

Practice of Educational Guidance for Autistic Children under the Path of Integrated Music Education¹

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Abstracts: The integration of music education concept into special early childhood education can enable children to participate in learning activities in an easily integrated educational environment, which is not only conducive to the enhancement of self-confidence of autistic children, but also can help them to relieve and vent various negative emotions, so as to obtain better therapeutic effect. This article aims at exploring the educational strategies of autistic children under the path of integrated music education, in order to help autistic children get more care and assistance.

Keywords: Music Education; Autism; Preschool Education

1. Introduction

At present, the policy of the Ministry of Education clearly points out that special children should also enjoy equal educational opportunities with ordinary children, and as the school side, it should also try its best to provide for these children to meet their development needs to the greatest extent. In addition, the characteristics of these children should be fully taken into account in the implementation of education to help these children get full development.

2. A Brief introduction to autism

Professor Kanner of the United Kingdom first proposed childhood autism, which has been more than 60 years. Autistic children are often self enclosed, difficult to communicate with the outside world normally, and have poor social skills, which leads to their slow intellectual development and certain defects in the formation and development of personality.

3. Children with autism and music therapy

At present, the psychological age of autistic children shows a lower age. They cannot integrate into society, strongly reject collective activities, and lack confidence in their partners. Similarly, these children will not have emotional dependence on their families. However, despite the obvious cognitive barriers, music is very sensitive to music because it is a tool for nonverbal communication. When autistic children cannot rely on language to express their feelings, depression will accumulate in their hearts and become a kind of suffering. At this time, music has become the only carrier for autistic children to communicate their feelings. In a world full of happy and warm music, the negative emotions of autistic children will be released and their bodies will become softer. Through a variety of forms of music experience, autistic children can recover their normal social skills, so that they can develop better psychologically.

4. The practice of autistic preschool education under the integration of music education

When implementing preschool education, kindergartens should pay attention to personalized care, the individualization of care content, care and education requirements, and care and education evaluation, rather than the individualization of care and

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education forms. Therefore, in the context of integrated teaching, preschool teachers can neither blindly cater to autistic children, nor ignore the development of autistic children. Thus, preschool teachers must adopt flexible operation methods, so that ordinary children and autistic children can form a good learning atmosphere, promote and grow up with each other.

4.1 Selection of music materials

In the context of integrated music teaching, preschool teachers cannot judge music by its quality, nor can they say which is better or which is more vulgar. Teachers judge music mainly by whether it is suitable for children, although different children will have different preferences. However, child development psychology believes that children's emotions are very obvious, so children are often unable to control and hide, and are easily affected. Therefore, music with simple and clear structure can quickly resonate with children's thinking activities, so that children can have common associations. As a preschool teacher, we should find out the common music psychological characteristics of ordinary children and autistic children, so as to effectively carry out music activities. Specifically, you can choose a simple paragraph structure, simple lyrics, and smooth melody. At the same time, preschool teachers can play the same music repeatedly in different places. Effective repeated practice can deepen children's understanding of music, but if repeated too many times, it is difficult for autistic children to love music, and even when children are learning music, they will feel bored. In this case, if children want to continue listening, they must first have a sense of rhythm in music. At this time, kindergarten teachers can change the teaching content in the classroom accordingly, so that autistic children can better experience music. For example, the formation changes when dancing and the tone changes when playing musical instruments can bring new experiences to autistic children, thus helping them actively participate in activities.

4.2 Design of teaching process

In the context of integrated education, the structure of teaching for autistic children can be roughly divided into three stages: pre teaching, teaching and post teaching. At each teaching stage, preschool teachers should make careful arrangements to clarify the teaching purpose. The practice of music education for autistic children in the context of integrated education can be divided into the following steps:

At the initial stage: preschool teachers should quickly think about the temperament and personality of autistic children, and carefully observe the reaction of autistic children in the integration situation, so as to determine which form of classroom teaching to adopt. For example, many autistic children will have panic, anxiety and irritability in the new environment. Therefore, when designing music, preschool teachers should take into account the true feelings of autistic children, so that they feel safe in the music, will not leave the team, and will not receive too much attention. Only after obtaining continuous safety can autistic children relax their vigilance and watch the music activities of the whole group seriously. How should I participate in such music activities? For example, preschool teachers can hold the hand of each autistic child and gently sing "You Are a Good Song" when they start teaching activities with autistic children. At this time, autistic children are rarely excluded. Especially when autistic children are added to the songs, their "vigilance" against preschool teachers will gradually disappear.

Medium term: during this period, the autistic children's emotions will gradually rise, and they will be in an excited state in teaching activities. With the growing sense of security in group activities, autistic children will start running around or shouting to find out whether the surrounding environment is real, which is why children's hearts begin to become calm. Next, preschool teachers need to use relevant music themes to enable autistic children to gain a sense of achievement in music activities and build confidence to interact with ordinary children. Generally, preschool teachers can guide children to select their favorite small percussion instruments to accompany children's dance and dance. At this time, preschool teachers and children play together, which can greatly relieve the pressure and self-confidence of autistic children when playing. After the performance, the kindergarten teachers can encourage the children to clap high fives with each other to show their trust and support to each other. The results of the experiment show that in the process of integrating autistic children into society, their peers are the key factors. They are not only playmates of children, but also spiritual pillars of autistic children. With partners, autistic children will not be nervous because of helplessness, but will appear calm when they encounter difficulties.

The final stage: according to the practical data, the brain is in the best wake-up state, that is, the state of "proper wake-up". On the contrary, after finishing most of the work and entering the final stage, children's spirit will become tired, difficult to concentrate, and unable to control their emotions and behaviors. This phenomenon is especially obvious in autistic children, whose ability of emotion control is not strong. Therefore, after intensive teaching activities, preschool teachers should consider arranging some quiet activities to complete the final treatment. This is because if children are too excited at the last moment,

autistic children will not have a sense of "end", which will make autistic children lose their passion in the following music therapy. Therefore, at the end of the activity, kindergarten teachers can invite everyone to sing "Goodbye Song". At the same time, when autistic children sing, they will also look at their teachers and peers and shake hands to thank them. Or, after the teaching activities are completed, preschool teachers can combine a story related to music to leave a suspense for autistic children. This method of ending often makes children with autism very curious and eagerly look forward to the next teaching activity.

5. Conclusion

In a word, autistic children have a more sensitive response and interest in music. Music education can provide good help and convenience for some children suffering from autism, so that autistic children can quickly integrate into the collective life of kindergarten. Of course, in the process of carrying out music therapy for autistic children under the environment of music integration education, preschool teachers also realized that the positive effect of music in the rehabilitation of autistic children is not only a lesson can have a good teaching effect, but a long-term and gradual process. Therefore, preschool teachers should be confident and patient in the teaching of autistic children, and effectively integrate teaching resources under the guidance of music education, which will inevitably promote the continuous improvement of the comprehensive quality of autistic children in preschool integrated education.

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