

Research on the Development Status of Music Therapy for Special Education

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Abstract: The development of music therapy in China began in the 1980s. In 1989, the Chinese Music Therapy Society was established. In the field of special education, the application research of music therapy has not stopped after nearly two decades of hard work. In fact, special education has received widespread attention, whether from research in educational theory or practical education. In this regard, this article focuses on the current development status of music therapy in special education. The most obvious and commonly used function of therapeutic music teaching is to regulate emotions - induce and construct positive emotional power, dissipate and release negative emotions, and the effectiveness of regulation directly depends on whether rhythm has been correctly applied and targeted. Through the learning, research, and teaching practice of music therapy, we would like to discuss with experts and teachers the feasibility of the development of music therapy in special education in China, and work together to promote the development of music therapy in special education.

1. Introduction

Music therapy is a new frontier discipline, which is based on the theory and method of psychotherapy, uses the unique physiological and psychological effects of music, and studies the function of music on human body through various specially designed musical behaviors and experiences, as well as uses music to treat diseases and improve health. The development of music therapy in China began in the 1980s. In 1989, China Music Therapy Society was founded. In the field of special education, after nearly twenty years of hard work, the applied research of music therapy has never stopped. In fact, special education has been widely concerned by people, whether from the research of educational theory or from the research of practical education[1]. Music education is an indispensable course in special education schools. The role of music therapy in special education has been widely recognized at home and abroad, but compared with developed countries, we still have a big gap in the popularity of music therapy in special children's education, and we still need long-term unremitting efforts[2-3]. Music is a bridge between people and villages, and we can gradually eliminate the yin frost in special children through music teaching. More importantly, rhythmic teaching plays an important role than other disciplines in physical rehabilitation, artistic cultivation and potential development of hearing-impaired children, and plays an important theoretical basis and practical educational significance in promoting the all-round

development of special music education[4]. Music therapy covers a wide range, including the treatment of psychiatric diseases, psychological disorders, psychosomatic diseases, auxiliary analgesic effects in tissue injury and surgery, as well as prenatal education, intellectual development of children and adolescents, adult psychological adjustment and health care for the elderly[5]. The influence of music therapy in the field of special education is very limited, and the research scope is very small. Therefore, we need more experts in music, psychology, physiology, medicine, education and other aspects to make unremitting efforts for a long time and a cooperative atmosphere in all aspects. Through the experience of learning, scientific research and teaching practice of music therapy, this paper discusses the feasibility of music therapy in special education in China with experts and teachers, and makes joint efforts to promote the development of music therapy in special education[6]. Despite the difficulties, with the continuous improvement of people's spiritual and material living standards, the recognition of music therapy in the field of special education will increase day by day, and the prospect is successful.

2. The Origin of Music Therapy

Regardless of China or foreign countries, there have been records in ancient times of relieving people's various pains through music and dance. Some ethnic groups still use it to this day. In 1890, Austrian doctor Lichtental expressed the view of "music doctor". However, as a new interdisciplinary discipline in modern society, music therapy has only developed for half a century. The development of related treatments abroad was early, and in the late 19th century, Austria first began research in this field, mainly applied in the clinical field. In the early 1980s, China entered the field of music therapy research and application, which started relatively late and progressed relatively slowly compared to Europe, America, and Japan. Universities in Europe, America, and Japan have also offered courses in music therapy. After graduation, students work as music therapists, using music therapy and medication to treat various psychological disorders and healthcare work[7]. The scope of music therapy is very broad, including the treatment of psychiatric diseases, psychological disorders, psychosomatic diseases, tissue injuries, and auxiliary analgesic effects in surgical procedures, as well as prenatal education, intellectual development of young children and adolescents, adult psychological regulation, and elderly health care. In the field of special education in China, research on music education treatment methods is mostly in the initial stage, mainly staying at the use and treatment stage of general special education methods[8]. However, in coastal cities such as Shenzhen and Shanghai, some special education schools have entered the stage of applied research in music education and treatment.

3. The Development of Music Therapy in the Field of Special Education in China

In the 1980s, China began the research and experiment of music therapy in the field of special education. Music therapists believe: "Children's learning difficulties and various physical and mental disorders have become a problem that puzzles psychotherapists at home and abroad. Music therapy experts believe: "Children's learning difficulties and various physical and mental disorders have become a problem that puzzles psychotherapists at home and abroad. Some of them, such as autism in children, are on the rise, and music therapy is indeed an active and effective treatment for this disease[9]. Through a series of music and dance rhythm training designed for mentally retarded children, they can enrich the multi-sensory stimulation, increase the perceptual information and expand the perceptual capacity in a series of activities such as seeing, listening, moving and thinking, which can continuously stimulate the function of brain activities to varying degrees and promote the development of their perceptual ability. Every normal child is born with various potential musical abilities. When a child shows a certain lack of musical ability, it means that some

aspects of his physiology or psychology have obstacles. In order to correct these obstacles, music therapists can focus on training children's abilities in these aspects. When children's comprehensive musical ability is restored and developed, some of their physiological or psychological problems will be improved accordingly. Training activities also reflect the improvement of language ability and communication ability of mentally retarded children. Speaking according to rhythm and memorizing lyrics with melody help correct children's language barriers and promote their interpersonal and emotional communication ability[10].

4. The Future Development of Music Therapy in the Field of Special Education in China

4.1 Strengthen Basic Theoretical Research

Most of the music therapy methods and technologies are related to the theory and methods of behavior therapy, one of the psychotherapy methods. Among them, children's music behavior correction has a great compensation effect on disabled children in special education. Special education classrooms usually face various problems such as mental disorders, intellectual disorders, behavioral disorders, language disorders, sensory and perceptual disorders, and even the same problem may have different internal causes and external symptoms in different individuals. This particularity and difference further highlight the extreme importance of individualized teaching and tailored treatment[11]. Cultivating the interest of children with hearing impairments in rhythm classes is the primary task in teaching rhythm classes. The teaching content involved in each class must start from the perspective of students, and not make them feel difficult or unable to learn. It must make them feel that learning a dance studio is a very enjoyable thing. Teachers guide students in dance teaching, and students' reactions will be more sensitive. The provision of student clothing and shoes is also a necessary condition for attending a good rhythm class, which can make the dance movements stretch and relax, and more effectively shape the student's body. The instruments needed to cultivate students' sense of rhythm mainly include small drums, large drums, triangular iron, and double pipes. A survey and statistics were conducted on the equipment allocation for music therapy teaching, and Table 1 was obtained.

Table 1 Statistics on the Equipment of Music Therapy Teaching

Name	Content	Number of equipped schools	Percentage
Classroom	Dance training classroom	17	77%
Classroom equipment	Computer, LCD TV, multimedia teaching software	7	34%
Dress	Training clothes, performance clothes, dance shoes	11	52%
Musical instrument	Drum, drum, triangle, double-ring drum	5	74%

As can be seen from the chart, most schools have their own rhythm class classrooms, which provides basic guarantee for students to give advice on rhythm and brings convenience to the rehearsal of school dance teams. Although many special education schools have experimented with "music therapy" technology, the number is very limited, and the scientific demonstration is not sufficient. Therefore, it is especially necessary to develop institutions for scientific research and training music therapists. From a global perspective, music therapists have been adopted by more and more developed countries in the field of special education. It is difficult for disabled children to improve their musical accomplishment and develop their musical talents through ordinary music lessons, but the expected effect is to restore their psychological and physical functions through music therapy, compensate their intellectual and adaptive behavior defects, and strive for their adaptation to normal life and society.

4.2 Strengthen Research on Music Therapy

Although many special education schools have conducted “music therapy” technology experiments, the number is still very limited and the scientific evidence is not sufficient. Therefore, it is particularly necessary to develop institutions for scientific research and training of music therapists. From a global perspective, music therapists entering the field of special education have been increasingly adopted by more and more developed countries, and music therapy has become an important content of music special education. The most obvious and commonly used function of therapeutic music teaching is to regulate emotions - induce and construct positive emotional power, dissipate and release negative emotions, and the effectiveness of regulation directly depends on whether rhythm has been correctly applied and targeted. When you see the progress of children, you will feel a sense of spiritual sublimation and comfort. Rhythm classes, as an important component of art education for hearing impaired children, effectively cultivate students' understanding of dance and to some extent compensate for the psychological and physiological defects of hearing impaired children. This article constructs a teaching model for music therapy psychology courses, as shown in Figure 1.

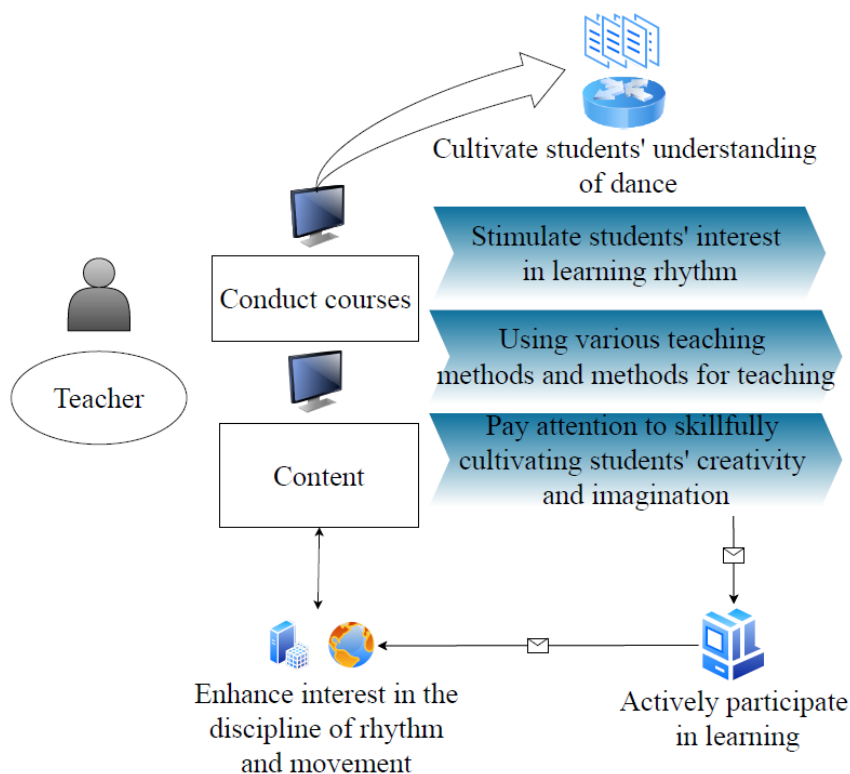


Fig.1 Teaching Mode of Music Therapy Psychology Course

The process of music therapy is mostly monotonous and hard. Apart from the uncontrollable performance of special children, it sometimes takes a lot of energy to get the approval and long-term support from parents, and other external disturbances often appear, thus affecting our confidence. I sincerely hope that you will join hands and make use of your different resource advantages to enter the research and practice of music therapy for special children, because we still have too many music therapy contents for special children to be studied and developed. At present, the application research of music therapy technology in the field of special education in China is just beginning. Not only in the field of mentally retarded children, but also in the rehabilitation of deaf children, rhythmic training of music posture for the blind and many other special children, it is

possible to improve their physical and mental health quality through music therapy.

5. Conclusions

Currently, with the continuous improvement of people's requirements for quality of life, more and more people are becoming interested in music therapy. The application research of music therapy technology in the field of special education in China is only just beginning. It is not only in the field of children with intellectual disabilities and autism, but also in the rehabilitation of deaf children, music and body rhythm training for blind people, and many other special children who may improve their physical and mental health quality through music therapy. Music can help to lift people's emotions and touch the depths of their hearts, especially children who naturally enjoy music have good reflexes to music during critical periods. Faced with the current primary stage of music therapy development in China, there is a large amount of music therapy content for special children waiting for us to practice and explore. It is difficult for disabled children to achieve the goal of improving their music cultivation and developing their musical talents through regular music classes. The expected effect is to restore their psychological and physiological functions through music therapy, compensate for their intellectual and behavioral deficiencies, and strive for them to adapt to normal life and society. Therefore, the research on music therapy in the field of special education in China still requires more personnel to participate, more funding to be invested, especially to create more research conditions, obtain more scientific data, and further develop music therapy, a discipline that improves human quality of life, in the field of special education in China.

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