Вкладка 1

“Mkhitar Sebastatsi” Educational Complex
High School
Grade 10

Research paper

The Impact of Music on Mood and Productivity

Student: Mane Orujyan

Supervisor: Silva Harutyunyan

Reviewer: Susanna Chalikyan

Yerevan 2025-2026

Table of Contents

Introduction

They say music is a powerful language that connects people on a very deep level. Truly, it is an incredible way to recognize and understand our feelings. Music can also change how we feel and how well we can work. If we listen to something classical it can be very soothing and even calming. On the other hand if we listen to upbeat music, like a pop song, it can make us want to move. Music is a part of our daily lives now and that is why it is a modern topic. We can easily find music that's just right for studying, working or relaxing.

However, not every kind of music has the same effect. Even in music therapy the wrong choice can even cause distraction.This talk is going to look at these problems and try to find ways to pick music that's better for what we are doing.

According to the results of a survey, thirty eight percent of people said that music helps them get work done and forty six percent of people said they listen to music to feel motivated when they are working. There is a reason why music helps us. People have studied how music affects the way we work. They found some interesting things about music and productivity. Music is something that really helps us and favourite songs are a part of this.

The goal of this research paper is to explore how music influences our mood, our emotional states and their ability to perform tasks efficiently. It aims to understand the science behind these effects. If we understand how music works we can use it to benefit us and our daily routines.

The objectives of the paper are to analyze the theoretical basis and literature,
to examine how various genres affect mood, for example, relaxation, stress, happiness and the impact of music on cognitive performance, including concentration, memory, and task completion, to provide practical recommendations for using music effectively in work, study, and daily activities.

This topic is highly relevant in modern life, where music is easily accessible and it has become a part of our daily lives. Understanding its effects can help students, professionals, and organizations optimize their performance and well-being. Strategic use of music in educational and work environments can improve focus, reduce stress, and increase motivation. In addition, this research contributes to fields such as psychology, neuroscience, education, and organizational behavior by providing insight into how environmental factors affect human performance and mental health.

Chapter 1: Theoretical background and literature review

1.1 Key concepts and definitions

Music is widely experienced but not fully understood.

Literature suggests that music acts as a mood regulator and stress reducer, but its effectiveness depends largely on the type of music, and the individual. So, to speak about it, we should first think about what it is, how it works and whether it actually communicates with our brain and emotions.

Music is more than entertainment; it is a key form of communication through sound. The culture of hearing is as old as humanity itself, even older than writing, and it connects us not only across history but also with other living creatures. From the earliest stages of life, humans respond to sound before they obtain language, which shows how deeply rooted music is. Historically, music was central to intellectual life, shaping fields like mathematics, science, and philosophy, and even influencing the development of modern technologies. However, to truly understand music today, we need new approaches that reconnect modern knowledge with older insights about sound and meaning

Since music reaches us before language and beyond logic, its most direct effect is not thought but felt, placing mood at the heart of the musical experience. Mood is a relatively long-lasting emotional state that is less intense than a full emotion but more continual over time. On the other hand, emotion refers to short-term, intense psychological responses to specific stimuli. Unlike mood, emotions are typically more direct and clearly triggered.

Because music shapes mood and emotion, and these in turn affect focus and mental energy, it becomes relevant to how productive and efficient we are in performing daily tasks. Productivity generally refers to the ability of an individual, team, or organization to work efficiently within that time in order to maximize output. And often music plays a really big role in this.

1.2 Psychological and cognitive theories

Several psychological theories help explain how and why music can influence mood and productivity. These theories focus on attention, arousal, and emotional regulation.

For example the Yerkes–Dodson law (by American psychologists Robert Yerkes and John Dodson), which describes the relationship between stress levels and performance efficiency. According to the law, individuals tend to perform better when experiencing moderate stress, while both unnecessary stress and low stress can disturb performance. Music can directly influence arousal levels by altering heart rate, attention, and emotional intensity. Fast-tempo

or loud music may increase arousal, while slow and calm music may reduce it. As a result, music may either improve or reduce productivity depending on whether it helps maintain an optimal arousal level for the task being performed.

Cognitive load theory explains distraction and focus. According to it, the human brain has a limited capacity for processing information at any given time. When too much information is presented at the same time, cognitive performance declines due to overload. In two experiments, the principles of cognitive load theory were applied to the design of alternatives to conventional music instruction hypothesised to simplify learning.

Experiment 1 featured that dimensional integration (information combined together clearly instead of being separated) of visual text and musical notation, and dual‑modal (information presented through two senses at the same time) delivery of auditory text and musical notation, were superior to dimensionally separated presentation of the same visual materials, which respectively separated attention and modality effects. These show that the brain can only handle a limited amount of information at one time. If too many things compete for attention, learning becomes harder.

In Experiment 2 there were four conditions differentiated by the presence or absence of musical notation and the synchronous or successive presentation of auditory music, written explanations, and musical notation. Results indicated that the presence of music notation had no effects, but that the dimensionally presentation of either two or three information sources was superior to successive presentations. These show that the brain can only handle a limited amount of information at one time. If too many things compete for attention, learning becomes harder. This shows that music notation itself did not improve learning much. But presenting related information together at the same time was better than separating it over time which means that the organization of information mattered more than simply adding notation.[1]

The theory of emotional regulation explains why people choose music in the first place. It suggests that individuals use music to manage and respond to their emotional experiences in appropriate and adaptive ways. They often choose music based on how they feel or how they want to feel: listening to calm music when stressed, energetic music when tired, sad music after heartbreak or happy music to improve mood. Emotional regulation itself is the ability to manage and respond to emotions in healthy or useful ways. It embraces strategies to amplify, maintain or decrease one`s emotional responses. This means people choose to listen to particular types of music to make their feelings stronger (for example listening to exciting music before a competition), to keep the same feeling (for example listening to relaxing music to stay calm while studying) and to reduce feelings (for example listening to soft music to reduce anxiety or anger).[2]

---

1 https://www.researchgate.net/publication/247513607_Cognitive_load_theory_and_music_instruction

2 https://www.simplypsychology.org/emotional-regulation.html

Music is a powerful tool for emotional regulation, allowing individuals to consciously or unconsciously alter their mood, reduce stress, and process complicated feelings. It acts on the brain's reward system by releasing dopamine and endorphins, lowering anxiety, and strengthening emotional resilience.

Together, these theories suggest that the effects of music on mood and productivity are not fixed, but instead depend on arousal levels, cognitive capacity, and emotional needs.

1.3 Music and mood. Review of studies

Correlation between musical preferences and the above mood regulation strategies showed that the preferences for certain music styles were correlated with specific strategies.

Individuals who prefer classical music use it as a tool to strengthen and amplify their emotional experience, while individuals who prefer rap/hip-hop music more often use music to forget unwanted thoughts and feelings. Popular music preference was related to most strategies. Individuals who prefer pop music use it more often for all mood regulation strategies, except for intensifying emotional experiences. This means that people who like pop music tend to use music often to manage their moods and emotions, but not usually to make emotions much stronger or deeper. They use pop music more for improving mood, entertainment, energy, distraction or social connection.

According to the academic researcher Boyle, the main predictors (factors that help explain or influence something) of popular music preferences relate to the musical-expressive characteristics of this type of music, such as melody, mood, rhythm, and lyrics, rather than to listener's sociocultural characteristics (Boyle et al., 1981). This means that people tend to prefer pop music mainly because they enjoy its melody, rhythm, mood, and lyrics, not because of their social or cultural background. Such music is usually attractive and likable to the listeners after listening to it for the first time which is probably why they use it for regulating their mood in a variety of ways.

Different music styles are used for different emotional purposes. People don't just choose music randomly, they often choose it based on what they want to feel or change emotionally. The preferences for jazz, heavy metal, and rock music were almost equally related to mood regulation strategies, therefore people who prefer these music styles more often use music to intensify emotional experiences, clarify emotions, release negative emotions, and forget unwanted thoughts and feelings. This means that they use music as a way to process deep or strong emotions, not just for fun. While people preferring electronic music use it for entertainment or to escape and forget unwanted thoughts and feelings, alternative music preference is correlated with the intensification of emotional experiences, forgetting unwanted thoughts and feelings, emotional depth and solace.

Everyday human life is profoundly emotional: people reported experiencing at least one emotion 90% of the time. Positive emotions were reported over 2.5 times more often than negative emotions. Music is able to induce genuine emotions in listeners. Happy music

induces greater feelings of happiness, whereas sad music induces greater feelings of sadness. No differences were found in the other emotions measured. According to the differential emotions theory by Izard (psychologist who studied emotions), sad music induces the specific emotion of sadness, rather than a general negative emotional response also involving increases in anger, fear, and disgust. This means that when people listen to sad music they feel sadness specifically, not general negativity. This matches theories saying emotions are specific, not general.

1.4 Music and productivity. Review of studies

The psychological effects of music on human behavior have fascinated researchers for decades. Classical music, in particular, has been shown to influence mood, brain activity, and mental performance in various ways. Whether in educational settings, workplaces, or personal routines, its ability to enhance focus and productivity has garnered widespread interest.

Music is more than a series of pleasant sounds, it is a complex stimulus that activates multiple areas of the brain. When we listen to music, one part of our brain processes sound waves, while the other part handles attention and decision-making and another part, responsible for emotions, responds to the music's emotional undertones.

One fascinating phenomenon associated with music is "musical entertainment." This process involves the synchronization of brainwaves with the rhythm and tempo of the music, creating a harmonious mental state conducive to focus and relaxation. Classical music, with its steady rhythms and structured patterns, is particularly effective at contributing to this synchronization. The "Mozart effect" [3] is one of the earliest studies that linked classical music to boosted cognitive performance. Although it was overstated, it still made scientists more interested in music and the brain. For example, research suggests that listening to classical music can increase dopamine levels, the neurotransmitter associated with motivation and pleasure that can make you feel good and more motivated and sometimes slightly improve certain thinking tasks.

A key study by Thompson (psychologist, researcher, or academic author) found that background music, especially compositions with a tempo of around 60 beats per minute, improved concentration and problem-solving abilities. This supports the idea that classical music is not simply a passive experience but a tool for cognitive improvement. One reason classical music is so effective in promoting focus is its structural complexity. Compositions by Bach, Mozart, and Beethoven are characterized by balanced harmonic progressions and predictable structures. These features provide a sense of stability, which can help calm the mind and improve mental clarity. Unlike genres with unpredictable or jarring elements,

[3] https://serenademagazine.com/mozart-effect-the-myth-and-reality/#google_vignette

classical music creates a soothing auditory environment that aligns with the brain's preference for patterns. This alignment can reduce mental exhaustion and promote sustained attention. Another advantage of classical music is the absence of distracting lyrics. Research shows that vocal music can interfere with language-based tasks, such as reading or writing, because the brain struggles to process competing verbal information. In contrast, instrumental classical music promotes focus by eliminating these distractions, allowing listeners to sink themselves fully in their tasks.

Classical music has long been associated with academic success. Studies show that playing music with tempos of 50-70 beats per minute in classrooms or study environments promotes memory maintenance and focus. This is because such compositions create a calm yet attentive mental state, ideal for learning. For example, teachers have combined pieces like Pachelbel's *Canon in D* or Vivaldi's *Four Seasons* into study sessions, reporting improved student concentration and reduced stress levels. This makes classical music a valuable tool for educators seeking to create an optimal learning environment.

Offices are increasingly recognizing the benefits of classical music for improving workflow and reducing stress. Unlike noisy or dynamic genres, classical music plays quietly and smoothly in the background without distracting you or demanding your attention and promotes creativity and focus. Employees in roles requiring sustained concentration, such as software developers or writers, often report promoted productivity when listening to classical music. Moreover, Davies (academic researcher) found that workers performing continuous tasks experienced a 12% productivity boost when classical music was played in the background.

Combining classical music into daily routines is an effective way to boost personal productivity. For example, pairing the Pomodoro technique[4] with classical playlists can create an ideal balance between focused work and relaxation. Different tasks may benefit from specific types of classical music. Piano concertos by Chopin are excellent for tasks requiring deep focus, while orchestral works by Tchaikovsky can inspire creativity and motivation.The "flow state" described by psychologist Mihaly Csikszentmihalyi, is a state of complete sinking in an activity where time seems to disappear. Classical music can serve as a spark for entering this state, especially when paired with repetitive or absorbing tasks. Pieces like Debussy's *Clair de Lune* or Chopin's Nocturnes are particularly effective at inducing flow.

4

https://www.google.com/search?q=pomodoro+technique&oq=pomod&gs_lcrp=EgZjaHJvbWUqBwgEEAAYgAQyBwgAEAAYgAQyBwgBEAAYgAQyBggCEEUYOTIHCAMQABiABDIHCAQQABiABDIHCAUQABiABDIHCAYQABiABDIHCAcQABiABDIHCAgQABiABDIHCAkQABiABNIBCDM4OThqMGo3qAIIsAIB8QV-p86P9OejSA&sourceid=chrome&ie=UTF-8

Their gentle melodies and emotional depth encourage mental sinking, allowing listeners to lose themselves in their work and achieve peak performance.

Stress is one of the biggest barriers to productivity, and classical music has been shown to lighten its effects. Listening to classical compositions reduces cortisol levels, the hormone associated with stress, while at the same time lowering heart rates and blood pressure. This creates a relaxed yet alert state, contributory to focus and efficiency. In addition, the calming nature of classical music helps reduce mental exhaustion, which often accompanies long periods of work or study. A relaxed mind is better prepared to maintain sustained attention and perform complicated tasks.

While classical music offers numerous benefits, it is not an all-purposed solution. Some individuals may find any form of music distracting, regardless of its genre. This is particularly true for tasks requiring deep concentration, such as complicated problem-solving or creative writing. Cultural and personal preferences also play a role. The positive effects of classical music may depend on a listener's familiarity or liking of the genre. For example, individuals with no interaction with classical music may find it less effective or even irritating. Besides, the type of task matters. While classical music can promote performance on repetitive or limited challenging tasks, it may disturb activities that demand complete silence or undivided attention.[5] This shows that the effect of music depends on multiple factors.

5 https://serenademagazine.com/the-role-of-classical-music-in-enhancing-focus-and-productivity-a-scientific-and-practical-exploration/

Chapter 2: Factors influencing the impact of music

2.1 Tempo

Daniel Levitin's (scientist, psychologist) studies show that the beat (tactus) you feel is not always the same as how fast the music seems (subjective tempo). One of the papers of Justin London (Professor of Music, Cognitive Science, and the Humanities) is called 'Tactus ≠ Tempo', and there's an old paper that shows that people with schizophrenia and depression were more likely to experience tempo in a stiff and less adaptable way, compared to people with no psychiatric conditions.

Musical tempo is not 'How fast does the music go?' but rather, 'How much energy and effort is required for me to keep up with it? It's not just beats per minute, it's the mental experience of following the rhythm. The tempo can be very fast, but the rhythm on that fast tempo can be slow. Take heavy metal bands. They play so fast and they've subdivided it so minutely, that actually a larger framework takes over and so it seems, subjectively, slow. So, it can feel slow because the brain follows a bigger beat instead of every small beat

2.2 Rhythm

While tempo gives us speed, rhythm gives the music its flow. The origins of that machine room in our brain, they say, are that rhythm helps us to predict what might happen next, and to simplify action in the event we need to do something about that forthcoming future. It's what makes you tap your feet, nod your head, or even snap your fingers to the beat.

The rhythm of a song can create a feeling of stability, excitement, or even tension, depending on how the beats are structured. In pop music, a consistent rhythm with a strong, regular beat tends to make listeners feel stable and grounded. Songs like "Shape of You" by Ed Sheeran use a rhythmic pattern that's easy to follow, making it catchy and engaging. The steady rhythm makes it easy for the listener to predict the next beat, which in turn keeps them engaged and wanting more.[6]

---

6 https://emorywheel.com/article/how-tempo-and-rhythm-impact-our-emotional-response-to-music-20250622

2.3 Timing

Not much to say about timing, if you're busy, it goes by faster. If you're bored, it takes forever. For example, have you noticed that whenever you're busy doing something and combine it with music, you don't even notice how fast the song came to its end? Or, when you're bored and you listen to a song you suddenly notice every detail – the beats, the length, the words and so on. That's because you can't have the same experience every single time you listen to the same song and the key here is the perception of time passing.

2.4 Genres

For most people, genres produce certain types of emotions, and people, wanting to experience certain emotions, will prefer certain genres over others. The choice and intention of listening to music combined into each study could be providing different results. Someone who is already in a negative mood may not want to listen to positive music to fix their current mood, but instead may want to experience catharsis (emotional release and relief) , and cleanse themselves of the negative emotions by experiencing them fully.

In their studies Dixon, Song, Pearce, and Halpern (researchers) decided that the majority of the emotions produced by music could be categorized into these 4 categories. The happy category, which included words like excited and happy. The sad category included words like melancholy or bored. The angry category with words like irritated or annoyed. And the calm category with words like relaxed and nostalgic. This may answer why different people are more attracted to different genres. As each genre produces its own emotions, choosing different genres may be choosing different emotions.

2.5 Volume

Music volume significantly affects listeners by amplifying emotions, boosting motivation, and changing physiological states. Higher volumes increase perceived bass and excitement but can trigger stress responses, while lower volumes encourage focus, lower heart rates, and provide a more balanced sound according to Fletcher-Munson curves.[7]

Music volume preference may have a greater influence on psychophysiological outcomes rather than performance. From a practical standpoint, music played in public places (gyms, locker rooms, sporting events, etc.) is often played at varying volumes whether that be soft or loud. Individuals' motivation and/or exhaustion in those settings, who do not prefer the music volume may suffer. Accordingly, individuals looking to improve motivation and lower

---

[7] https://en.wikipedia.org/wiki/Equal-loudness_contour

perceptions of effort may consider using headphones or other methods of providing that control of music volume is to their liking. This may ultimately improve training and sport outcomes but further research is needed to confirm this possibility.[8]

2.6 Lyrics

Lyrics are another important aspect of music that can influence our emotional state. Songs that deal with themes of love, loss, and hope can produce strong emotions in listeners.

For example, the classic hit "Yesterday" by The Beatles tells the story of a man who longs for yesterday when his troubles seemed so far away. The poignant lyrics, combined with a simple yet beautiful melody, can produce feelings of nostalgia and longing in listeners.

“What a Wonderful World" by Louis Armstrong written in 1967, celebrates the beauty and wonder of the world we live in. The lyrics, combined with Armstrong's soulful voice, can inspire feelings of gratitude and joy in listeners.

However, music with no lyrics is more beneficial and less distracting than those with lyrics. Music with uplifting or positive messages has been found to raise productivity, particularly in repetitive work. As a rule of thumb, you should choose music that doesn’t compete with the task you’re trying to accomplish. For example, if you’re doing a language-oriented task like writing or preparing a presentation, you are wise to listen to non-verbal music. On the other hand, if you’re doing a task which is non-verbal like designing a graphic, the lyrics may help you get creative or stay motivated.[9]

2.7 Individual differences in musical preferences

Cattell and Anderson (influential psychologists) managed one of the first investigations of individual differences in music preferences. Their aim was to develop a method for assessing dimensions of unconscious personality traits. They believed the music people enjoy may reveal aspects of personality. Accordingly, Cattell and his colleagues developed a music preference test consisting of 120 classical and jazz music segments, to which respondents reported their degree of liking for each of the segments. These investigators attempted to explain 12 factors, which they explained in terms of unconscious personality traits. For example, musical excerpts with fast tempos defined one factor, labeled *surgency*, and segments characterized by melancholy and slow tempos defined another factor, labeled *sensitivity*. Cattell’s music-preference measure never gained traction, but his results were among the first to suggest a hidden structure to music preferences.

---

[8] https://pmc.ncbi.nlm.nih.gov/articles/PMC9149878/#B20-jfmk-07-00035

[9] https://www.bcbsm.mibluedaily.com/stories/health-and-wellness/how-music-can-improve-productivity

It was not until some 50 years later that research on individual differences in music preferences resurfaced. However, whereas Cattell and his colleagues assumed that music preferences reflected unconscious motives, urges, and desires, the modern view is that music preferences are manifestations of explicit psychological traits, possibly in interaction with specific situational experiences, needs, or constraints. More specifically, current research on music preferences draws from interactionist theories that people seek musical environments that amplify and reflect their personalities, attitudes, and emotions.[10]

2.8 Type of task

The impact of music on productivity is also heavily influenced by the type of task being performed, acting largely through mechanisms of arousal, mood regulation, and cognitive load.

Although music can distract us during the tasks that require focus, it can also be very helpful. For example, task engagement can be challenging for people with developmental disabilities who have difficulties with maintaining attention, processing information, and communicating. Besides, educators and practitioners often struggle to raise the engagement and performance of people with disabilities as they may be perceived as less capable or unwilling to learn. As a result, these individuals may be excepted from potential learning activities that could improve their knowledge and independence due to their difficulties maintaining active attention.

The studies suggest that music can have a stimulating effect, increasing both task engagement and performance across a variety of academic, vocational, and daily living tasks. The noncontingent application of background music showed an improvement in task performance, supporting the hypothesis that background music can increase task performance in people with intellectual disabilities. Possible explanations for this finding could be that the faster tempo overstimulated the participants, resulting in less body control whereas the slower tempo decreased activity levels to a degree which resulted in poor attention. This was the only study which investigated how manipulating the tempos in music influenced task performance could be matched to simplify performance.

A more recent study by Carnahan, Musti-Rao, and Bailey (researchers) took the role of music in task engagement a step further and paired it with visual materials in order to decide whether the combination of two strategies would increase the academic engagement of six elementary students with ASD (Autism Spectrum Disorder).

The researchers considered students engaged when they looked at the learning materials, used materials correctly, talked or responded about the lesson and did not show distracting self-stimulatory behaviors. The researchers modified books to make them interactive. They

[10] https://pmc.ncbi.nlm.nih.gov/articles/PMC3138530/

added things like laminated pictures, 3D objects, pieces students could touch and move, so learning could be more hands-on and visual. The text from the books was sung with guitar or piano background music played during some phases of the study and only read aloud by the teacher in other phases. When the interactive materials were used with music, participant engagement increased by 51–91%. However, when interactive materials without music were used, engagement for some students decreased. In addition to the participants' increased engagement, the teacher performing the strategies found the materials to be useful, motivating for the students, and easy to execute.[11]

[11] https://www.researchgate.net/publication/314071020_Effects_of_music_on_task_performance_engagement_and_behavior_A_literature_review

Chapter 3: The effect of armenian music

3.1 Aram Khachaturian's music

The sound of the music, the powerful and strong movements in the ballet "Spartacus" by the brilliant Armenian composer Aram Khachaturian are inimitable. Listening to this masterpiece you feel the desire of this bright and inspiring mood to be continuous. You feel like you want to become a participant, a supporter of all the Spartaks who will use their working capacity in world-building works, especially in the fight against slavery, for the sake of a free life. A person who is free creates, approaches others with kindness, helps and cares for those in need.

When listening to the superior musical rhythm of the ballet "Spartacus" and communicating with human emotions, you become more independent, more loving and noble. It seems that nothing can undermine your identity.

3.2 Komitas's music

The first music that reached our ears was our mother's voice. It was so calming and relaxing to us, so warm just as the bright Sun, giving us a sense of safety and comfort, enveloping in mother's protection and unconditional love. We can still hear the lullabies in our ears, when we were little babies in our mother's warm embrace, crying and needing to get some sleep. And we first liked and recognized Komitas right from our cribs, with his gentle, delicate, armenian melodious lullabies ("Oror", "Lorik", "Ari im soxak").
As Armenians, we are also proud. We feel the will to improve consistently, because the basis of our pride is the thousand-year-old culture of the Armenian people, the national song and dance, which caresses the Armenian with and allows him to savor the taste of the country…
Komitas was giving a concert in Paris. After the concert, the world-famous French composer and pianist Claude Debussy found the archpriest, knelt down in awe in front of him and held him with warm, burning hands, kissed Komitas's hands, whispering "Father of God! Komitas, I bow my head before your musical genius…"
It was 1906.
We continue to listen and listen to Komitas's spiritual music. No. It is not enough to say that we just listen. We feel enthralled, we feel exalted by it. It makes us feel like we can and we

must preserve, make ours the Komitas voice, the Komitas music, which brought a revolution to the world of art with its elegance, tenderness and delicate melody. It envelopes us with such a pleasing and wonderful mood… Listening to “Krunk”: “Crane, don't you have any word for our homeland?”

3.3 Tigran Mansuryan’s music

Will there be someone like us in another corner of the world, will there be so many reasons to be so proud and happy?
We have Ahnidzor, we have heroic, hardworking men who mow grass in the mountains, putting aside the universal achievements of the world, this amazing world. What kind of men are they? strong, united to the mountains, loving their home and village, fair-minded and kind. They are mowing the grass. The grass where thyme, tulips, chamomile and violets grow.The mountains are fragrant. The scyths work in harmony, the grass lies in the field, sweat drips from top to bottom, the day turns into night, the boys are mowing. They are mowing with love, affection, faith and pride, sweating and smiling.
Hrant Matevosyan's philosophy is deep: let this small corner of the world, Ahnidzor, remain with its people, who are so firmly united with their mountains and valleys, wellsprings and cliffs.

The talented Armenian composer Tigran Mansuryan found the melody with which he eternalized the vitality and the sense of productivity of the rural people. And the music is so harmonious: rustle, rustle, rustle. so alive that you want to reach a second earlier to Ahnidzor, to bring water to the hardworking men to drink, to breathe in the magic of the thyme and run to the top of the mountain to shout: let Ahnidzor remain, let our villages become radiant with people who create, people who are able to work, people who love the country.

For this shiver, this perfect state of mind, this rich, human qualities, for this unshakable capacity, for work and creation, for my constant love, I am indebted to the music that purifies people.

Conclusion

This research showed that music is not only an art form but also a powerful psychological and cognitive tool that significantly influences human mood, emotional regulation, and productivity. The findings discussed throughout the paper show that music interacts with multiple mental processes, including attention, arousal, memory, and emotional control, making its effects highly complicated and dependent on both internal and external factors.

The theoretical frameworks explored, such as the Yerkes–Dodson law, cognitive load theory, and emotional regulation theory, explain why music can both boost and disturb performance depending on its volume, tempo, structure, and lyrical content. Music can help individuals reach an optimal level of arousal, reduce stress, and improve focus, but it can also become a source of distraction when it overloads cognitive capacity or mismatches task demands.

The literature review further confirms that different genres serve different emotional and functional purposes. Classical music is often associated with relaxation, concentration, and improved productivity, while other genres such as pop, rock, electronic, and alternative music are more closely linked to emotional expression, mood regulation, and personal identity. These differences highlight that music preference is not random but reflects individual psychological needs, emotional goals, and situational contexts.

In addition, research on task performance shows that music's effectiveness depends strongly on the type of activity being performed. While background music can increase engagement, motivation, and performance in certain learning and work environments, it may also disturb tasks requiring deep concentration or complex cognitive processing. Studies involving individuals with developmental disorders further show that music, especially when combined with interactive and visual elements, can significantly boost attention and engagement.

Overall, this study confirms that the impact of music is not universal but highly individual and context-dependent. Factors such as tempo, rhythm, volume, lyrics, and personal preference all play a role in shaping how music is perceived and how it influences behavior. Therefore, understanding these mechanisms allows individuals, educators, and professionals to use music more strategically in order to improve well-being, learning outcomes, and productivity.

In conclusion, music should be viewed as a flexible and powerful environmental tool that, when applied appropriately, can support both emotional balance and cognitive performance in everyday life.

Bibliography

1. https://www.researchgate.net/publication/247513607_Cognitive_load_theory_and_music_instruction
2. https://www.simplypsychology.org/emotional-regulation.html
3. https://serenademagazine.com/mozart-effect-the-myth-and-reality/#google_vignette
4. https://www.google.com/search?q=pomodoro+technique&oq=pomod&gs_lcrp=EgZjaHJvbWUqBwgEEAAYgAQyBwgAEAAYgAQyBwgBEAAYgAQyBggCEEUYOTIHCAMQABiABDIHCAQQABiABDIHCAUQABiABDIHCAYQABiABDIHCAcQABiABDIHCAgQABiABDIHCAkQABiABNIBCDM4OThqMGo3qAIIsAIB8QV-p86P9OejSA&sourceid=chrome&ie=UTF-8
5. https://serenademagazine.com/the-role-of-classical-music-in-enhancing-focus-and-productivity-a-scientific-and-practical-exploration/
6. https://emorywheel.com/article/how-tempo-and-rhythm-impact-our-emotional-response-to-music-20250622
7. https://en.wikipedia.org/wiki/Equal-loudness_contour
8. https://pmc.ncbi.nlm.nih.gov/articles/PMC9149878/#B20-jfmk-07-00035
9. https://www.bcbsm.mibluedaily.com/stories/health-and-wellness/how-music-can-improve-productivity
10. https://pmc.ncbi.nlm.nih.gov/articles/PMC3138530/
11. https://www.researchgate.net/publication/314071020_Effects_of_music_on_task_performance_engagement_and_behavior_A_li
12. Ա. Խաչատրյան. «Նամակներ»
13. Պ. Զեյտունցյան. «Վերջին արևագալը» (Գրիգոր Զոհրապ, Կոմիտաս)
14. Ստ. կուրտիկյան. «Կոմիտասյան դողդոջներ»

15. Հր. Մաթևոսյան. «Օգոստոս» (Մենք ենք մեր սարերը)