

Topic critique



Running head: Brain activity and music The link between brain activity and music in a room Introduction Learning is a complex process which is controlled by so many internal and external parameters. Personal interests can play a vital role in achieving proper learning in classrooms. Learning situations or topics which come closer to the personal interests of the learner can speed up the learning process. Some people may be interested in music while some others may have interest in brain activities. This paper analyses the link between brain activity and music in the learning process.

Brain activity and learning

Drs. Henrietta and Alan Leiner after a thorough research, concluded that " to the extent that an individual can learn to perform some mental skills without conscious attention, the conscious part of the brain is freed to attend to other mental activities, thus enlarging its cognitive scope (Dickinson). For example, a person who is interested in music will learn the lyrics and tunes of a song easily without giving much conscious attention to learn it. On the other hand, same person may struggle to learn mathematics in the absence of interest, even if he performs some conscious efforts. From the above examples it is clear that certain brain activities are controlling the learning capabilities of a person unknowingly.

Herman Epstein suggested that periods of rapid brain growth are the times for intellectually challenging curriculum, and that plateau periods, such as in adolescence, are the times for more concrete, experiential learning rather than pushing students too soon into abstract thinking (Dickinson) The analysing powers of a person varies differently during his life span. Alcohol or drug usages may not be considered as a sin by some youths. But the same youths may regret for their activities after ten or fifteen years. In other

words, same thing may be perceived differently by the same person during different stages of his life because of differences in brain activities at different periods.

Music and learning

Music is an entity which can control and comfort the brain activities. Even distressed persons will get a soothing effect when they hear music. A calm and peaceful mind is essential for proper learning. A learner's mind will always be under tension because of some external parameters which may have nothing to do with learning. Music can eliminate all such negative parameters of learning and can keep the learner's mind fully focussed on the learning activity alone. All the people hate noise, but most of them like music because of its smooth rhythm and feeling it create. " The intentional use of music in the classroom will set the scene and learning atmosphere to enhance our teaching and learning activities. Plus, using music for learning makes the process much more fun and interesting. Music helps us learn because it will--establish a positive learning state, create a desired atmosphere, build a sense of anticipation, energize learning activities, change brain wave states, focus concentration, increase attention, improve memory, facilitate a multisensory learning experience, release tension, enhance imagination, align groups, develop rapport, provide inspiration and motivation, add an element of fun, accentuate theme-oriented units(Brewer)

The knowledge about the importance of brain activities and music in the learning process will help a person to better prepare for his studies. When the learner could not focus on his studies or when his mind was agitated over some problems, his brain activities will be more. He has to control his brain activities over unnecessary issues in order to concentrate on the

learning process more and music can help him in accomplishing this objective.

Conclusions

Brain activities and music can affect the learning process. Proper learning will take place only when a person was able to control his brain activities to focus on the topic of learning. Music can help a person to control his brain activities and to regain his concentration on the topic of learning.

References

1. Dickinson Dee, 2000, Questions to Neuroscientists from Educators, New Horizons for Learning, Quarterly Journal, Retrieved on 20 September 2009 from <http://www.newhorizons.org>
2. Brewer Chris Boyd, 1995, Music and Learning: Integrating Music in the Classroom, New Horizons for Learning, Quarterly Journal, Retrieved on 20 September 2009 from <http://www.newhorizons.org/strategies/arts/brewer.htm>