

On the Integration of the World's Three Major Music Teaching Methods into Music Rehabilitation Therapy for Autistic Children

Wang Xuefeng¹, Lv Jing²

¹ Yantai University, Shandong, 264005, China

² Auxiliary School of Zhifu District, Yantai City, Shandong Province, 264000, China

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Abstract: many scholars at home and abroad have proved that music has significant application value in rehabilitation treatment. Autism is very harmful to the healthy development of children. In recent years, many medical institutions in China have applied music to the rehabilitation of autistic children, and achieved remarkable results. This article takes autistic children as the research object, and takes the world's three major music teaching methods as the research content, and discusses the feasible strategies and precautions for integrating the three teaching methods into the music rehabilitation therapy of autistic children.

1. Introduction

Autism is a kind of developmental disorder. Patients show social disorders, repetitive behaviors, delayed language development and obstacles. In addition, compared with normal children, children with autism also have narrow interests, difficulty concentrating, tending to work alone, and indifferent to community activities. Children are the reserve force for national rejuvenation and national prosperity, and their healthy growth is crucial^[1]. In recent years, the number of children suffering from autism is increasing year by year, which has become a major threat to the healthy growth of children. At present, many medical institutions at home and abroad have applied music therapy to the rehabilitation of autistic children, and achieved good results. The three major music teaching methods in the world are named after three famous music educators, Orff, Kodaly and Dalcroze, namely Orff music teaching method, Kodaly music teaching method and Dalcroze music teaching method. Integrating these three music teaching methods into music rehabilitation therapy for autistic children can significantly improve the cognitive ability, perceptual ability, social ability, language ability and practical ability of autistic children, so as to improve the effect of music rehabilitation therapy for autistic children.

2. Feasibility Strategies for Integration

2.1 Strategies of Integrating Orff Music Teaching Method into Music Rehabilitation

Therapy for Autistic Children

Behaviorism emphasizes the decisive role of conditioned reflex and operational reflex in action formation, which is mainly realized through stimulation response reinforcement^[2]. We can use the characteristics of Orff's music's multiple sensory stimulation to stimulate autistic children's language organs, body, perception and brain nerves through singing training (voice, breathing, resonance, etc.), music games (clapping, stamping, turning, jumping, etc.) and musical instrument playing (seeing, listening, touching, etc.), so that they can form conditioned reflex in constant imitation and practice, get a positive emotional experience. At the same time, the children's language, behavior, perception and thinking abilities are strengthened and gradually consolidated, and finally the language ability, social ability, physical coordination ability, behavior control ability, and hands-on practice ability are greatly improved.treatment for autistic children.

Table 1 the Ideas Of Orff's Music Teaching Method Integrating Music Rehabilitation

Orff music teaching method	performance of children with autism	application points
singing training	delayed language development and language barriers	choose teaching repertoire according to the cognitive level and hobbies of autistic children
music games	social disorders, stereotyped behaviors, and inattention	music games should be based on collective games; emphasize richness and fun; give praise and rewards in time
musical instrument playing	abnormal vision, abnormal hearing, stereotyped behavior, inattention	choose musical instruments independently; playing at will, without strict standards; do a good job of performance guidance

2.2 Strategies of Kodaly Music Teaching Method Integrated into Music Rehabilitation Therapy for Autistic Children

Most children with autism have varying degrees of weak perception, physical coordination, and thought. At the same time, their abstract thinking ability, reaction ability, imagination ability, imitation ability, etc. are significantly behind normal children. Kodaly music teaching method is based on visual training (such as spectrum recognition, Colvin gesture), rhythm training (such as rhythm reading, rhythm music games, etc.), singing training (such as monophonic melody singing, rotation, chorus, etc.) and improvisation. This paper focuses on the analysis of korwin gesture in Kodaly music teaching method. Children with autism have abnormal vision and lack of concentration. In traditional music therapy, the use of traditional teaching methods can not make them concentrate, but after using Colvin's gestures, children can sing according to the teacher's changing gestures at any time^[3]. In this process, children make a series of activities such as observation, recall, judgment and action, thus improving their observation ability, attention ability, memory ability, thinking ability and practical ability. .

Table 2 the Ideas Of Kodaly Music Teaching Method into the Music Rehabilitation Treatment of Autistic Children

Kodaly music teaching method	performance of children with autism	application points
visual training	visual abnormalities, inattention	the image should be clear, vivid and vivid
rhythm training	weak perception, rigid behavior, and weak	from easy to difficult; pay attention to

	physical coordination	the content of interest, richness, practicality
singing training	delayed language development and language barriers	melody interval should be close to the intonation characteristics of children's early language to avoid semitone interval; make children sing with their natural instincts; promoting choral
improvisation	weak perception and weak thinking ability	do not do constraints, so that children free expression and play, and give timely recognition and reward

2.3 Strategies of Integrating Dalcroze Music Teaching Method into Music Rehabilitation Therapy for Autistic Children

Dalcroze music teaching method focuses on the close relationship between human movement and music, and focuses on training the teaching object's emotion, thinking, instinctive response, behavior control, imagination, hands-on practice ability and other contents^[4]. Through body rhythm (such as rhythmic gymnastics, clapping hands according to rhythm), solfeggio (such as learning scale, mode, harmony, melody, modulation, etc.), and improvisation (such as improvisation performance, improvisation command, etc.), it can help children wake up and improve the effect of music rehabilitation therapy.

Table 3 Ideas of Dalcroze Music Teaching Method into the Music Rehabilitation Treatment of Autistic Children

Dalcroze music teaching method.	performance of children with autism	application points
body rhythm	stereotyped behavior and weak physical coordination	stimulate children's musical emotions; guide children to express their musical emotions with physical actions
solfege	weak perception, delayed language development and obstacles	from easy to difficult; leading teaching guidance; keeping children's spirit focused
improvisation	weak perception and thinking ability	do not do constraints, so that children free expression and play, and give timely recognition and reward

3. Thoughts on Integration

The above studies have found that the integration of the world's three major music teaching methods into music rehabilitation therapy for children with autism has good application value. In the specific application of these three teaching methods, in order to achieve the maximum effect, the following matters need to be paid attention to.

First, before applying the world's three major music teaching methods, teachers (therapists) must understand the psychological and physiological development characteristics of autistic children in advance. The teaching methods should be "functional" and "developmental", the teaching content should be closely combined with the real life situation of autistic children, and the teaching materials (such as songs and game content) should be familiar to autistic children as far as possible^[5].

Second, grasp the concerns of children with autism. Children with autism have limited interests, and many popular toys that normal children like cannot attract their attention. And

they are very obsessed with some special objects (such as boxes, ropes, rotating objects, etc.). Based on this, the teacher (therapist) should only grasp the focus of autistic children, and then organize teaching around this focus to improve their enthusiasm and initiative to participate in teaching.

Third, pay attention to the individual differences of children with autism. Different autistic children have different types and degrees of developmental disabilities, so that their performance in music rehabilitation therapy is also very different. In this regard, teachers (therapists) must affirm the individual differences of children with autism and teach students in accordance with their aptitude.

4. Conclusion

The core idea of the three major music teaching methods in the world is basically the same, that is, “music is not a skill, it is instinct; music comes from life, it is the reflection of human emotion.” But they have different teaching focuses, such as Orff music teaching method focuses on the original comprehensiveness of music, Kodaly music teaching method focuses on the significance of rhythm in music education, and Dalcroze music teaching method focuses on the connection of body rhythm to people and music. The study found that the above three music teaching methods can provide a variety of experience for children with autism, and can significantly improve the effect of music rehabilitation treatment.

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