



The Importance and Challenges of Music Education for Special Children

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Abstract. Music education is a kind of aesthetic education with great depth and appeal. It can express the beauty of music through listening and singing, improve students' professional level of music, and shape students' sensitivity to music. With the development of economy, the status of education as the foundation of the country is increasingly apparent, and special education is one of the important factors to measure the level of education of a country. This study analyzes the role of special music education in special education, and expects that special music education can play a greater role in the future and make greater contributions to the development of the entire education industry.

Keywords: Music education; special music education; Special Children

1 Introduction

At present, China's special education has made good progress, the latest national education statistics released by the Ministry of Education show that by 2021, there are 2,288 special education schools in the country, enrolling 149,100 special education students in various forms, the scale of school students is close to one million people, and 69,400 special education full-time teachers. It can be seen that special education has become an important part of the development of China's education system. Most of the special children due to physical or intellectual defects and obstacles, their hearts will also have certain problems, and even some special children after being ridiculed and discriminated by peers or society, self-esteem will be damaged, become depressed. Therefore, music education can promote the healthy physical and mental development of special children, cultivate their sentiments, promote their communication with peers, and play a certain role in adjuvant therapy.

2 Special children and special education

2.1 Special children

Special children, generally speaking, is children with special educational needs, is the behavior, physiology, psychology and normal children compared, there is a deviation

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phenomenon of children. In a broad sense, exceptional children include all children except normal children. From a narrow point of view, special children are physically and psychologically defective disabled children, which can also be called "disabled children" or "defective children". [1] Among them, the physiological effects generally include the physical defects that people can see, such as deformities, physical functions, hearing, vision and other disorders of children. Psychological impact generally includes internal causes of children's psychological problems, such as autism, hyperactivity, hyperactivity and intellectual disability, and even some children will gradually lose the joy of life. [2]

2.2 The role of special education

Special education refers to a range of services that can be provided in different ways and in different settings. There's no "one size fits all" approach to special education. It's tailored to meet the needs of students with disabilities. Special education focuses on helping kids with disabilities learn. But it doesn't mean placing kids in a special classroom all day long. In fact, federal law says that kids who get special education services should learn in the same classrooms as other kids as much as possible. [3]

The services and supports for one student may be very different from those of another student. It's all about the individual child and giving them the resources they need to make progress in school. Special education for special children has an important positive impact on their physical and mental development, and is more conducive to their formation of sound personality. In organized special education activities, such as the combination of lessons and sports, children with special needs can be provided with environmental stimulation. Through group training, they can gradually learn to cooperate, share, and correct polite behavior. Make the children who are originally inferior due to their own defects happily participate in activities, make the children get the good life experience brought by music, and also help improve the children's current symptoms, effectively enhance the children's good mood and correct social behavior.

Music education itself is a medium to teach auditory art and aesthetic art through music, which can enrich people's emotions and thoughts, improve people's ability to feel, create and appreciate the beauty of music, teach us to know the world, feel life, create life, and promote the harmonious development of people. The music education of special children takes aesthetics as the core, aiming at cultivating them to form a sound and healthy personality, guiding them to learn to accept themselves, enjoy life, and develop their aesthetic ability. Through the bridge of music, special children can feel the scenery and things in nature and life, feel the emotions and care from this world, and feel the beauty and warmth in life. Special children can express and enrich their emotions through music, and they can also look forward to life. [4] For children with special needs, this is also the most basic and important value of music education.

Second, improve communication skills. Due to physical defects, many special children have a sense of inferiority, dare not communicate with the outside world, and immerse themselves in their own world all day long, which is not conducive to their future development, and has a great impact on their study, work and life. Music is a special language that transcends national boundaries, gender and age, and plays an important

role as a "bridge" in People's Daily communication, as well as for special children. Listening to music can make people relax and feel good. Whether it is in the music classroom or in the social environment, learning music can help guide special children to communicate harmoniously with people or nature, enhance their initiative and enthusiasm in communication, and improve or solve the problem of poor communication of special children to a large extent.

3 The importance of music education for special children's development

3.1 Improve attention and imagination of special children

Special children's ability to perceive the outside world is relatively weak, not as strong as normal children, so special music education plays a particularly important role in cultivating students' attention and imagination. Compared with the general learning mode, the learning of music course needs more skills because of its own abstractness. Music does not require students to recognize word symbols, but through the discrimination of music sounds, enhance students' perception of external life, improve students' thinking activity and leap. Children with special needs can imagine their own music through their own perception of music. Their own conditions, educational background, growth environment and other factors will affect everyone's appreciation of music, but this is the unique charm of music, everyone has the right to enjoy music, as long as you get happiness from it, the specific process can only be their own experience. At the same time, special music education can make up for the shortcomings of special children in perception ability, self-confidence, enthusiasm and attention through acquired learning. Like normal children, special children also like music. Special children hope to relieve their mood by listening to music, release pressure, enjoy the pure joy brought by music and enjoy the happiness of childhood. Therefore, teachers of special schools should pay attention to the love of special children for music, and take advantage of their love of learning music to broaden everyone's cognition of music, including singing, dancing, playing, etc. Teachers can improve students' attention and perceptual ability through many forms of musical expression, so that they can learn music in happiness. Feel happy in music, grow up happy in the atmosphere of music.

3.2 Enhance the memory ability of special children

Music can resonate, most people are easy to listen to sad songs when they are sad, and like to listen to some happy songs when they are happy. Not only that, music also plays an important role in promoting the healthy growth of students, music helps to mediate students' sleep, relieve anxiety, cultivate sentiment, promote sound mental development and so on. Some passionate and bold music can arouse people's enthusiasm. Therefore, special music education takes advantage of this feature of music and teaches students according to their aptitude. Let them relax in the slow rhythm, slow down the pace, and feel life with your heart. Over time, it will play a great role in the emotions of special

children, making them more stable and ignoring the pain caused by their own defects. Before class, teachers can select some soothing songs in advance as playing songs. Through these soothing songs, students can complete the learning of a class with a stable mood and positive attitude. The style of music can be changeable, flexible, or familiar to everyone, so that special children can be educated in a variety of ways, a variety of music, so that they can improve their ability in a good state of mind. The so-called memory is that a person can have a memory of something that has happened, and can maintain the memory. However, the memory of special children is short, but music can improve the memory ability of special children. Through investigation and research, it is found that special children who have received special music education can maintain a memory more lasting than children who have not received relevant music training.

3.3 Improve the behavior of children with autism

Music teaching can light up the inner world of special children, and the unique melody of music can make the special children whose emotions are not easily controlled gradually calm down and enter a relaxed and pleasant state, so as to improve the mood of autistic children, release themselves with music, and gradually build their self-confidence. Regular music and strong rhythm can gradually improve children's physical ability, so that they gradually learn to communicate with others, establish good friendships, and help develop their social skills. Moreover, in the process of physical activity, music can also promote the development of children's perceptual ability, language ability and attention, so that children can actively and bravely express their true feelings, and fully show their talent and personality. Music can connect special children with the outside world, heal the psychology of special children, and slowly eliminate their shyness and inferiority, so as to become self-dependent and achieve healthy physical and mental development.

Every child has an innate love and reaction to music, and for children with autism, their musical talent is often greater than that of normal people. In music teaching, teachers can cooperate with simple Musical Instruments, such as drums, xylophones, castanets, etc. These instruments do not emphasize too much skills, as long as the teacher's inspiration, autistic children can beat rhythmically to play their favorite music. In the process, they come to understand that in order to control and change the music, they must first change their own behavior. Once a child is aware of music, that is, his range of consciousness is expanded, and stereotypical behavior is correspondingly reduced, which will have an impact on his physical and mental development and the formation of a healthy personality. Music can contribute to the production of language in children with spectrum disorders, such as imitation skills and expression skills. Teachers can teach children with autism favorite songs, let them learn to sing and listen, and then slowly extract the elements of the music melody, and the rest is the language we need to use in daily communication. Teachers' gradual musical intervention for autistic children can also promote the generation of autistic children's language to some extent. But the process is relatively long, and requires teachers to have a certain amount of patience

and love, as time goes by, the ability to imitate and express the language will have a positive impact on them.

4 Challenges of Music Education for Special Children

4.1 Lack of in-depth understanding of special children

Teachers should guide special children to contact the environment and life related to survival, integrate the logic of the relationship between things and changes, and give students awareness through simple image representation, so that students can understand and identify with the perceptual experience and aesthetic taste in survival. The cultivation of special children's knowledge of survival depends on teachers' knowledge accomplishment and their ability to use education consciousness to directly affect students' consciousness. Teachers should not only provide students with systematic, practical and simple survival knowledge, but most importantly, teachers should have educational intervention knowledge specially prepared for different characteristics and different actual needs of students, and combine with the actual education of students to develop practical knowledge of educational diagnosis, evaluation and implementation of individual education plans. [5]

Many teachers are not clear about the specific needs of students in survival education, and how to give students educational support. Therefore, teachers make real efforts in survival education, but they will be at a loss again and again. Teachers do not fully understand the specific positioning of diagnosis, assessment, and individual education plan knowledge to correctly understand and help special children. The intervention knowledge can not be effectively used to formulate a complete educational intervention program combining with the specific problems of special children.

4.2 Lack of parental cooperation

The vast majority of parents' educational concepts, attitudes and methods are inherited from their grandparents and parents. Traditional family education has a wealth of good experience worth inheriting and developing, but it is also old, conservative, backward, and does not meet the requirements of modern society." Because of this, the awareness of parents in the education of children in intellectual schools determines the educational concept of parents. In the educational concept of intimidation and beating and scolding, children can only be pushed out, and the distance between children and parents is getting farther and farther. Although children have obstacles and need the help of parents, the education of children is becoming more and more difficult with the blessing of the weakened educational awareness. And here comes the dilemma. The educational content of parents is limited to the trivialities of life, and there is less specialized skill training.

Parents' educational intervention in the special stage of students is not timely, resulting in missing the best critical period; In the consciousness of parents, they always think that the actual age of students is equal to the intellectual age, and the atmosphere created by education is actually not suitable for the actual needs of students, and there is a

contradiction between it and the positive construction of survival. The cooperation between family and school must form an effective mechanism of connection, neither parents nor schools can substitute one party for the other, because the roles of the two are obviously different, and the survival effects of the students are also different. The absence of support from either party in home-school cooperation will weaken the support for students' survival development. The combination of family education and school education to form integrated education not only affects the development of students' main survivability, but also affects the extension of both ends of education. The purpose of home-school cooperative education is to better develop students' current and future survival ability and internalize students' sound personality in independent social survival. In home-school cooperation, parents often have difficulties in cooperating with school education.

4.3 Lack of sufficient practical experience

Limited by the original institutional design, overall operating framework and manpower system, the teacher structure of special education schools is relatively simple. There is a lack of pre-school teachers and medical rehabilitation personnel in the front of the school, and most of the teachers involved in pre-school education for disabled children are seconded teachers in the compulsory education stage, most of them lack pre-school education experience, and some of them are still responsible for teaching tasks in the compulsory education stage. Therefore, it is often difficult for special education schools to form a stable and independent team of teachers.

As for general kindergartens that accept children with disabilities, most of their teachers are from pre-school education background, with relatively few teachers from special education, psychology, medicine and other professional backgrounds, and there is a serious shortage of resource teachers, special education teachers and rehabilitation personnel, which means that some children with special needs are still unable to obtain basic rehabilitation training and skills learning opportunities, thus affecting the cultivation of their survival ability. It can't be integrated into normal life.

5 Conclusion

Music is one of the main carriers of culture and ideology. In the process of learning music, students can gradually cultivate their aesthetic taste and appreciation of music, gradually learn to appreciate music, understand music, broaden their horizons, and form a correct aesthetic orientation. Music education can enhance people's recognition and sensitivity to music through the training of hearing system and the deliberate learning of music aesthetic ability. In the field of special education, music education is also called music therapy, because it can use music to treat some special children with birth defects. Special music education plays a positive role in promoting the education of today's special children, and then promotes the healthy development of the whole society. The earlier exposure to music, the more conducive to physical and mental development, especially for special children, more conducive to the protection and shaping

of their hearing, vision and physical functions. Through learning music, special children can gradually strengthen their confidence in learning, rebuild their love for life, and even slowly improve the corresponding symptoms, and enjoy the same education and life as normal children. To strengthen the connection between special education and family education and social education, it needs the maintenance of family education and the support of social education. At the same time, various departments need to cooperate to jointly meet the growth needs of special children, and fully tap and give play to the possible space and conditions of their superior intelligence.

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