

# CrossMark



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## ABSTRACT

Music is a complex system of sound and rhythm. The structure of music is a key factor in its perception and learning. This paper discusses the structure of music and its role in perception and learning. It also discusses the role of music in education and the development of music education. The paper is divided into two parts: the first part discusses the structure of music and its role in perception and learning, and the second part discusses the role of music in education and the development of music education. The paper is written in a clear and concise style, and it is easy to read and understand. It is a valuable resource for anyone interested in music and its role in education and learning.

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## 1. Introduction

Music is a complex system of sound and rhythm. The structure of music is a key factor in its perception and learning. This paper discusses the structure of music and its role in perception and learning. It also discusses the role of music in education and the development of music education. The paper is divided into two parts: the first part discusses the structure of music and its role in perception and learning, and the second part discusses the role of music in education and the development of music education. The paper is written in a clear and concise style, and it is easy to read and understand. It is a valuable resource for anyone interested in music and its role in education and learning.

G (2001); B & A (2012); B (A & 2009; & A (2008)). G

(2005; (2004). F (C, C, & (2009)

B (4) F (1),

G -A B (2013), A

(2013)

(1), (A-, B-), A<sub>1</sub>-Distractor (A<sub>2</sub>-)

(A-?, B-?): (1)

G

(2) C (2009),

(3)

## 2. Method

### 2.1. Participants

(22, 18-27), B, C

### 2.2. Materials

F C (wisdom-earring) 2.5 (7-

23 E (wisdom-earring and gardener-earring), 24

A- B- (7-)

(100 7-), C (1996),

C 1.24 (p > .05).

D 24 A- E (wisdom-skating). A 24

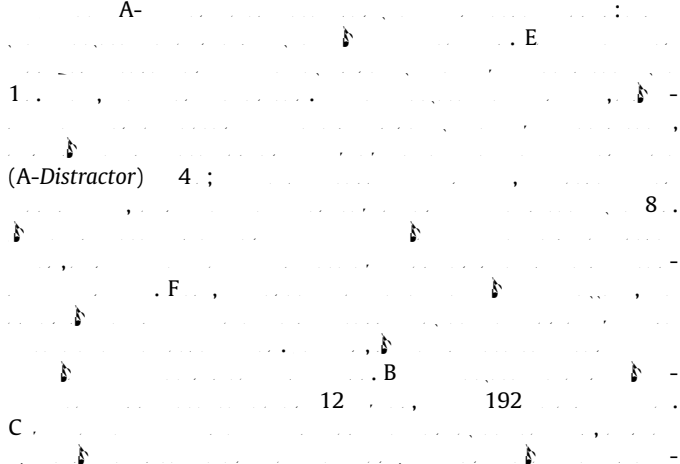
### 2.3. Procedure

(1)

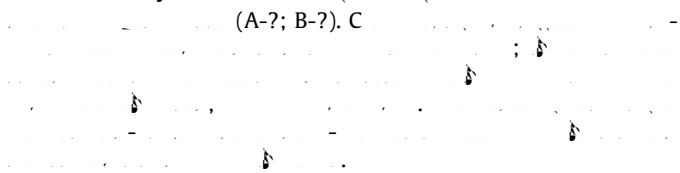
F /

91.67% (22 / 24)

2.3.2. Interference/Inhibition training



2.3.3. Testing



3. Results

$(F(1, 30) = 17.70, p < .001, MES = 0.03, \eta^2 = 0.37)$

$(F(2, 60) = 10.52, p < .001, MES = 0.03, \eta^2 = 0.26)$

$(MD = -0.95, p = .012)$

$(MD = -0.13, p < 0.001)$

$(F(2, 60) = 3.20, p = .048, MES = 0.03, \eta^2 = 0.10)$

$t(30) = -3.43, p = .002$

$t(30) = -0.52, p = .608$

$t(30) = -4.90, p < .001$

$t(30) = -2.79, p = .009$

$t(30) = -1.88, p = .071$

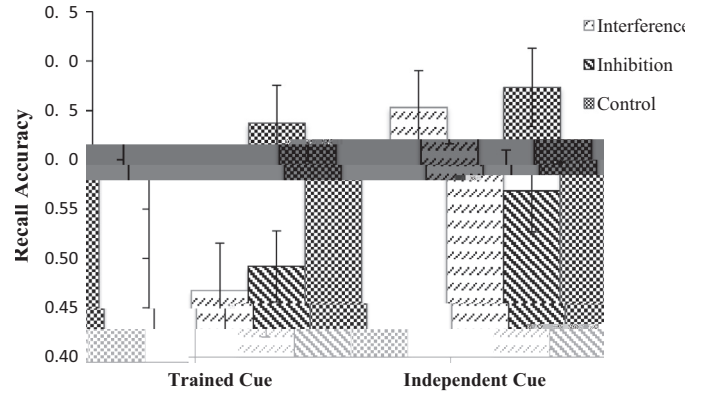


Fig. 2.

$(F(2, 48) = 3.75, p = .03, MES = 0.06, \eta^2 = 0.14)$ . A

$t(24) = -3.93, p < .001$ ,

4. Discussion

A (A, 2005; A & G, 2001; A, 2004)

A & G, 2001; A, 2004; B & A (, 2012), (C, 2009).

(2013)

(F) (2013)

B A (2012)

A

5. Declaration

Acknowledgements

B
793-2015CB351800,
C FC-31371054.

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B A (2012)
F A
A (D & B, 2013; , & A, 2012).
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B
(A & , 2014; B, & A, 2015; & A, 2012).
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C
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A
(2009; B, D, & A, 2014; 2013; A & , 2012). F

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