

Research on the Path of Music Games on the Mental Health of Left Behind Children

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Abstract: Music is a practical and aesthetic discipline. With its unique appreciation function, character shaping function and psychological adjustment function, music plays an important role in the education of left behind children. Among them, music game has the characteristics of wide application range, strong operability and profound influence. It is the closest to the growth and living environment of left behind children, and it is also the most acceptable, flexible and vivid teaching means. It can effectively stimulate children's inner potential emotions, mobilize various sensory organs and body language, inspire wisdom and develop creative potential.

Keywords: Music Game; Rural Left Behind Children; Intervention Study

Introduction

With the increasing attention to vulnerable children in China, more and more educators embody music in the education of left behind children. From the perspective of their own music normal students, the author must put the professional knowledge of music into practice, make up for the shortcomings of left behind children's education, "poverty alleviation must help wisdom". At the same time, the author set up a social care service group. In three years of social practice, it was found that musical instruments, dance and chorus are not suitable for left behind children under all teaching conditions. The full combination of music and games can minimize the required teaching facilities and flexibly transform music games according to the students' own situation, it is one of the most suitable music teaching methods for left behind children. Educational scholars at home and abroad have put forward many opinions on the implementation of music games in primary school music education and the significance of music education to left behind children, and provided us with a lot of references. It is generally believed that music games can reflect the aesthetic role and highlight the important significance of music in the two fields of artistic practice and educational practice. China's left behind children are facing the dilemma of dual lack of psychology and education. Music education can effectively alleviate this practical problem. However, it can be seen from the literature retrieval that there are few specific researches on the development strategies of music games in the music education of left behind children.

1. Development of music games in music education for left behind children

1.1 Practice of music games in Education

Plato's "learning in games": Plato was the first educationist to put forward the theory of "learning in games" and raised education to the height of philosophy for the first time. He believed that children were still in the stage of nature release and could not follow the book. They should skillfully use games to stimulate students' desire for knowledge under the condition of natural relaxation, observe the different characteristics of each student in the game and carry out targeted teaching. Plato's theory reflects the distinct progress, which provides inspiration and reference for the emergence of later music games.

Music games in Orff's teaching method: Music game is an important way of Orff's teaching method. On the one hand, music and games are simply combined, and some games that are easy to contact the classroom content are used as the media

to connect teachers and students, so as to shorten the distance between the classroom and introduce the curriculum; On the other hand, take music games as the carrier to show the teaching content in the way of music games, so that students can experience knowledge imperceptibly, promote the two-way transformation between games and independent thinking, and cultivate aesthetic interest .

Music games in Kodak's teaching method; The famous "Kodak gesture" is not only an important content of its teaching method, but also the most popular teaching means. Guide the students to use different gestures in different positions to express the notes, rearrange the notes, learn to sing songs in the way of games, experience the pitch and mode tendency, and test the students' adaptability and creativity. Kodak gesture does not need the help of complex musical instruments, multimedia and other teaching equipment. It has also become an important way in the music education of left behind children.

1.2 The particularity of music game education for left behind children

The overall improvement of economic level has continuously improved China's educational conditions. Many cities have invested a lot of money in the field of music education and introduced musical instruments and multimedia tools, which has greatly broadened students' vision and created a better learning environment for students. The schools of rural left behind children are often in the countryside, the school infrastructure is relatively poor, and the teachers' own quality and the teaching equipment they can use are very limited, which leads to the teachers' inability to carry out very effective and systematic music education and comprehensive quality education. Music games play a very special role in the education of left behind children, mainly because the growth environment of left behind children is not conducive to their healthy growth, the relatively difficult teaching conditions in rural schools cannot provide strong support for the growth of students, and music games can be carried out without students having a strong music foundation and music level, This also effectively ensures that students can better participate in it, and teachers can better build a music game environment. Games are a form that students like very much. Research shows that games have a very positive significance for children's growth. The development of music games can make left behind children feel happy to the greatest extent, and they will comprehensively improve their thinking ability, imagination and creativity in the process of games, Left behind children who lack family warmth and parental care can better open their hearts in music games, which is of great positive significance to their all-round and healthy growth.

1.3 Intervention significance of music games on the lack of security of left behind children

Children are the future of the country and the hope of the nation. The party and the state have attached great importance to children's education, especially in rural children's education. Its fundamental purpose is to enable all children to grow up healthily and happily. The establishment of a sense of security is very important for children who are still in the embryonic stage of growth. There is a direct correlation between the formation of their character, thought, emotion and behavior habits and the strength of their sense of security. Children with a strong sense of security tend to be more positive and relevant, while children with a weak sense of security tend to show the characteristics of inferiority, introversion, sensitivity and vulnerability. Because left behind children have been growing up in an environment where their parents are missing for a long time, their communication with their parents is very limited, and the care and help their parents can give them are obviously insufficient, which leads to the lack of security of children, which affects their study, life and future development. The introduction of music games can make use of the dual influence of music and games to play a positive role in children. Teachers can formulate teaching plans for students according to their actual situation, focusing on the lack of children's sense of security, so that left behind children who have been depressed and self-closed for a long time can feel happiness imperceptibly, The goodwill released to them by teachers and students can make students become more positive. They will actively seek interaction with others, which greatly improves the students' mental health level, helps students more actively integrate into the teaching environment constructed by teachers, and guides students to actively explore and accept the world.

In addition, the positive energy and positive emotion contained in music can effectively promote students' music appreciation and appreciation ability, which also plays a positive role in improving their sense of security .

2. Exploration on the intervention strategy of music games on the lack of sense of security of rural left behind children

2.1 Pay attention to children's growth environment and pay attention to the cultivation of sense of security

If left behind children live in the state of lack of parents for a long time, they are easy to accumulate negative psychological emotions. They are sensitive to the changes of the external environment and often cannot adapt to music games. In order to effectively improve the students' sense of security and ensure the better implementation of music games, teachers should pay attention to observing the emotional changes of children in the teaching process, in particular, we should carefully feel the strength of students' sense of security. The choice of music games should accurately fit the students' growth environment and personal adaptability, and avoid the harm caused to students by inappropriate music games or sensitive language topics. The difficulty selection of music games should also adhere to the principle of from shallow to deep, fully consider the actual situation of the vast majority of left behind children, start from the overall perspective, adhere to student-oriented, and avoid snubbing or leaving a student behind. The cultivation of sense of security is a long-term work. Teachers should pay patience and love and give full play to the positive role of music games.

2.2 Enrich teaching means and build a positive educational environment

Music games themselves are not immutable. On the basis of adhering to the basic educational concept, teachers can make appropriate adjustments and innovate game methods in combination with the lack of security of left behind children. For example, quality development is an effective way to cultivate team cohesion and trust. Teachers can enrich game methods with the help of quality development, make children gradually have a stronger sense of trust in their classmates and teachers in the process of playing. Teachers should also pay attention to creativity in the construction of teaching environment, introduce more diversified teaching means in the level of children's psychological and intellectual development, and create an educational environment that students are willing to accept and actively accept, so that left behind children can get more positive influence and influence. Positive educational environment can not only promote the formation of students' sense of security, but also effectively promote the all-round growth of students.

2.3 Mobilize students' functions, guide and encourage students to actively participate

Music games are no longer limited to fixed seat teaching, but guide students to stand up, even break through the traditional rectangular seats, form a circular, fan-shaped or free position combination that is easier to communicate, and maximize the sense of participation of left behind children in learning. As far as left behind children are concerned, using the variability and flexibility of music games to experience rich teaching elements in a single teaching mode is an effective way to improve learning interest and promote safety. In addition, music games do not require teachers to pass complex training, but can be simply used for reference from successful teaching cases, adding elements of interest to students and elements that can effectively improve students' sense of security.

References

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