

## EFFECTS OF AMBIENT MUSIC IN THE LEARNING PROCESS

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**Abstract:** *The paper aims to highlight the importance of ambient music in the classroom and the effects it generates over the learning process. The classroom must be a welcoming environment suitable for learning. In times when the abundance of external stimuli is on the rise, focusing on the activities is more and more affected and absorbed by these stimuli. As a result of these stimuli, many people, both children, adolescents and adults, develop Accelerated Thinking Syndrome, which can be improved, even eliminated with ambient music.*

**Keywords:** *ambient music; learning process; educational activity; concentration; classroom;*

### 1. Introduction

The classroom is the third teacher, along with the main actors, teacher and student. (Malaguzzi 1993). Starting from the idea of Malaguzzi, we all want to have a welcoming classroom in which the atmosphere is relaxed, with a positive vibe and attraction to spend time in it. Ambient music is a factor at everyone's fingertips, which has a positive impact and great effect on the educational environment. The effects of ambient music in the classroom can be de-accelerate thinking, improve concentration, develop the pleasure of learning, calm anxiety and even educate emotions.

### 2. Theoretical foundation

Many times as we develop a certain activity, our minds "get crazy" and end up in a completely different point than what is happening at the time. We often talk to a certain person and jump from one idea to another, just not to forget the idea. All these events the psychiatrist and educator Augusto Cury calls and falls into the Accelerated Thinking Syndrome.

People affected by this syndrome cannot concentrate, feel tired unjustifiably without a specific effort, hate routine activities, sleep poorly, are sensitive, restless, stressed, they are affected by memory and fail to manage their thoughts cleaning their mind. During this time the brain consumes a lot of energy to feed the thoughts that invade us and the created states.

The causes of Accelerated Think Talk are multiple, but the most common are the premature delivery of children who do not have time to "mature" in the mother's tummy and prepare for life, the high number of visual stimuli and sounds in the environment, excess information, consumer policy (excess color), which also affects adults, but especially children who are more permeable to stimuli.

The effects of Accelerated Thinking Syndrome can be diminished by reducing the time spent on television and in the presence of incentives that favor it, by trying to control the thoughts that distract us by reducing the information we receive on various channels and the small ones in the process of teaching and learning. The more emotionally the pupil is, the higher the concentration and engagement capacity, the slower the pace of thinking and the encouragement of learning. Using ambient music, quiet and produces positive emotions and is the most handy remedy for this.

Researcher A. Tomatis studied the effects of Mozart's composite music on the human body, which he called the Mozart Effect generically. Mozart's music, the researcher

concluded, is best suited to helping the individual concentrate better, relax, calm down, moreover, qualities that make learning more effective.

If the quality of learning is given by the degree of emotional involvement, it is very clear that when it does not exist, the transmission of information does not generate anything but the indifference, the lack of effective learning. Ambient music helps mathematics, chemistry, foreign languages or other school disciplines no longer be perceived as arid and unattractive, but to have an emotional dimension.

For music to have the desired effects, it is necessary to meet certain conditions:

- especially classical music (Mozart, Vivaldi, Beethoven, etc.) or relaxation, based on sounds from nature;
- gentle and quiet, so that the state it transmits is a relaxing, tranquil one;
- instrumental, precisely because it does not have a text and does not distract the message that the text transmits and weakens the capacity to focus on the proposed tasks.

### **3. Brief research**

#### **3.1. Framework of research**

For one semester, at one of the courses of Psychology-Education, held at "L. Blaga" in Sibiu, ambient music was used in the classroom.

#### **3.2. The actual research**

The research used as methods: interviewing, using a questionnaire, direct observation during classes, and student product analysis - student feedback sheets at the end of the courses.

The questionnaire was applied online through the Google-drive platform, includes six questions and was completed by 73 students from three courses. The questionnaire is attached in Appendix.

#### **3.3. Results**

In the questionnaire of the 73 students, 71.4% claimed that each time or very often they reported having a background in the classroom. The ambient music relaxes them and confers 89.1% comfort on their intellectual activity. 93.2% of students claim to be able to concentrate well and well on classes where ambient music exists in the classroom and 86.3% of them feel an improvement in well-being. 75.4% in large and very large extent and 17.8% feel less willingness to learn at courses where there is ambient music in the classroom, compared to courses where it is not present. Most students 78.1% believe that there is ambient music and other courses.

At classroom classes with ambient music, the state of the classroom was a calm, reassuring, Atmosphere was a good fit for the proposed educational activities. By analyzing the student feedback sheets, most of them have mentioned positive aspects: the existence of ambient music, the fact that time has passed without being felt, the involvement in the great workload, the mood for learning, the psychoacoustic climate favorable to learning.

### **4. Conclusion**

From the answers, observation and analysis of the feedback sheets, it results that the effects of ambient music are the expected ones. Ambient music would be suitable to be used from childhood and listening to it to become a skill.

Augusto CURY argues: "After six months of quiet and gentle music, the students and young people's reaction is ready and stabilized."

Music is recommended to be a partner throughout the day, in theoretical classes as ambient music and music as a way of relaxation and good mood before learning.

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### Appendix 1

#### Questionnaire - Impact of ambient music on learning

1. How often do you notice that you had a musical background in classes?
  - a) Each course
  - b) Quite often
  - c) From time to time
  - d) Never
  
2. What is the state of mind that produces the musical background?
  - a) tranquility / relaxation
  - b) comfort for intellectual activity
  - c) agitation
  - d) of anxiety
  - e) no effect / unchanged
  
3. Can you focus on courses when you have a background sound?
  - a) Very good
  - b) Good
  - c) A little
  - d) Very little
  - e) Not
  
4. Do you feel an improvement in mental activity in sound background classes?
  - a) To a great extent
  - b) To some extent
  - c) A little
  - d) Very little
  - e) Not
  
5. Do you feel an improvement in mental activity during the background courses?
  - a) To a great extent
  - b) To some extent
  - c) A little

- d) Very little
- e) Not

6. Do you feel the difference between availability for mental activities in sound background courses versus non-musical backgrounds?

- a) To a great extent
- b) To some extent
- c) A little
- d) Very little
- e) Not