

## Motivacija za izradu kognitivnih zadataka – uloga samopouzdanja i muzike

Slušanje muzike utiče na neke psihološke procese kao što su emocije, samopouzdanje i blagostanje ljudi. Neka od ranijih istraživanja ukazuju na to da muzički ukus iskazuje različite stavove i vrednosti, i da varira kod svake osobe. Muzika takođe ispunjava nekoliko važnih funkcija: olakšava dosadu, ublažava napetost, manipuliše osećanjima, poboljšava koncentraciju kao i motivaciju za postizanje veoma važnih ličnih i akademskih ciljeva.

Znajući da je samopouzdanje veoma bitno je za normalan razvoj osobe, kao i za sva dostignuća i suočavanja sa stresnim životnim situacijama, u našem istraživanju ispitivali smo na koji način samopouzdanje i preferirana muzika utiču na motivaciju pri rešavanju kognitivnih zadataka – anagrama. Bilo je ukupno 60 ispitanika, polaznika IS Petnica i studenata Filozofskog fakulteta. U prvoj fazi ispitanicima je dato da sukcesivno rešavaju pet anagrama za koje imaju neograničeno vreme. Generalno samopouzdanje ispitanika mereno je pomoću Rosenbergovog upitnika nakon čega su podeljeni u grupe sa višim i nižim samopouzdanjem. Motivacija ispitanika operacionalizovana je kroz vreme provedeno na radu na nerešivom anagramu. Tokom rada na anagramima, eksperimentalnoj grupi (31 ispitanik) puštana je muzika po njihovom izboru, dok kontrolna grupa nije slušala muziku.

Rezultati nisu pokazali značajnost glavnog efekta samopouzdanja, kao ni značajnost glavnog efekta muzike, a interakcija ovih faktora takođe izostaje. Međutim, kada se svi ispitanici izjednače prema nivou samopouzdanja, dobije se statistički značajna razlika između eksperimentalne grupe, koja je slušala muziku, i kontrolne grupe koja je anagrame rešavala u tišini. Zaključak ovog istraživanja je da preferirana muzika može uticati na povećanje motivacije pri rešavanju ovavih tipova kognitivnih zadataka i da se ovakva saznanja uz dodatna ispitivanja mogu koristiti u planiranju nastave i učenja.

## Motivation for Solving Cognitive Tasks – The Role of Self-Esteem and Music

Listening to music has an effect on several psychological processes such as self-esteem, well-being and emotions. Some of the earlier studies suggest that musical tastes express different attitudes that vary between persons. Several studies suggest that music fulfills several important functions such as: relieving boredom, relieving tension, improving concentration as well as motivation to achieve very important personal and academic goals.

Knowing that self-confidence is very important for normal development as well as for all achievements and coping with stressful life situations, in this study, we examined how self-esteem and preferred music influence motivation in solving cognitive tasks – anagrams. There were a total of 60 respondents, IS Petnica participants and students of the Faculty of Philosophy. Participants were given five anagrams to solve with unlimited time. Their general self-esteem was measured using the Rosenbergs questionnaire, after which they were divided into groups with lower and higher self-esteem. The respondents' motivation was operationalized through the time spent working on the last unsolvable anagram. While solving the anagrams, the experimental group (31 participants) was listening to music of their own choice while the control group did their tasks in silence.

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*Kiša Radić (2001), Beograd, učenica 4. razreda Šeste beogradske gimnazije*

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The results showed that there was no significant effect of self-esteem nor that of music, and the interaction of these factors was also not significant. However, when all subjects were made equal in terms of confidence, a statistically significant difference was obtained between the experimental group, those listening to music, and

the control group, those solving the anagrams in silence. The conclusion of this study suggests that preferential music can increase motivation in solving these types of cognitive tasks and that with further research these findings can be used in the planning of school classes and learning.