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THE ISSUE OF "THE MOZART EFFECT": RELATION TO EMOTIONAL INTELLIGENCE AND FOREIGN LANGUAGES

There have been conducted several studies according to which listening to classical music, in particular the compositions of W.A. Mozart, can help to improve the quality of learning. They say that due to the fact that it causes positive emotions, increases the ability to concentrate, it can contributee to greater motivation and interest in the subject. There are various scientific points of view regarding "the Mozart Effect". They are given in this article with the purpose of their analysis in the parallel "music-emotions-language". Some foreign studies prove that Mozart's compositions can qualitatively affect the results of work in the short term; therefore, they should be used in teaching, especially foreign languages. Due to the fact that music and language are closely related and their combination in the learning process positively affects the speed of studying information, the ability to analyze and synthesize it. At the same time, there are studies that question the "Mozart effect", they criticize previous experiments and point out the ambiguity of their results. In both cases, it is irrefutable that music affects our emotional sphere and can be used to regulate our emotional state and create a safe, working, calm atmosphere that helps us better learn the material. Moreover, emotions caused by certain pieces of classical music can increase motivation to study, causing positive associations with the subject of study. This can be an excellent tool

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for developing students' emotional intelligence, which will contribute not only to academic, but also to personal growth.

Key words: emotions, emotional intelligence, teaching, languages, music

Globalization launched various processes in all spheres of our life, including education. At the end of the XX century with rapid development of psychology and methodology the process of teaching became highly integrated with other science. Different studies on neurophysiology, psycholinguistics, and psychology of education were held. The results showed that learning process is closely connected with people's emotions and motivation. Many researchers [1; 2; 9] say that emotions play a determinant role in language learning motivation and the most influential causes of emotional experiences reported in the different studies are teachers, peers, speaking skills, teachers' feedback approaches and the learning environment. [8] Emotions can be studied in the framework of ***emotional intelligence*** defined by Salovey and Mayer as a set of capabilities to process a variety of emotional information, such as perceiving and expressing emotions, supporting emotional thinking, understanding and analyzing emotions, controlling, directing, and regulating emotions. [7; 11] Emotional intelligence is closely related to personality, motivation, social and cognitive characteristics and, consequently, it can't help being studied and developed in order to enhance the results of learning process.

Emotions can be regulated or evoked by music. In the book "Music, the Brain, and Ecstasy" Robert Jourdain makes several meaningful points regarding the competitive positions of language and music, in terms of brain structure and functioning. He points out that although minds communicate through many sorts of symbols and gestures, only language and music operate on a large scale and in great detail. They are like close sisters, music and language help each other in the process of learning human expression, a common goal. Interconnections between the musical and linguistic areas enable music to assist in learning vocabulary and phrases, which tasks are governed by the linguistic intelligence.[4]. So the process of learning can be positively influenced by different methods, including listening to pieces of classical music, for example, to compositions written by W. Mozart.

Firstly, the concept of the "Mozart effect" was described by French Researcher Dr. Alfred A. Thomatis, who suggested that listening to the music of Mozart is healing and incredibly useful for the development of our brain, because it is presented at different frequencies. [16] In 1993

Rauscher, Shaw and Key held an experiment, the result of which showed that Mozart's music temporarily enhances the level of Intellectual Quotient (IQ). [10] In a few years the term " the Mozart effect" was very popularized. Don Campbell in his book "The Mozart Effect for Parents" [3] claimed that "music can enhance a child's skills in academics, feeling-expression, and social connection to family, community, and culture and ***unlock his "emotional potential"*** of getting along with others, moving, creating, interacting with grace and sensitivity, expressing emotion and relieving stress" [12, 8]. Music also was actively used in ***suggestology*** created by G. Lozanov. It was a method of accelerative learning of foreign languages. One of the primary activities was reading with music. A teacher would have her students listen and relax while she played music in the background and read from a foreign language text, using emphatic vocal inflection with Classical music such as Mozart, and normal inflection with Baroque such as J.S. Bach [6]. While some researchers believe that this the music that can increase the level of concentration and motivation to learn, other scientists point out that "the Mozart effect" isn´t proven enough and that conducted studies have some weak points. For instance, Rauscher has stressed that the Mozart effect is limited to spatial temporal reasoning and that there is no enhancement of general intelligence; some of the negative results, she thinks, may have been due to inappropriate test procedures [13]. The generality of the original positive findings has been criticized on the grounds that any Mozart effect is due to "enjoyment arousal" occasioned by this particular music and would not take place in the absence of its appreciation. [15].

In 2001 researchers William Forde Thompson, E. Glenn Schellenberg and Gabriela Husain published the results of the experiment, devoted to "The Mozart effect". They examined whether it is a consequence of between - condition differences in arousal and mood. There was such an opinion that maybe the secret of the Mozart effect is not in the music itself, but in the condition of comparing it to something else. Since it is obvious that sitting in silence or listening to some relaxation tape (both options were used in previous experiments) is less arousing than listening to exuberant compositions of Mozart, which give one positive emotions that have a good influence on his work. The aim of the investigation was to examine directly the contribution of arousal and mood to the Mozart effect. Two musical pieces were used for the experiment - a Mozart sonata (which expected to induce heightened arousal and positive mood) and an adagio by Albinoni (contrary effect). People (20─60 years) were tested individually in a sound ─ attenuating

booth. There were three types of conditions: when they sat in silence, when they listened to Mozart' music and then to Albinoni's music. The whole procedure was controlled by a special computer program, which presented the music or silence, provided people with a spatial test and then collected responses.

The first step was to complete the subjective mood-arousal rating and the Profile of Mood States (POMS). So, the emotional set of participants before listening to music/silence was indicated. Secondly, each of them spent 10 minutes, sitting in front of the computer in silence/listening to the music by Mozart (pleasant, energetic) or Albinoni (slow, sad). Then they completed the PF&C task (Paper Folding and Cutting subtest), which consisted of 2 different 17 ― item subsets (A&B) ordered from easiest to the most difficult. On each trial participants saw a rectangular piece of paper undergo a series of folding and cutting manipulations. Their task was to choose the correct outcome from them. In addition, there was a time limit of 1 min for each of 17 trials. Then, the participants who had listened to the music provided their enjoyment rating. After that, everybody completed the POMS and subjective mood - arousal rating again. 7 days later, people in the music condition were tested in the silence condition and vice versa.

Having summarized and analyzed all the data, the researchers got the results:

- In the Mozart Group the PF&C was twice higher while listening to the music;
- In the Albinoni Group the PF&C was lower than while listening to the music;
- In the music condition scores were higher in the Mozart Group then in the Albinoni Group on the POMS arousal subscale and on the subjective mood - arousal rating, but lower on the POMS mood (Depression - Dejection) subscale;
- Enjoyment scores were also higher in the Mozart Group.

These results allowed researchers to make the following conclusions:

1.Arousal and mood influence the performance on a variety of cognitive tasks;

2.Music also affects arousal and mood;

3.The performance on the spatial task was better following the music than the silence condition, but only for participants who listened to Mozart;

4.The two music selections induced differential responding on the enjoyment, arousal and mood measures. But when such differences

were held by constant statistical means, the Mozart effect disappeared;

5.The Mozart Effect is an artifact of arousal and mood.

Summing up the results of the study it is concluded that "enjoyable stimuli induce positive effect and heightened levels of arousal, which lead to modest improvements in performance on a variety of tasks" [15, 249].

Therefore, it´s up to teachers whether they include classical music into their methods of teaching their students or not. All in all, studies show that Mozart's music does have a positive impact on the emotional state of people and it leads to short-term improvement of learning process. Moreover, it can be a tool to create positive, calm, safe learning environment that is appropriate for studying and that can help students to concentrate on the task. Finally, integration of music into the classroom will cause positive emotions that will be associated with learning. That will increase the level of motivation to study.

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«ЭФФЕКТ МОЦАРТА» И ЕГО СВЯЗЬ С ЭМОЦИОНАЛЬНЫМ ИНТЕЛЛЕКТОМ И ИЗУЧЕНИЕМ ИНОСТРАННЫХ ЯЗЫКОВ

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Abstract

Были проведены исследования, согласно которым прослушивание классической музыки, в частности произведений В. А. Моцарта, может улучшать качество обучения. Это связано с тем, что такая музыка вызывает положительные эмоции, повышает способность к концентрации, что вкупе способствует бóльшей мотивации и заинтересованности в предмете. В данной статье приведены различные научные точки зрения относительно «эффекта Моцарта», которые анализируются в параллели «музыка-эмоции-язык». Некоторые зарубежные исследования доказывают, что композиции Моцарта могут качественно повлиять на результаты работы в краткосрочной перспективе, поэтому должны использоваться

при обучении, в том числе и иностранным языкам. Это связано с тем, что музыка и языки тесно связаны между собой и их сочетание в процессе обучения положительно влияет на скорость усвоения информации, способность ее анализировать и синтезировать. В то же время есть исследования, которые подвергают сомнению «эффект Моцарта», критикуя предшествующие эксперименты, говоря о неоднозначности их результатов. В обоих случаях неопровержимым является тот факт, что музыка влияет на нашу эмоциональную сферу и может быть использована для регулирования эмоционального состояния и создания безопасной, рабочей, спокойной атмосферы, помогающей лучше усвоить изучаемый материал. Также эмоции, вызванные определенными произведениями классической музыки, могут повысить мотивацию к учебе, вызывая положительные ассоциации с предметом обучения. Это может быть хорошим инструментом для развития эмоционального интеллекта учащихся, который будет способствовать не только академическому, но и личностному росту.

Ключевые слова: эмоциональный интеллект, эмоции, музыка, иностранный язык, обучение языкам

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