history as a complex expression of desires and social ideals. The musical activity "classic"-singing choir is used for some children as a source of satisfaction and enjoyment. While other children find resistance to this type of activity we think that this musical activity should be based on personally motivation [5].

Music is an important component of school ceremonies, a "memory aid" and the values of cultural heritage conservation. Music and social activities in school can be used as a tool for social integration, especially if we were to consider the musical traditions that students bring from home. Besides, musical activity in school can be a basis for education for cultural consumption and participation in culture. Music of diverse artistic colourfulness supposes emotional and intellectual effort. Thus, the teachers' role is to enable children to feel the taste of different pieces, allowing them to express excitement or create reservations.

Bibliography:

1. Hallam, Susan, and Price, John. "Can the use of Background Music Improve the Behavior and Academic Performance of Children with Emotional and Behavioral Difficulties?" *British Journal of Special Education* 25.2 (1998):88-91. EBSCOHOST. 16 November 2004
2. Jackson, Mary F., and Joyce, Donna M. *The Role of Music in Classroom Management*. (New York: New York University, 2003) 1-11.
3. Francis H., "Can Music Instruction Affect Children's Cognitive Development?" *ERIC Digest*. 2003: 3.
4. Richard-Amato, Patricia A. *Making it Happen: From Interactive to Participatory Language Teaching*. 3rd ed. (New York: Longman, 2003).
5. Routier, Wanda J., *Read Me a Song: Teaching Reading Using Picture Book Songs*. (Orlando: International Reading Association, 2003).
6. Shrum, Judith L., and Glisan, Eileen W. *Teacher's Handbook: Contextualized Language Instruction*. 2nd ed. (Boston: Thomson Heinle, 2000).