

# Analysis of the Effects of Music Therapy in Students with Anxiety and Depression

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**Abstract:** Exploring the effect of music therapy in school anxiety and depression. Through the review and analysis of the relevant literature, it is found that music therapy has a significant relief effect on students with anxiety disorders and depression. The rhythm, melody and emotional expression of music can regulate students' emotional state and improve their mental health level. In addition, music therapy can also promote students' social communication and enhance their self-cognition and emotion management abilities. Therefore, music therapy can be used as an effective adjunct to provide help with the mental health of students with anxiety disorders and depression in schools.

**Keywords:** Music therapy; School; Anxiety; Depression; Mental health

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## Introduction

In the school environment, anxiety disorders and depression have become important issues affecting students' mental health. Finding effective intervention methods is crucial. Music therapy, as a non-pharmacological intervention has attracted much attention in recent years. Its unique musical elements have positive effects on emotional regulation and mental health. However, the effect of its application in school anxiety and depression has not been fully explored. This paper aims to explore the potential role of music therapy in this field and to provide new perspectives and strategies for mental health education in schools.

### 1. Impact of music therapy on the mental health of school students with anxiety disorders

Music therapy, as a non-pharmacological intervention, has had a significant impact on the mental health of school anxiety disorder students. In the face of school stress and social challenges, anxiety students are often in a state of emotional tension and anxiety, and music therapy, through various forms of musical activities, provides them with a unique way of emotional expression and psychological regulation, thus having a positive impact on their mental health.

Music therapy has produced a significant regulation effect on the mood of anxiety students through the rhythm, melody and emotion expression of music. Research has shown that soft musical rhythms and slow melodies can reduce the tension and fear of anxious students and calm their mood. For example, soft piano music or the sound of nature can often bring a pleasant emotional experience, which helps anxiety students to ease their inner anxiety and tension. In addition, music therapy can also help anxiety students to find the outlet of emotional catharsis, and express their inner emotions and depressed emotions through music, so as to reduce their emotional pressure and promote the release and regulation of emotions.

Music therapy provides a safe and free emotional expression space for students with anxiety disorders. Participating in activities such as music creation, playing or singing allows them to find a way of self-expression and enhance the cognitive and regulatory ability of emotions. In this process, professional music therapists play a key role. They establish a good trust relationship with students through music activities, stimulate students' inner potential, and guide them to actively participate in emotional expression. This interaction not only enhances the students' emotional expression skills, but also helps to improve their social communication skills. Through music, students can find emotional exits, and gradually learn to face negative emotions such as anxiety and stress, so as to better adapt to the challenges in study and life.

In addition to emotional expression, music therapy can also help students with anxiety disorders to relax and relieve the physical tension and physiological stress caused by anxiety disorders. During music therapy, students often receive relaxation training such

as deep breathing, muscle relaxation, and physical and mental meditation to help them relax their stressful physical and mental state. This relaxation training helps anxiety students reduce their physical tension and anxiety symptoms and make them feel more relaxed and comfortable. Through the long-term music therapy practice, students with anxiety disorders can gradually establish a habit of self-relaxation, improve their psychological ability to resist pressure, and improve their mental health status.

## **2. Emotional regulation effects of music therapy in school depressed students**

As a non-drug intervention, music therapy has attracted much attention to the emotional regulation of school students with depression. Students with depression are often faced with inner depression, negativity and helplessness, and music therapy provides them with a unique way of emotional catharsis and emotional regulation through the rhythm, melody and emotional expression of music, thus having a positive impact on their mental health.

Music therapy provides a way of emotional catharsis and release for depressed students through the emotional expression of music. Students with depression often struggle to express their inner emotions and depressed emotions, and the music activities of music therapy can help them find a way to express themselves. For example, by participating in activities such as music creation, playing or singing, students with depression can transform their inner emotions into musical language, and express their emotions and mood with the help of the power of music. In the process of music therapy, students are usually guided and supported by professional music therapists, who will establish a trust relationship with students, create a safe and inclusive environment for emotional expression, and encourage students to express their emotions bravely, so as to reduce their psychological pressure and negative emotions.

Music therapy can also help depressed students improve their emotional regulation skills and learn to effectively deal with and manage their emotions. During the course of music therapy, students usually receive emotion regulation training, learning to regulate their emotions through musical activities. For example, they may learn relaxation techniques such as deep breathing, muscle relaxation, and mind and mind meditation to help them ease their inner anxiety and tension. In addition, they may also learn the skills of emotion management and emotion expression, such as emotion recognition, emotion expression and emotion regulation, to improve their emotion regulation ability and emotional expression ability. Through long-term music therapy practice, depressed students can gradually establish a positive and healthy emotional regulation mode, improve their mental health level, and enhance their ability to cope with life challenges.

In addition to emotional counseling and emotional regulation, music therapy can promote social interaction and self-cognition among depressed students. In the music activities of music therapy, students usually cooperate with, interact with others and create music together, thus enhancing their social skills and teamwork spirit. In addition, music activities can also help students to better understand their own emotions and needs, enhance self-awareness and self-understanding, so as to better deal with and deal with their own emotional problems. By participating in music therapy, students with depression can establish an active social support network to gain understanding and support from others, reduce their psychological loneliness and isolation, and promote their mental health and social adaptability.

## **3. Music therapy promotes social interaction among school students with anxiety and depression**

Music therapy has an important role in promoting social interaction among school students with anxiety and depression. Students with anxiety and depression often face social barriers and interpersonal difficulties, while music therapy provides them with a safe and free social platform through various forms of music activities, promoting their communication and interaction with others, thus improving their social skills and interpersonal relationships.

The musical activities of music therapy are often conducted through teamwork, such as chorus, ensemble or cooperative creation of musical works. Such teamwork is not only a musical experience, but also an opportunity for interpersonal communication. In such activities, students need to learn to listen, understand and support each other and work together to complete musical tasks. This process not only enhances their sense of teamwork and collaboration ability, but also promotes the interaction and communication between them. By co-creating music, students are not only improving their musical skills, but more importantly, developing interpersonal and social skills. They learned to listen and respect others, to work with others and to play different roles in the team. This is not only beneficial to their personal development, but also lays a solid foundation for their future social life. In addition, the music activity also provides a stage for the students to show their talents and enhance their social confidence and social adaptability. By performing well in the team, they can gain recognition and appreciation from others, and thus enhance their self-confidence. This positive social experience helps them to better adapt to the social environment and establish good interpersonal relationships.

As an important form of music therapy, music performance provides a platform for students to show their talents and personality.

Through this process, they can not only show themselves, but also enhance their self-confidence and self-identity. The process of musical performance is not only the display of skills, but also the expression of emotion and inner world. When students show their musical talent on stage, they feel recognition and support from the audience, which helps to enhance their social sense of identity and belonging. In musical performances, students are usually encouraged and appreciated by the audience, which helps them to build positive interpersonal relationships, expand their social circle, and develop a good social network. This social interaction can not only reduce students' social anxiety and loneliness, but also promote them to be more actively involved in social interaction, and enhance their initiative and social skills.

The music activities of music therapy can often trigger the emotional resonance and emotional support between students. Through the emotional expression of music, students can find the emotional space that resonates with others, and feel the understanding, support and care from others. In music activities, students can listen to and share their own emotional experience, understand the emotional needs of others, support and encourage each other, and establish a good emotional interaction and emotional support system. This emotional resonance and emotional support can not only reduce the students' 'psychological pressure and negative emotions, also can promote the emotional communication and emotional communication between them, enhance the emotional connection between each other and emotional link, to establish a stable social relationship and support network, promote the students' social communication and mental health.

#### **4. Conclusion**

In the school environment, anxiety disorders and depression have become important issues affecting students' mental health. This paper explores the effectiveness of music therapy in school students with anxiety and depression. By analyzing the positive effects of music therapy on students' emotional regulation, emotional expression, and social interaction, we found that music therapy, as a non-pharmacological intervention, provides a new perspective and strategy for school mental health education. The healing power of music can not only help students relieve anxiety and depression symptoms, but also promote their emotional management, social skills and self-cognition, laying a foundation for the cultivation of their mental health and social adaptability. Therefore, we emphasize the importance of music therapy in school mental health education, and call on educators and professionals to strengthen the awareness and application of music therapy, so as to provide more diversified and effective support and help for students' mental health.

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