

Autistic Children's Music Education

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Abstract: *Childhood is the peak period of autism, but also in music education of the critical period. Only understand autism meaning and purpose of autism children music education tasks, this special group can be targeted to help better music Education, promote the healthy growth of body and mind.*

Keywords: autistic children, music education, sense perception

1. The Meaning of the Music Education

German music educator Orff pointed out: "music is a closely together with action, dance, language comprehensive art. The original, which is the most close to the human mind." Autistic children of the world's most original needs is the communication of the mind, so the autistic children's music education is the education of music ontology.

1.1 Music Ontology

The music itself consists of numerous "isolated subject" -- -- consisting of the elements of music. A complete melody melody, tone, rhythm, and a variety of elements such as sound intensity, can choose a complete music education process, also will pick out all the elements used alone, such as the use of the melody can be inspired by a variety of music education activities carried out, can be used for the symptoms lighter asperger's syndrome and post-disaster autistic children reaction tendency; Rhythm training can exercise the body language and hearing at the same time. Such sensory stimulation is easier to accept and deal with autistic children. In autistic children education training course, the rhythm of the music training can be the focus of different degrees of autistic children, when children fight to give positive encouragement, alleviate frustration experience. Further improve autistic psychological barriers.

Music is generally autistic children are easier to accept sensory stimulation, multiple music education has the characteristics of sensory coordination, can help them to strengthen the attention, memory and exercise the autistic children's physical coordination, these are the children in the developing of learning, a prerequisite for life need. So music education is now in autistic children education mentioned in most, one of the most widely used and effective way of education.

1.2 Music Education

Autistic children's music education advocates the "music ontology" in education, namely in the process of education based on music, all other things besides music, as a supporting strength. Based on the weight of the autistic children autistic degree and behavior characteristics of each are not identical, in music education should adhere to the principle of interest as the leading factor, and driving them into the music ontology, to become a part of it, the

spontaneous attend to music practice activity.

Children with autism artificially self sealing in a relatively fixed and narrow environment, cut off from contact with people, so that the brain physiology problem increasingly serious and associated with a growth disorder, of all kinds of behavior disorder, seriously hindering the normal learning and development. Autistic children education is the fundamental principle of encouraging them to spontaneous communication with people, reduce the absolute time of autism. Gradually improve autistic children from the behavior of autistic frequency, implementation process from quantitative change to qualitative change.

Sociology of music teaching practice is the best "mentor" behavior, combined with the particularity of music elements, select and edit some of the beautiful melody, rhythm and moderate for autistic children to listen to music, "to stimulate the patient's brain nerve, accelerate metabolism, can promote the brain maturity, from the limbic system, the brain stem, and cerebellum to blood and oxygen and microcirculation form system to promote development," [the] [9] fundamentally improve autistic children's physiological barriers, improve the cognitive ability of children, children with early prevent and slow down the body functions of degradation.

Interest is the key to learning everything, according to different cases, choose suitable case of music activities, not only can improve the enthusiasm of autistic children to participate in, cultivate their positive attitude to life, more effective as a breakthrough point, guides them to participate in group activities, to increase their social consciousness, strengthen the consciousness of team, achieve the result of get twice the result with half the effort.

2. For Autistic Children Music Education Goals and Tasks

Some people say that a child with autism is the silence of the angels, they are in their own world alone flashing dazzling brilliance, did not know by outsiders. Their eyes like the pupil blind loss, cannot see the flame of passion, sending out the light of cold.

Autism majority with ultra high sensitivity to sounds, they lack the ability to remove the background noise, is often used to listen to the sound body, when they hear the sound of

the too strong chaos, it will somehow lost his temper, scream. This is the way they deal with a foreign voice soothed. So in music education activities, the implementation of various music practice activities must go through strict control, rather than all of the music sound is beneficial. The more simple and repetitive rhythm training in training body coordination effect of self-care ability and life original; Children's songs can not only help them correct the pronunciation, vocabulary learning, and children is the most popular in class activities; Music lesson hold the design intention is to stretching, learning, cooperation and communication, team awareness, etc.

To sum up, children with autism in music education of purpose and mission focused on the following four aspects: on the improvement of the sound perception; On the improvement of the cognitive defects; Improve autistic children social defect; Autistic children's daily life.

2.1 On the Improvement of the Autistic Children Sound Perception

Many autistic children sound sensitive problems. Perceptions of development is the foundation of the autistic children's cognitive development, when they heard the cry of a particular sound or high decibel., Musical Instruments will cry and make noise, temper tantrums, cover your ears, music is the best of the mood regulator. Emotional stability, the behavior also will improve. Music in the field of biology, physics these reflect all showed their auditory system exist some physiological abnormalities.

2.2 On the improvement of the Autistic Children Cognitive Defects

"Almost all children with autism have specific cognitive defects, usually include language and perception." [] [10] as the initial guidance method, the role of music than object, activity or laying emphasis on the graphic visual stimulation and verbal password more effectively and more directly.

Autistic children's music teaching activities is a simple to complex, iterative process. Autistic children's biggest cognitive impairment is the language barrier. Look from the physical structure of autistic children language features can be improved through training the day after tomorrow. Music is full of cadence sound language. So the pitch is like a tone of high and low, sound intensity, the elements of the size of the music of tone in language can be linked to language ability. Choose the simple rhythm training, training directly act on a specific cognitive level for learning, don't need to understand the abstract process. Have a purpose will have been familiar with rhythm, gradually accompanied with words, pitch by the teachers, the teaching activity to add fun, also make matting for the correct pronunciation of words.

Music rhythm and perceptual integration training activity two big characteristics. In the music, according to the rhythm of freedom of movement, walk, run, jump, effective coordination to help them exercise visual perception, the defect of limbs perceptual phenomenon, music rhythm and perceptual integration training focused on training the child's concentration, the perception of music, the activity of

relatively free form, allowing the child free do actions in the music, children in the music of the activity is essentially the spontaneous reaction of the body, as long as it's not inappropriate yell bloody murder, not to stop. Because it is a spontaneous reaction, the child's visual and body all is the activity of the initiative. These training for autistic children's visual and auditory perception of development, to improve their cognitive defects played an indispensable role.

2.3 Improve the Social Defect in Children with Autism

The author agree with Charles Darwin's views, he thinks that "emotional expression is born with some", therefore from birth, the expression of emotion is the nature of each child. Music teaching here, you first need to guide each children free to express their emotions, then need to do is to guide the children unconditioned reflex the feelings of others, improve the social adaptation ability is the key to improve social impairments autistic children.

Autistic children like a wait for choi, "and" development, the music education activities need parents, caregivers, rehabilitation teachers with more patience and love to irrigation and excavation, and encouraging them to open the closed doors of the self of spontaneous, free to express joy, sadness, surprise, disgust, anger, fear, etc. Impromptu instrumental music teaching provides children with free volatile mood with motivation, to help them with the help of a musical instrument to express their own feelings, and set up a kind of emotional connection with others. Teaching process, adopt the question and answer type, teachers drums, drum 1, children must give encouragement did the right thing. During the process of cooperation, the formation of the spontaneous communication form of a kind of conditioned reflex. The role of instrumental music is no longer a manufacturing tools, more focus on the children as "microphone" pour out his joys and sorrows, is the most real reaction of teacher play the sound. Along with the deepening of communication, such as chorus, ensemble activity between children as social experience, change their closed self environment, develop their team consciousness and the spirit of solidarity and collaboration. In music, let the children learn music stop no sound or voice, music ringing voice again again. Music and movement created by the environment, the children experience the fun of the real, against deep feelings gradually appear, fascinated, possessiveness, chorus, ensemble teach children control gradually revealed. The energy of the music began to be obvious, music activities to bring their share, polite behavior, the experience of cooperation, encourage them to further the feelings of others, respect others, improve their ability of social adaptation.

3. Conclusion and Significance

Children with autism than ordinary children need love music, music more. Music not only can be used as a kind of talent, improve their artistic accomplishment. The diversity of music education, enrich the forms of activities of autistic children, improve their interest in learning, entertainment, at the same time in the process of instruments and the choral ensemble, enhance children's self-confidence and satisfaction. As a kind of compensatory ability, indulge in

his own "star" of the world, most have music talent, just get used to, professional education guidance, the autistic children's music talent can be fully excavated, and exert its special talent ability. Taiwan "fantasy music star" autistic son music talent tour successfully held to prove, through training on the "star" can take part in social music activities, like a normal child enjoy the colorful life.

In short, the autistic children music education the fundamental is maximally satisfy the requirement of society and education needs of the autistic children, in the process of education to develop their potential, to make them more knowledge, skills, perfect personality, strengthen the social adaptation ability, become useful talents for society. Because autism tend to develop polarization, mild and severe autistic behavior characteristics. Therefore, in the music activities in children with autism, it must, based on the related to dispose.

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Author Profile



Ying Man Liu Received the M.S degrees in institute of music from Hebei normal university in 2010, respectively. During 1997-1999, she stayed in a Middle School; she now is a music teacher at university.