

Music Activities on the Development of Autistic Children and its Application Strategies¹

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Abstract: Music is a language, which can convey feelings and thoughts. As a humanistic carrier, scientific application to the physical and mental development of autistic children can promote children to adjust their emotions, improve their body coordination and balance, and strengthen their expression ability. As early as the 1960s, special music education has been widely used in rehabilitation intervention, forming a relatively mature music therapy system. Special music education has brought some comfortable music experiences to autistic children, and has made some experience achievements in perception, communication ability, motor skills, etc. Based on the experience gained from current music activities on the development of autistic children, this paper summarizes the experimental process and evaluation methods of special music in the development of autistic children, explores the application strategies of special music, and puts forward some reference strategies for the healthy development of autistic children.

Keywords: Music Activities; Children with Autism; Application Strategy

Introduction

Music can realize communication, and it is loved by the people as another expression of emotion. Music can activate multiple senses of the human body, playing a stimulating and infectious role in vision, hearing, touch and other aspects. Studies have shown that when the human body is in a musical environment, the functions of the nervous system, endocrine system, cardiovascular system and other systems can be effectively improved, which is conducive to the stability of emotions and physical functions. The majority of autistic children are unwilling to communicate with the outside world and immerse themselves in their own world. Music can give children a way of collision and output of emotions and thoughts. The rehabilitation intervention with special music will help balance children's body and mind, promote the improvement of expression ability, and play a positive role in the healthy growth of children.

1. The Importance of Music Activities in Integrative Education for Autistic Children

In short, autism is autism. The main onset time is in the early development of children, which is characterized by communication barriers, narrow interests, social communication barriers, etc. The prominent feature of these stereotypical behaviors is developmental barriers. With the development of social economy, the incidence rate of autistic children in China is increasing, showing an upward trend. There are no clear research results on the causes of autism symptoms at present, but long-term intervention is mainly used in the treatment process.

In the early development of children, preventive intervention is very important. Although autistic children have certain obstacles in communication, they have a very strong perception of art. Some children even show super musical talent, which has unique advantages for children to improve their perception, understanding and communication ability through music. Whether special children or ordinary children, there will be bright spots waiting for teachers to explore and magnify in the growth process.

¹ **Fund project:** 2021 Hainan Provincial Philosophy and Social Sciences Planning Project "Research on the Design of Music Activities for Autistic Children" (project number: HNSK (YB) 21-62)

ess. It is feasible to help autistic children stabilize their emotions and express their emotions by taking music as the starting point, and to carry out various rehabilitation interventions.

2. Promoting Effect of Rehabilitation Intervention on Children with Music Activity Autism

2.1 Enhance perception

In music activities, through rhythmic music, autistic children are guided to knock or move their limbs to complete the perception education of simple rhythm. In music, different music, such as dynamic, static, long, short, strong and weak, has a variety of rhythmic senses. Rhythms appreciate the sense organs of living children, and enhance the sense of rhythm and perception by feeling the ups and downs of music.

2.2 Improve initiative

The remarkable feature of autistic children is the obstacle they show in communication. For their communication language, if they do not respond, they will respond aggressively. In their daily state, they tend to be alone and do not care about others. But most people have a keen ability to capture music. For example, when the bell rings, ordinary students can take it as a signal for classroom learning or relaxation activities between classes. However, the autistic children ignore the ring rule. Although they can't follow the instructions like ordinary children, they can have some responses to the voice, such as looking around for the source of the voice, looking up, listening with a smile, and so on. The sound and music between classes can arouse the attention of autistic children, stimulate their awareness of inquiry and improve their initiative.

3. Teaching skills of integrating music activities into special education

3.1 Focus on listening

The relationship between special children teachers and cases should be based on patient listening and understanding. Children and adults rarely communicate on the same channel. What's more, the existing communication barriers of autistic children make the teaching work of teachers for special children more refined and require teachers to change their professional quality. In fact, it is difficult for autistic children to focus their attention on their speech. A bird chirp outside the window can make children's attention turn to the outside world quickly, and children will show such actions as staring, picking their fingers, etc. Therefore, teachers should first have sufficient patience and use some technical language to draw children's attention back to the classroom.

3.2 Focus on rewards

Although children with autism have some obstacles in speech and behavior, they are still natural persons in a normal state and can understand material rewards. In music activities, it is emphasized that material rewards have a certain effect on children's perception training. Through the whole process observation, children who do not pay attention will be rewarded with a delicious sugar if they perform well. If they do not perform well, there will be no sugar. In a short time, children must perform better. Therefore, when children can concentrate, they must give positive feedback.

4. Strategies of applying music activities to autistic children

4.1 Carefully screen music materials

Using music activities to rehabilitate and intervene autistic children, we should be scientific and cautious in the choice of music, and music services for the purpose of teaching should achieve the task of promoting children's healthy development. Therefore, in music activities, the selection of music materials is very important. It is necessary to give priority to music with strong sense of rhythm and less radical and exciting music tunes. Two or pure music that easily attract children's attention is relatively more suitable for autistic children to listen to. For example, in the teaching of Happy Little Shoemaker, before the activity, we first choose the song A Group of Ducks Passing Downstream of the Bridge in Front of the Gate, which has a bright rhythm, regular rhythm and happy feelings. First, we draw the children's attention back to the classroom from other activities. Next, we choose songs like Clapping, Singing and Laughing, which can quickly bring the relationship between teachers and students closer to promote the establishment of harmonious and harmonious relationship between teachers and students, Let children cooperate well with the teacher's instructions in music activities; Next, Orff's "Dance of the Shoemaker" is used as the main music material of music activities to stimulate children's body rhythm and expression desire. The songs with story plots and vivid images let children feel the charm of music unconsciously and express their feelings with music. In actual music ac-

tivities, children can usually show a more cooperative state. Autistic children can feel the hints of language in music, interact with teachers in harmony, and stabilize their emotions with rhythmic music to maintain a good state.

4.2 Use music language to communicate

We know that music is another form of language, and the feelings and ideas conveyed through music are also very clear and accurate. Language can be enriched by music. In the process of integrating music activities into the education of autistic children, we will use musical language to guide them, which will be more flexible and gentle, enrich the auditory sense of autistic children, help them develop the habit of listening carefully, learning and studying in music, and at the same time, the interaction with teachers will be more natural. For example, when explaining the greeting etiquette, the teacher adapted the greeting words, using the music melody of the song "Painter" to match the greeting words: "The children are polite, you should say hello when meeting, good morning to XXX, good morning to the teacher" 5 3 3 5 3 1 | 2 4 3 25 | to be familiar with the melody, so that the students can deepen their greeting behavior; In the consolidation exercise after class, we can also adapt the common words of life with the melodies that children are familiar with to extend the teaching effect. This specific musical language is closely combined with life behavior and teaching work to help autistic children better contact with the outside world.

4.3 Create storyline activities

According to the characteristics of autistic children, it is the starting point for the creation of story situations. Meanwhile, it shows that the music storyline is conducive to the performance of the changes in the storyline, and provides a direction for students. For example, a music activity class will be held, and the teaching process will be started with the chapter "Courier". Teachers will prepare small headaddresses representing dogs, tigers, couriers and other roles in advance, and make language prompts such as "delivery", "running" and "climbing". In the class, first introduce the representative meaning of animal headwear to students, then demonstrate running, climbing and other actions to students, and send students there to understand the key words in the story more quickly. Then, in combination with the music plot and melody, invite children and teachers to work together to interpret the song situation.

5. Conclusion

To sum up, music is a recognized emotional need of human beings. In developed countries and regions, music therapy has been included in the rehabilitation intervention system. In the process of physical and mental growth, autistic children need to adopt more gentle and flexible education to help them eliminate emotional barriers. The involvement of music activities in the teaching of autistic children can help children improve their physical coordination and motor ability, provide channel support for emotional expression and resonance for children with emotional disorders, help children with relatively slow development to know Xiaodong from a relaxed and pleasant atmosphere, perceive time and touch colors, effectively improve their attention and subjective initiative, and help autistic children regain their self-confidence and self, find suitable ones, Your favorite interest circle.

References

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