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*Artículos científicos*

## **Beneficios de la práctica musical en los niveles de educación básica obligatoria en México**

***Benefits of Musical Practice at Compulsory Basic Education Levels in Mexico***

***Benefícios da prática musical nos níveis de ensino básico obrigatório no México***

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### **Resumen**

Este estudio se realizó con la finalidad de analizar los beneficios que pueden resultar de la práctica musical en los niveles de educación básica obligatoria en México a través de la implementación de coros y orquestas juveniles. Sus principales objetivos son explorar las razones que conllevan a la creación de estas agrupaciones en el contexto educativo mexicano, describir las posibles fortalezas académicas y sociales que aportará a la formación integral de generaciones venideras y establecer criterios relevantes respecto a su implementación en el entorno mexicano. Para este trabajo se realizó un estudio de investigación no experimental, bajo el diseño exploratorio transeccional descriptivo sobre la base de la investigación cuantitativa. Se hizo una revisión de la relevancia de la educación musical en los panoramas nacional e internacional: se observaron los beneficios que conlleva la implementación de coros y orquestas en la población estudiantil y se conocieron las iniciativas que se han

desarrollado para lograr que los jóvenes tengan la misma oportunidad de participar en actividades artísticas. Finalmente, se analizaron los resultados del instrumento de medición. Estos mostraron que las prácticas musicales favorecen la educación integral, es un trabajo en equipo que infunde disciplina, logra que los estudiantes se sensibilicen y mejoren su comportamiento, aumenta la calidad en el estudio, se desarrolla la empatía y la creatividad, genera un ambiente de bienestar que posibilita el incremento de las relaciones interpersonales y logra prevenir situaciones de violencia y embarazos no deseados.

**Palabras clave:** beneficio social, educación básica, práctica musical.

### **Abstract**

This study was carried out in order to analyze the benefits that can result from musical practice at the levels of compulsory basic education in Mexico through the implementation of youth choirs and orchestras. Its main objectives are to explore the reasons that lead to the creation of these groups in the Mexican educational context, describe the possible academic and social strengths that it will contribute to the integral formation of future generations and establish relevant criteria regarding their implementation in the Mexican environment. For this work, a non-experimental research study was carried out, under the descriptive transectional exploratory design on the basis of quantitative research. A review was made of the relevance of music education in the national and international scenarios. Finally, the results of the measurement instrument were analyzed. These showed that musical practices favor integral education, it is teamwork that instills discipline, makes students aware and improves their behavior, increases quality in the study, develops empathy and creativity, generates an environment of well-being that enables an increase in interpersonal relationships and manages to prevent situations of violence and unwanted pregnancies.

**Keywords:** social benefit, basic education, musical practice.

## Resumo

Este estudo foi realizado com o objetivo de analisar os benefícios que podem resultar da prática musical nos níveis da educação básica obrigatória no México por meio da implementação de coros e orquestras juvenis. Seus principais objetivos são explorar as razões que levaram à criação destes grupos no contexto educacional mexicano, descrever as possíveis potencialidades acadêmicas e sociais que contribuirão para a formação integral das gerações futuras e estabelecer critérios relevantes para sua implementação no México ambiente. Para este trabalho, foi realizada uma pesquisa não experimental, sob o delineamento exploratório transversal descritivo com base em pesquisa quantitativa. Foi feita uma revisão da relevância da educação musical no cenário nacional e internacional: foram observados os benefícios da implantação de coros e orquestras na população estudantil e as iniciativas que vêm sendo desenvolvidas para garantir que os jovens tenham as mesmas oportunidades de participação em atividades artísticas. Por fim, foram analisados os resultados do instrumento de medição. Estes mostraram que as práticas musicais favorecem a educação integral, é um trabalho em equipe que incute disciplina, conscientiza e melhora o comportamento dos alunos, aumenta a qualidade do estudo, desenvolve empatia e criatividade, gera um ambiente de bem-estar que possibilita o aumento das relações interpessoais e consegue prevenir situações de violência e gravidez indesejada.

**Palavras-chave:** benefício social, educação básica, prática musical.

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## Introduction

In Mexico, the Ministry of Public Education [SEP] (2019) has communicated through its bulletin number 103 the creation of the Musical Education and School Orchestras program. It is about the establishment of a space for music education aimed at students from fourth to sixth grade of primary school and at the three levels of secondary school. This space is intended for young people to know and relate to music from the perspective of the performer through orchestras and school choirs. "Taking into consideration that it is demonstrated by neurologists, educators, psychologists, pedagogues and researchers, that the effects of interpreting music in humans are very positive, it is highly convenient to include it in public education" (SEP, 2019, para. 4) .

Music has been transferred from generation to generation and has established itself over the centuries as a discipline that favors learning, transmits knowledge, generates pleasure, favors social relationships and recalls events throughout the life of every individual.

In the opinion of Bailey and Davidson (2002), singing, from a cognitive point of view, stimulates abstract thinking and encourages perseverance, since through continuous practice we can find ideal sounds that cause us satisfaction. From the emotional aspect, it improves self-appreciation, which leaves traces of well-being and enthusiasm in the individual.

Even since ancient Greece, music was already part of the educational curriculum of extraordinary disciples. Aristotle (384 BC-322 BC), for example, according to Moncada (2017), referred to the following:

Music has the power to produce a certain effect on the moral character of the soul, and if it has the power to do this, it is evident that young people must be oriented to music and must be educated in it. (p. 3).

Since we are in the womb, the parents sing words or phrases with a melodious character, expressing tenderness and affection towards the new being that is about to come into the world: an action very close to singing. The singing activity is continued with greater zeal in the preschool and primary stages, both at school and in the family environment. Children's songs could be considered a form of knowledge transmission with a marked playful component. However, it is something that is lost in the following training cycles, despite the benefits it confers to the integral training of the individual (Muñoz, 2019).

The promotion of artistic activities and practices at school is aimed at achieving different goals of great importance: promoting access to the arts, helping to build cultural diversity and sustainable development based on artistic and cultural manifestations that extend so much on a local and national scale and, finally, give the teaching of artistic practices its rightful place in knowledge transfer centers such as schools, institutions and cultural centers. Without a doubt, it is an instrument for promoting ethical and aesthetic values.

Creativity is a fundamental quality for solving problems in any discipline. Creative thinking is linked to the desire to know and to approach situations from a different perspective through imagination (Albert, 2020). Imagination that is activated with the activity of improvisation, which, in turn, stimulates the creativity of those who practice a musical instrument (Park, 2019). For Ciurana and Lobo (2017), developing the ability to create requires a greater educational effort than the mere repetition of content.

Global changes demand creative solutions. And this creativity must be promoted from the most primary educational levels, based on a comprehensive education, where the arts play a preponderant role. Art education stimulates creativity and the ability to manage difficulties (Swanwick, 2000). On the other hand, the artistic experience complements the vision we have of the world and opens the possibility of interdisciplinary actions. Ávila (2017) considers interdisciplinarity as an experience that allows students to propose creative solutions to problems or situations thanks to the different angles of vision that integral education provides us. It goes without saying that the effectiveness of interdisciplinary methodology as a teaching-learning strategy is proven (Cuervo, 2018).

Through pedagogical intervention we can configure music education as a field within general education in which the artistic experience must be developed and acquire adequate forms of expression that allow the proper character of all education in the axiological, personal, patrimonial sense and integral within the social historical framework. There are studies such as that of Campayo and Cabedo (2017) that demonstrate an improvement in social and emotional learning competencies (SEL) in students who study a musical instrument, and this has an impact on student academic success (Hallam and Rogers, 2016). Eerola and Eerola (2014) point out that music education understood as group practice and not only as individual learning of an instrument strengthens social skills. This collaborative learning means a stimulus for teaching since it generates pleasant feelings in students and the teacher can take advantage of them as didactic situations to strengthen said skills (Dorado, 2016). Therefore, it means that around music, strategies for the development of social skills can be designed (Tourinán and Longueira, 2010) and contribute to the empowerment of some students and the prevention against bullying from an early age (Martín, October 27 2019). SEL skills do not come naturally to all students, so group music will strengthen these learning competencies. In fact, if they are not taken care of consciously, they can mean an obstacle in the development of the student. According to Varner (2020), success in school and in the future, success in the workplace will depend on good management of SEL competencies. The music teacher will be a fundamental actor for their proper development, so it is essential that they have comprehensive training in aspects beyond the merely musical, such as psychology, psychopedagogy and even legal knowledge (Capistrán and Reyes, 2020). However, few countries support continued music education in childhood and adolescence. With the orchestras program of the SEP we will have the opportunity to verify the virtues of

this type of teaching in the social, cognitive and creative plane in a continuous period in the formation of future Mexican adults.

### **International panorama**

Since the last century, humanity has developed a culture of consumption. Economic prosperity has acquired preponderance and spheres such as education and culture have been relegated. As a result we have a less humane and sensitive society. Hesmondhalgh (2015) identifies this cultural crisis as a consequence of an economic downturn that occurred in the 1970s, from which political and media opinion exposes that the orientation of institutions, including artistic and educational ones, should focus on in achieving economic well-being.

In some families, the cost of the instrument, coupled with that of the classes of a specialist and the transfer to the place where the musical practices are taught, intimidates them financially, despite the interest of providing a comprehensive education to their children through learning a musical instrument. Drösser (2012) mentions that in Germany a certain climate of disagreement arose among families that lacked economic solvency to provide this musical training to their children compared to those that did have the resources. For this reason, the Government made the decision to support students of some primary schools with musical instruments, such as cellos and violins, to strengthen the education of all students and provide them with the same learning opportunity, regardless of their socioeconomic situation. every family.

The family environment, and more directly from the parents, is considered a determining factor in the musical progression of children. To the extent that parents perceive the happiness of their children when practicing a musical instrument at home, there will be a greater interaction, which will have an impact on an increase in motivation (Anderson and Barton, 2019).

The social interaction that occurs between the members of an orchestra through music is a transforming element in the integration of individuals to the group: differences of gender, social class, race or place of origin are left aside. Music is a universal language with which we communicate without using the same language. In professional orchestras, mostly made up of musicians of different nationalities, exchanges ranging from social customs to gastronomic habits are usually observed.

In England, for example, a broad spectrum musical education has been implemented, and as a result a great educational offer has been obtained that allows the development of very diverse skills in the individual. "According to the English National Curriculum, since its establishment in 1992, all students are required to sing, interpret, compose, improvise, evaluate and listen to music at school" (Green and Manzano, 2001, p. 141). Making music study official is a pending task in many countries. Some of them, despite recognizing the benefit of it, have not taken the step to include it in their study plans.

Recently, Switzerland has opted for quality music education by including it in its Constitution. Other European countries, including France, are not far behind. Everyone is convinced that music is essential for the intellectual development of the child (Peretz, 2019, p. 31).

We can confirm that orchestral practice has a conciliatory power, as the Junta de Andalucía in Spain has established with the creation of the Barenboim-Said Foundation through its West-Eastern-Diván orchestra. The orchestra, created in 1999, is made up of young Arab and Israeli musicians who meet regularly to rehearse and tour concerts around the world. These young people have lived through a warlike conflict for generations past, however, the conciliatory power of music makes them come together and put aside their political ideologies, prioritizing a healthy coexistence through orchestral practice. "It is essential to make people aware of the need for musical education as an organic element of culture ... the orchestra helps them forget their differences and get to know each other better" (Barenboim, citado en Carrillo, 31 de enero de 2018).

### **National overview**

Regarding the educational-musical panorama in Mexico, the composer Manuel María Ponce expressed his opinion through some writings. "In compulsory musical education, he opines in favor of countries that systematically promote public musical education" (Corvera, 2014, p. 33). Since the time of Ponce, public schools in Mexico have not paid due attention to music education. Intermittent initiatives such as the case of Musical Youth Bands of Yucatán, which were truncated due to budget cuts, reflect the situation of many other projects (Bautista, 2016).

Only a part of Mexican society has had the opportunity to offer their children artistic activities as part of their comprehensive education. Some families have

financial possibilities to enroll their children in private schools where the curriculum map includes music education; in other cases, access to this training has been sought through extracurricular classes, in a formal or private study center. However, the socioeconomic status of many families in Mexico, coupled with the isolation of many communities that do not have the musical infrastructure, has relegated this educational aspect.

One of the first initiatives in the field of youth orchestras in Mexico has been promoted by the Esperanza Azteca Network of Children's and Youth Orchestras and Choirs. On its official Facebook page (<https://www.facebook.com/esperanzazteca/>), the motto stands out: "We are not only training musicians, but better human beings through music." Now, 10 years after its creation, the Azteca Friends of Culture and Art Association of the Salinas Pliego group has committed to supporting, through donations, the implementation of orchestras and school choirs at the national level, implementing a review system that allows optimal operation; Under this premise, it is presumed that the donation obtained will be destined to the purchase of instruments. The now former head of the SEP, Esteban Moctezuma, asserted that "music is the most powerful tool to create healthy social fabric" (Suárez, 2019).

The Autonomous University of the State of Nuevo León, through the Faculty of Music, has been assigned by the Secretary of Public Security of the State and the Undersecretariat of Prevention and Citizen Participation to create the Network of Youth Orchestras for Equality, which involves More than 800 young people from the state of Nuevo León belonging to underprivileged neighborhoods, with the aim of bringing instrumental practice within the orchestras and strengthening their training through individual instrument classes. All this with the purpose of making musical practice a prevention strategy against unwanted pregnancies in adolescents and a measure against crime in vulnerable sectors.

Harassment and violence in secondary schools are two of the great problems that compulsory education faces in Mexico today. Three actors intervene in school bullying: the victims, the bullies and the observers (Mendoza, Cervantes, Pedroza & Aguilera, 2015), so it will be convenient to incorporate maneuvers through music that help to dissipate them. There is the possibility of designing specific strategies through group music, whether choral or instrumental, for an improvement of these socio-affective relationships. The growing wave of violence that has been registered in recent years at the national level shows that society



needs a root change, it is necessary to re-promote universal values in young people, develop empathy, teamwork, respect the women to extinguish femicide. It is essential to humanize ourselves to achieve a healthy social development that allows new generations to have the same opportunities regardless of social class, gender or beliefs. "I believe that music education has two great functions, which in the face of aestheticization and performativity acquire new relevance: the improvement of life and the promotion of a critical attitude" (Lines, 2009, p. 165).

At present we can observe with deep sadness a growing generation of children who come from dysfunctional families, where the family structure has changed, the role of parents is not the same, it is necessary to reinforce education based on universal values and develop empathy to avoid situations of family violence, discrimination and mutual respect between men and women. According to dos Santos (2020), unloading feelings of anger through instrumental practice, creating songs or listening to music can be an escape channel for aggressive behaviors. Schools are often so saturated that teachers are unable to understand the personal situation of each student. Family communication may be lacking due to lack of time due to parents' busyness. For these reasons it is necessary to implement artistic activities that reinforce their human and social formation. The emotional development of the human being is one of the main benefits that justifies the insertion of music in the school curricula (Pérez and Carrillo, 2020).

It is through music that the union between equals can be promoted and rescued; create a society more committed to the comprehensive training of young people through groups that allow the reintegration of ancestral culture as part of the cultural fact of each region. In this sense, the president of Mexico, Andres Manuel López Obrador, declared on a tour of the state of Oaxaca that "it is better for young people to have musical instruments in their hands and not firearms" (Guzmán, January 18, 2020). These statements, together with the support for the purchase of musical instruments at the request of a group of high school students, confirm the fact that they want to combat violence with music.

Pirfano (2014) points out that, in addition to the ability to awaken our most human side—that is, more spiritual—, music can make us better thanks to the therapeutic power with which it affects our mood and our brain. It is through music that children from the

earliest stage develop the ability to regulate their emotions, manifest their well-being by imitating melodies, keeping the rhythm with their body even before walking, generate knowledge of language, and immerse themselves in a deep state of pleasure. There is music that invites us to reflect, to dance, music that moves us and is a balancing factor in our psyche. "Concerning children as well, music has managed to produce healthy effects on the mental state or on the general harmony of being" (Willems, 2017, p. 235). Also, artistic activity carried out as art therapy is a powerful ally as a stress reliever at the university level, since the pressures students are subjected to to achieve the required competencies lead them to drop out and even develop psychological disorders (Rojas and Galván, 2020). For this reason, it is pertinent to establish a preventive model against school stress from the early formative stages and sustain it as a channel for it.

## **Benefits of musical practice at compulsory basic education levels in Mexico**

"Music lessons in childhood create stimulated and more efficient neural circuits for music processing than those without such instruction" (Levitin, 2019, p. 208). Whoever cultivates the learning of music from childhood creates a bond with it that allows the whole of life to be enjoyed from an active perspective. Many adults take up classes of an instrument with which as children they had an experience through individual classes or orchestral practices and obtain a formidable degree of satisfaction. Music education improves intellectual development in a comprehensive way in children (Velecela, 2020) and strengthens skills such as language, literacy, mathematics and logical thinking. Thanks to the lyrics of the songs, it is also possible to work on different aspects of the language, such as pronunciation or grammar (Vallejo, 2019). Likewise, Gómez, Hormigos and Perelló (2019) grant special relevance to the lyrics of the songs, which have an enormous informative value on the feelings of society, and under this poetic-expressive guide, educational strategies can be designed for the benefit of teaching practice. More specifically, they have been a source of evidence that describes gender inequality and violence.

"Harmony can be expressed through figures, both in pictorial or architectural spaces, as in the realm of music or, of course, in nature" (Arcos, 2011, p. 10). In orchestral practice, the mathematical component is perceived from the rhythm set by the conductor with the

baton to the intervals, which refer to the distances that exist between the notes that make up the melodies. The performer who participates in a choir or orchestral ensemble will develop this thought during his practice. A recent study carried out on a large scale (with the participation of 180,000 students) and on three consecutive groups confirms that, at the end of secondary education (between 16 and 17 years old), Canadian students who were part of a wind orchestra (called harmonie in Quebec), a choir or a string group (n = 2300) showed a higher average performance index in all the subjects evaluated in mathematics, biology and, to a lesser extent, in English (Peretz, 2019, pp. 34-35).

Music is such a natural expression in the human being that it makes us experience all kinds of feelings, it causes such liberation that it is through the voice, the body or a musical instrument that we can manifest ourselves and generate a state of unequaled pleasure. "Through instrumental practice, movement and dance, in addition to expressing ideas, feelings, etc., they will develop general dynamic coordination and knowledge of the body scheme, adaptation and memory, among other capacities." (Ruiz, 2016, p. 18).

### **Objectives**

- Analyze the reasons for the creation of orchestras and school choirs in the Mexican educational context.
- Explore the benefits that could generate in primary and secondary school students the fact of musical practice through collaboration in youth choirs and orchestras.
- Describe the possible consequences that the musical event will bring to the integral formation in the next generations of Mexican citizens.
- Establish relevant criteria regarding the implementation of music education in the Mexican environment.

### **Method**

For this non-experimental research study, the descriptive transectional exploratory design was used on the basis of quantitative research. Mertens (cited by Hernández, Fernández and Baptista, 2010) points out that non-experimental research is appropriate for variables that cannot or should be manipulated or it is difficult to do so. The descriptive transectional exploratory design was adopted using a survey as a measurement instrument

with the purpose of collecting data in a single moment, in a single time. “The procedure consists of locating in one or several variables a group of people or other living beings, objects, situations, contexts, phenomena, communities; and thus provide its description” (Hernández et al., 2010, pp. 152-153).

The present work was carried out through a semi-structured survey with two open questions and 10 closed multiple-choice questions that was sent to 50 people by digital means, from which a sample of 37 participants was obtained, including two researchers, three foreign professionals and 32 music students who have had experience as members of an orchestra or youth choir. A discourse analysis is made for the open questions and a percentage analysis of the remaining items. Finally, a broad description is presented of what are the academic benefits that students can achieve by playing in an orchestra or singing in a choir and how the musical practice in students of primary and secondary according to the opinion of the participants.

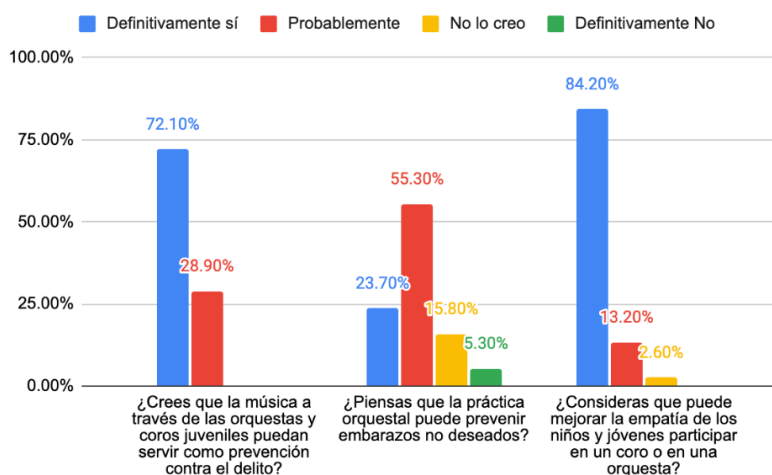
## **Results**

### **Sample size**

Of a total of 50 surveys sent over the Internet, 37 people (74%) responded and 13 people did not complete the survey (26%). Of the total that responded, 82.9% correspond to students and 17.1% to foreign researchers and specialists. The academic level of the participants includes students of a music technician (57.1%), a music bachelor (37.1%), a university superior technician (2.9%) and foreign specialists and researchers (2.9%). The age of the participants ranges from 16 to 67 years. Of those surveyed, 57.1% were men and 42.9% women.

The results of the questions are as described below. The majority of the participants believed that it is possible that music, through the orchestra and youth choirs, can serve as an ally for crime prevention; more than half think that unwanted pregnancies could probably be prevented with orchestral practice, and that the empathy of children and young people can improve, according to the majority of those surveyed (see figure 1).

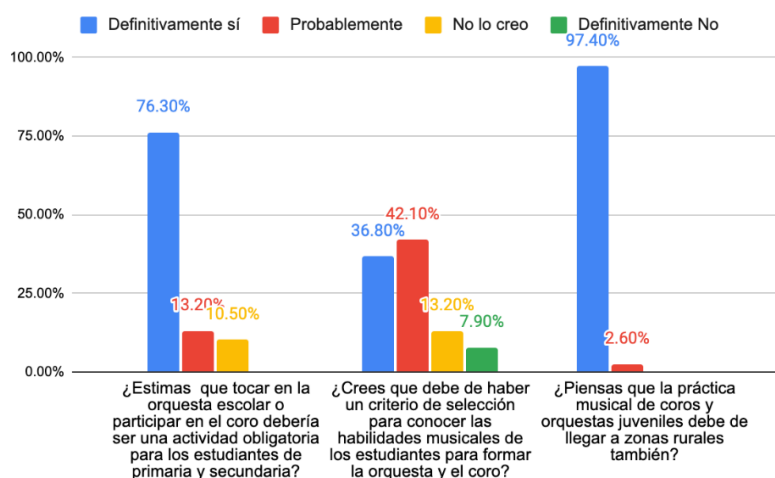
**Figura 1.** La práctica orquestal puede prevenir el delito, los embarazos no deseados y mejorar la empatía



Fuente: Elaboración propia

Playing in a school orchestra or participating in a choir should be a mandatory activity for primary and secondary school students, as stated by the majority of respondents. It is estimated that it may be beneficial to have a selection criteria to know the musical abilities of the students who will be part of the musical groups. And definitely it would be highly recommended that these activities are also implemented in rural areas (see figure 2).

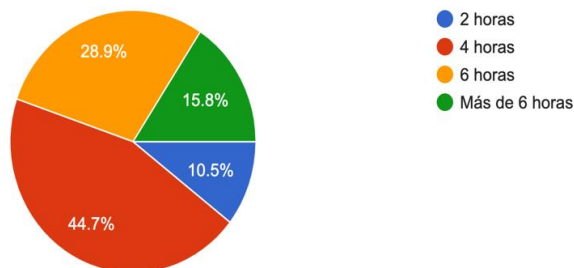
**Figura 2.** La práctica orquestal y coral en las escuelas



Fuente: Elaboración propia

The hours of practice in these groups is of paramount importance for obtaining the final results. Most of those surveyed consider that the average should be four hours per week divided into two frequencies to achieve complete integration and promote collaborative work among students (see figure 3).

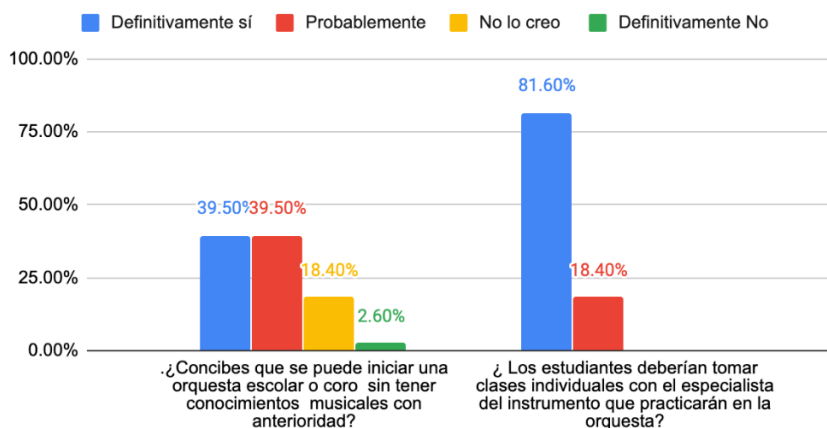
**Figura 3.** Promedio de horas de práctica musical



Fuente: Elaboración propia

Likewise, most of the participants think that it is probably not necessary to have prior musical knowledge to be part of these groups, whose purpose is to strengthen comprehensive education in students. It was observed that the members of youth choirs and orchestras should definitely have access to individual instrument classes to strengthen their training and achieve a profitable orchestral practice (see figure 4).

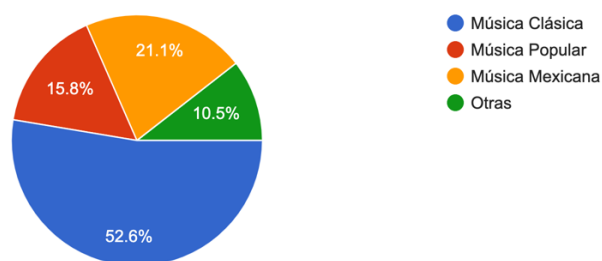
**Figura 4.** Conocimientos musicales previos y clases individuales



Fuente: Elaboración propia

Finally, the majority of the participants believed that classical music should be disseminated because it has an academic structure, and with it, the students acquire knowledge of a global repertoire that gives them the opportunity to join any orchestra or continue their studies. formalities in music, taking as a first approach the opportunities that youth choirs and orchestras can offer as a cultural right that every human being should have (see figure 5).

**Figura 5.** Música que debería de difundirse en los coros y orquestas juveniles



Fuente: Elaboración propia

Regarding the open questions, a discourse analysis was made to be able to clearly observe the main contributions and those that are most mentioned in the answers. In the first open question, "How do you think musical practice through choirs and orchestras at the primary and secondary levels could be strengthened in comprehensive education?", The majority state that education is strengthened by these practices because it instills discipline , teamwork, makes students aware and improve their behavior; empathy and creativity are developed, which generates an atmosphere of well-being that allows them to increase their interpersonal relationships. Music develops cognitive skills, improves young people's concentration and involves emotions in their learning, thanks to all of which it is made more effective.

In the second open question, "What are the academic benefits that students can achieve by playing in an orchestra or singing in a choir?", Music increases cognitive abilities, according to the participants' discourse; develops various brain structures; musical notation is from left to right and top to bottom, as is general writing; optimal concentration is achieved because each of the students is the protagonist and participant; benefits logical-mathematical thinking and strengthens literacy. Musical practices improve the capacity for concentration

and attention on an assigned task, which stimulates memory and the capacity for analysis, adaptation and creativity, necessary elements for the development of school learning. Finally, as music is a universal language, it is possible to have a global education, based on values that will allow them to expand their school activities and strengthen their integral education.

## Discussion

The study was limited to a population of 37 people, the majority of whom resided in the state of Nuevo León. The sample ranges from 16 to 67 years old. And the total of those surveyed have professional musical studies, which means that they have experience in music making and understand the benefits that are acquired by having an artistic activity.

The strengths that were observed suggest that there is great interest in the development of this study at the national level, because music education has been relegated over time as part of the school curriculum in the population of compulsory basic education levels and, according to In the opinion of the participants, it is considered that practice in youth choirs and orchestras can nurture the integral formation of students, increase cognitive abilities, strengthen logical-mathematical thinking, reinforce literacy and improve concentration capacity. It is observed that music prevents situations of violence as it is an activity of coexistence and collaborative work, which allows the development of empathy and promotes universal values.

Finally, among the weaknesses is that the survey could be carried out on a larger sample with participants from the rest of the country and possibly more questions could be included on each of the aspects that were sought to be known. However, the possibility of expanding the study is still open in order to know other benefits and needs to achieve the implementation of an artistic activity in young people that allows them to enrich their comprehensive training.



## Conclusions

The benefits that could be detected in the musical practice in the levels of compulsory basic education in Mexico show that it is a comprehensive training activity that can prevent crime and unwanted pregnancies in adolescents. Being an artistic activity that develops empathy, critical thinking and autonomous knowledge, it is possible that adolescents have a more humanitarian vision.

According to the results of the survey, it should definitely be compulsory at basic school levels because it is an integrative activity, where teamwork is encouraged and healthy coexistence among students is encouraged; urges that they work for a common goal, to make music, which generates a well-being based on cultural rights that each individual should acquire in order to live in a more balanced society.

It is shown that it is not necessary to have a previous musical experience, because the intention of implementing youth choirs and orchestras has the purpose of including young people who wish to participate in these activities, giving them the same opportunity regardless of gender, social class, or beliefs; Although it would be convenient to take a test that shows the different musical abilities of the students in order to direct them towards a specific instrument or form part of the choir, with the aim that all students feel motivated by being part of a cultural project.

In the opinion of the majority of those surveyed, it is optimal to have a four-hour weekly internship, which could be in two frequencies of two hours, to achieve a successful job, and these practices should also reach rural communities, to offer the same opportunity to the entire student sector. It is recommended to approach a repertoire based on classical music because it has an academic structure that allows universal knowledge, however, it would also be appropriate for students to have access to Mexican music as part of their national identity.

Finally, most of the respondents show that, since collaborative work is the mark of this discipline, it is possible for students to improve their behavior, empathy and creativity, which leads to an increase in their quality in the study due to the fact that they develop in an atmosphere of well-being and complicity. Music, as has been proven, increases cognitive abilities, improves concentration and strengthens logical-mathematical thinking and literacy.

### Future lines of research

The multiple benefits that musical practice generates through participation in a choir or an orchestra in compulsory education, leads us to think about the advantages of its insertion in the higher education curriculum. In each higher education environment, it could strengthen the development of discipline-specific competencies, so it would be worth investigating around these contexts that were originally unrelated to music. Eminent doctors, chemists, physicists, filmmakers who chose to retain their ability as musical performers have gone down in history, despite the effort that this entails. This study is a contribution to future research where the benefits that the implementation of artistic activities forges in other disciplines could be deeply addressed.

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