

On the Effect of Background Music Preference on Emotions During Walking

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Abstract:Objective: To study the influence of background music preference on emotion during walking.

Method: The experiment is a single factor research design, and the independent variable is the type of background music (preferred, disliked, no background music). The subjects performed three 20-minute walking tasks with no background music, favorite background music, and disliked background music during the experiment. After the experiment, the positive and negative affect scales (PANAS) were filled to compare the difference between positive and negative emotion in the three tasks through statistical analysis.

Result: It was found that people's preference for background music affected the foreground work emotions. Subjects' positive emotions increased under the background music they liked, and their negative emotions aggravated under the background music they disliked.

Keywords: Background Music; Music Preference; Walking

1. Introduction

Music is an art that appeals to the sense of hearing. It cultivates people's temperaments and delights them physically and mentally. In 1927, Mayo proposed to change the factory environment to improve workers' work efficiency, and people started to realize the importance of the working environment in the production process. As far back as the 18th century, background music was used in foreground work. In the 19th century, background music was used as a commodity in developed countries. The factories started to use background music extensively, and the market of background music market began to flourish. Background music itself is not an individual's core activity. It can cover up the noise, create a relaxed and pleasant atmosphere, and affect people's emotions and behavior. Research has shown that background music can have positive or negative emotional effects in foreground work. This paper observes people's preference for background music and the significant emotional characteristics produced in walking as a foreground work to explore the emotional impact of different background music in different foreground works.

1.1 Background music

Muzak—the company of background music was found in 1934. It was the largest company in the United States and the earliest background music producing company. For the research on background music, Chen Jianli (1983)^[1] was the first one who mentioned background music in Chinese journals. Outside of China, Milliman (1986) mentioned in consumer magazines that background music is referred to as BGM or BM.

1.2 Classification of background music

The research divided background music into different groups and found that different background music types have different foreground work influences. According to the current research, background music is classified mainly from music elements, social functions, and personal preferences. Music elements: First of all, background music is one kind of music, which can be classified according to its music feature. It is composed of four elements: melody, rhythm, harmony, timbre and volume. Background music has a significant relationship with social functions. According to the elements of social functions: economy, society, culture, and so on, all affect the development of music. People's demand for music also changes with changes in social functions. With the development of the age and the Internet, the classification of social functions has become more and more refined. The music pReference According to a report from China Youth Network on August 8, 2019, the music player applications use AI algorithms to allow users to listen to their favorite songs in order to meet the individual music needs of each user^[2]. Thus, in reality, the classification of background music most commonly used by people is based on their music preference. Fukuda Hiroshi kou et al^[3].

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used audience comments and preferences to classify the music in order to make it easier for the audience to search. According to Zhang Kaixiang (2019)'s research on music and emotion, people's music preference and their EEG features are obviously related. He believes that it is meaningful to develop related applications according to people's preferences.

2. Experiment

2.1 Preliminary Experiment: Selection of background music preference materials

Thirty Bachelor and Master students from Southwest University were selected to compare their background music preference and compatibility through a questionnaire. Subjects were asked to list their favorite songs and least favorite songs when they signed up for the experiment. To avoid tremendous emotional differences of the music itself, songs that are too complicated or in sharp contrast are deleted. The 3-minute duration and volume of the songs were unified. Other basic parameters are also under control.

2.2 Experimental Purpose

The purpose of the experiment is to explore the emotional influence of background music preference in foreground work such as waling.

2.3 Experimental Hypothesis

People's positive emotions during walking increased under the music they liked. Their negative emotions increased under the music they disliked.

2.4 Experimental Subjects and Methods

(1) Subject

Fifty healthy subjects aged 18-46 years old from different occupations were selected through online and on-site recruitment, with an average age of 26.4 years (SD = 6.68), 21 females and 19 males. The subjects are right-hand users with normal vision and hearing, and without brain and cognitive problems. They volunteer to participate in the experiment.

(2) Experimental Techniques

Material handling: Adobe Audition, Cubase and logic audio editing software

Presentation: Smart phone

Result collection: "PANAS Positive and Negative Affect Scales" was compiled by Huang Li et al.

Result processing: Excel, Spss22.0 processing

2.5 Experimental Design and Procedures

The experiment is a single factor research design. The independent variable is the type of background music (liked, disliked, no background music). The dependent variable is the change of scores in the subjects' positive and negative emotion scale in the walking task.

2.6 Data Statistics and Analysis

Use Spss22.0 for data sorting, analysis, and processing. A one-way analysis of variance was performed on the scores of background music preference and different emotional states.

3. Experimental results and discussion

The experimental results indicate that the excited, enthusiastic, inspired, and energetic emotions of the subjects under preferred music were more significant than those under disliked or no background music in the walking tasks. Subjects had a higher level of excitement, enthusiasm, inspiration, and energy under their preferred background music. Negative emotions such as restlessness, upset, hostility, irritability, and restlessness intensified when disliked music was played compared to the tasks without background music. Positive emotions such as strong, proud, determined, focused under preferred music were more significant than those under disliked music in the walking tasks.

The above results show that preferred background music can lead to more positive emotions, which cause a positive effect on work. It is consistent with previous studies (Zhang Kaixiang, 2019; Hiroshi kou et al. 2017; StrattonVN, 1984 et al.)^[4] This kind of preferred background music satisfies people's hearing needs in the environment. Thus promotes the emotional state. Yuan Jiajin believes that emotions are closely related to the satisfaction of social needs. Huang Xiting believes that when people's certain needs are met, it will cause pleasant, joyful and other positive emotions. Marilee Sprenger(1999)^[5] When people listen to their favorite music, their body release more endorphin so that they feel relaxed and happy. When the employees are satisfied with the work environment, they feel determined, energetic etc. While under the suppressed work environment, their emotions are mainly sadness, restlessness, alertness, scared, upset, etc. Disliked background music cause more significant negative emotions. Disliked background music is the same as background music that is too loud or untimely. It can not provide positive emotional effect, instead, it will make the situation worse. Disliked background music inhibits people's demand for the auditory environment. Huang Xiting pointed out that people's unsatisfactory will cause negative emotions such as anxiety and irritability if hindering their needs. Even if background music with beautiful tune is played in an automatic foreground work, they may regard it as a kind of noise, a kind of sound that interrupt their work. It is the same as the background music with too high volume in previous studies, which cause people's physical and psychological discomfort.(Qin Jian, 2019; Liu Li, 2003; Zeng Jihong, 2002; Peng Guoqiu, 2002 et al.)^[6]

4. Conclusion

In this walking task, using background music that people like can improve their positive emotions at work, while using

Realize Cultural Inheritance in Aesthetics A Probe into the Practice of Film & in Primary and Secondary Schools

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Abstract: As an important content of moral education and aesthetic education, film & television education in primary and secondary schools has just started, and thus is inevitably facing many problems. The film & television education in primary and secondary schools should center around the aesthetic characteristics of film & television education, focus on the cultural elements deeply embedded in the film and television works, and emphasize cultural inheritance in film & television education, thus improving youngsters' cultural literacy, appreciation ability of film and television works and aesthetic awareness, and promoting their overall development.

Keywords: Film and Television Education in Primary and Secondary Schools; Aesthetics; Culture; Educational Path

Like other forms of arts, film and television arts contains rich aesthetic value. In the movie watching experience, the aesthetic subject appreciates the artistic beauty and cultural connotation in film & TV works through the visual, auditory and other aesthetic forms. Film & television education in primary and secondary schools should carefully weigh the needs and characteristics of aesthetics of primary and secondary school students, and tap the aesthetic value of film and television resources.

1. The aesthetic value of film & television education in primary and secondary schools

Film & television education in primary and secondary schools, as a form of aesthetic education, can meet the emotional needs of aesthetic subjects, and improve their aesthetic ability through appreciating film and television works. The aesthetic value of film & television education in primary and secondary schools is mainly reflected in the following aspects:

First, it enriches the content of aesthetic education.^[1] The aesthetic ability is usually built during the appreciation of art works. Art forms such as music, painting, and dance can cultivate and shape the aesthetic perception of young students. Film and television works, as one of the most prevalent art forms in daily life, expand the way in which teenagers elevate their aesthetic tastes with easily accessible forms and richer content.

Second, it develops teenagers' skills of emotional expression. Film and television works are essentially the creative subjects' expression and catharsis of emotions. With the help of film and television works, emotions can be released and sentiment can be cultivated. The aesthetic subject feels and discovers beauty in film and television works. Film & television education facilitates aesthetic education in that film and television works provide real emotional feelings and arouse resonance.

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background music that people don't like has a inhibit function to produce negative emotions. Preferred background music can meet people's needs of the auditory environment and promote the positive emotions. Disliked background music inhibits people from being satisfied in the work environment, and increases negative emotions.

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