

# THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

## Autistic Children's School Music Education in China

Ying Man Liu

Teacher, Conservatory of Music, Heze University, University Road, Heze, China

### **Abstract:**

*Autistic children education in recent years, more and more attention by the social from all walks of life, both in theory of education and teaching experience has made certain progress, but the Chinese children with autism school music education research and practice has just started, the lack of scientific evaluation method, the education management mechanism, the author from the autistic children school music education, the choice of music teaching methods and the characteristics of school management, etc., put forward the music for children with autism in science education.*

**Keywords:** *Children with autism, school music education, orff music teaching method, rating desensitization*

### **1. Introduction**

Mention "autistic", a lot of people do not understand. The Chinese understanding of autism later, on April 2, 2008 were identified as the "world autism day", the social from all walks of life began to gradually understanding autism. According to China's autism BBS's figures show that China has millions of children are suffering of autism, and the number is growing. Although private music learning and training have been springing up, but the high expenses of study makes away parents, school is still the autistic children to accept music education major place.

### **2. The Characteristics**

#### *2.1. The Necessity of the Curriculum*

For autism in the courses, the music education take the form of activity, more share in the school curriculum. Music as an important part of quality education and innovation education, and failed to get the attention they deserve. According to the parents' feedback, generally shows the good education effect and treatment of children with autism special-education schools, courses in the specialized training center will be music and art as a compulsory course. Will be included in the special school music course of compulsory course to become the current priority. Want to improve autistic children from the source music education quality, still need to and support the leadership of the government and the country.

Autistic children under the age of 12 in a critical period of physical and mental development, music game, the rhythm of music activities such as vision and touch, motor nerve and language development requires music education assistance and guidance. Set the music course is more suitable for the needs of the children's physical and mental development. Though they exist certain obstacles in some ways, but they are with the be fond of music and normal children is the same. Therefore, autistic children as normal children have to accept music education. Childhood world view has been formed, they began to have its own unique music works in the aesthetic opinion, introducing their favourite music classroom, help to improve their learning enthusiasm.

#### *2.2. Professional Curriculum*

Mass refers to the traditional music for music appreciation course, the autistic children's music curriculum is different with ordinary music, need more professional guidance, so the autistic children's music curriculum should be toward specialization. Music teaching is according to the need to differentiate space, piano lessons need a piano classroom, dancing lessons need soft floor to protect children, slow down the damage. Regardless of instrumental music lessons or dance classes, need professional music or dance room classroom teaching can run smoothly. Therefore music course divided need refinement and specialization.

Autistic children focused time is shorter, learning content is not too complicated, so many music education activities do not appear in the class. Autistic children's music education should be in accordance with the teaching content, targeted Settings. Use a single course, more frequent changes, it's easy to make them keep pace with teaching progress and produce inferiority complex.

Music needs a professional music knowledge staff members of professor, not by any other teachers professional knowledge services. The skills of instrumental music class teaching, impromptu accompaniment music activities, these all need tutors have corresponding professional music lessons. So music education course independent of each other, cannot be replaced by other courses, music teachers cannot be other instead.

### 2.3. *The Diversity of the Curriculum*

Most of China's special education school students will be divided into deaf, society-adaptation two parts respectively, children with autism generally divided in society-adaptation class and study together for mentally retarded children. Such "a litter" pot type education way is not suitable for all children with autism, especially the physiological indexes of basic development of normal asperger's and autism reaction tendency of mild autistic children.

Of children with autism classroom music education effect by the number, location, the level of teachers and so on various aspects of influence, so the autistic children's music classroom education is given priority to with a small, class size 6 ~ 8 people, music by a teacher and a teaching assistant and teacher of life.

Their music lessons and instrumental music lessons to give priority to education mainly through rhythm, singing class is complementary to implement. "Rhythm course is divided into five categories: games, music appreciation course, dance classes, physical education and percussion class." Autistic children choose more instrumental music lessons percussion class or piano lessons. In addition to the rhythm of extra-curricular, basically is given priority to with individual teaching. In principle encourages parents of autistic children in-class lectures, at the time of accepting new knowledge or new teaching content, according to the experience of each child, provide advice on the teacher's teaching in time, avoid unnecessary stimulation.

Autistic children dancing lessons mainly adopts imitate actions, because they find it difficult to understand the command of oral English, so intuitive teaching is more suitable for them. Teachers' demonstration action must be accurate and beautiful with a larger range of movement, arouse the students' interest in learning. Teacher can use pictures, slides or when professor animation as a secondary language.

Good degree high-functioning autistic children according to the will of phase target targeted organic combination of instrumental music lessons and rhythm, singing lessons. Rich and colorful music courses, not only enrich the campus life of children with autism, meet the demand of the autistic children to all sorts of music, and conduce to arouse their learning desire and interest, cultivate their creation consciousness.

### 2.4. *The Teaching Environment of Comfort*

Music education to the teaching environment of the demand is higher, the quiet campus environment, capacious and comfortable music classroom, rich teaching aid is the prerequisite and guarantee for the teaching result of improve autistic children. Autistic children music education is the premise of need to create a comfortable, healthy, relatively quiet space, avoid the noise, so that in virtually to music for children with autism infiltration in the heart of the world. These children often do not feel pain, such as play music, rhythm course is very easy to hurt yourself, so children with autism in the campus and classroom should also install some protective measures, to ensure the safety of children with autism.

To get a better education effect, autistic children often need to use many different instruments in music teaching and teaching AIDS, school should be on the premise of conditions permit, to ensure the piano teaching use, acoustics, ocean drum music, such as the number of teaching AIDS. In order to ensure the security of children with autism, when damage to the frequently used teaching equipment should be replaced in a timely manner. Only to strengthen the construction of campus environment, improving the teaching environment of resource allocation, children with autism in a comfortable environment of quality education, innovative education can be implemented and improved.

## 3. **Methods**

Music is easier to direct inner, contacts with autistic children. Disease of children with autism is different from the physical damage of dementia children, as long as can carry on the intervention in the early stages of the disease, take timely targeted education method for early music education of science, can reduce the "absolute time" autistic children, most can reach the level of normal children. Here are several autistic children's music education in the teaching methods which are frequently used for tutors for reference:

### 3.1. *Orff Music Teaching Method*

Orff music teaching method, will sing, move, three forms of music to play good, form a kind of popular music game mode for children. It requires that people must be involved in the music, rather than as the audience. Orff music teaching ", concise form for small sequence form, more commonly ostinato maneuver or small form." Orff music education should give full play to the characteristics to amuse themselves, to attract the autistic children participate. Let them feel the music in the play, rather than the teachers to teach and teach, children to study and study. Such as teachers' teaching songs "one finger, one finger, change ah change ah ah ah, caterpillars; two fingers, two fingers, change ah change ah ah ah, into a little rabbit." Front four teachers from bass sing, every increase a finger tone and volume increased a little, action is the first two sentences raised a finger to the children, singing to the third sentence on a business trip and bring the caterpillar mask. After four to raise two fingers, the rest of the action, the same mask with the rabbit. This method of sing and do the action, let the children understand the increase of the number from low to high. In the teaching, can also cooperate with orff instruments, general freedom of choice of autistic children is easy to control small percussion instruments, it is easy to like them.

Orff music class what look like? Say: one thousand thousand face, every music teacher has his own teaching characteristics. But they all follow a consistent process - the basic principles and organization providing an item, an idea, a song or a rhythm. "Children in the process, allow yourself to do, to see, to listen to. Especially the impromptu, here in the form of the most open, the pursuit of an object, a sound, a thought in the potential of creativity. As long as we let the children as their own intuition, pays much attention to listening

and observation, create will emerge. The creative process is transparent, encourage everyone involved and encourage everyone to be creating witnesses."

### 3.2. *The Level of Music Desensitization Method Combined with Sitcoms*

Level of music desensitization law is aimed at children individual eliminate fear, cultivation behavior expected, rebuild confidence good method. Music sitcoms are suitable for group therapy and family therapy, through the music and projection imagine question crux, and through the drama performance.

Usually rank desensitization and sitcoms are two different types of music therapy field treatments, here the author has carried on the change and combine. According to the characteristics of autistic children music education process is divided into the following steps: 1. According to the primary, intermediate, advanced, three levels to establish autistic children's anxiety, sensitive or traumatic music class, the design content and scenario sitcom. Throughout the system desensitization and music drama, fun; 2. With the aid of music island technology to create a music for autistic children education activities beginning and end of implication. Sitcoms as far as possible the contents of a single, don't advocate frequent changes, relaxation training in music; 3. The children in the case of relaxation, according to a certain anxiety, sensitive, hierarchy of traumatic factors for desensitization. This process of choice of music should be have a fixed figure or music motivation as a stimulant, irritant in sitcoms appears in the form of increasing at a time.

"Xiao Ming and had become separated from his mother in the ruins" story, for example, to participate in the activities of the children a without training can play Musical Instruments, such as "xylophone, drums, gongs, castanet, touch the bell", etc. Projected on instruments of music and music imitating technology can bring children to emotional state, the improvisation correspond to xiao Ming's subjective feeling, provide a support system for children, nonverbal characteristics of this system, can make the patient produces spontaneous change. Start can be separated time is defined as 2 seconds, as mom is hidden in a board after 2 seconds. The second for 3 seconds, 5 seconds, so on. To the degree of reaction according to children with increasing anxiety provoking stimuli, to guide children to curb anxiety reaction at the same time, until the reaction weaken, eventually to cut off the stimulus with the relationship between anxiety reaction.

This way of autistic children individual demand is higher, suitable for school-age children.

### 4. **The Management of the Autism School Music Education**

Special education departments should be through policy and administrative measures in the form of official document, encourage more autistic children preschool music education schools, kindergartens, community music class, music class for conditional individuals to open special education training, qualification certificate, and tend to them. Government should simplify the administrative examination and approval procedures, as appropriate and mentally and materially offer certain support and encouragement. To mobilize their initiative to join in autistic children education career, make more autistic children can receive better and more professional education and training. The government should also be according to the situation of different provinces for autistic children pre-school education transfer some money for special children education, strengthen social supervision system, public finance, to ensure that the government's special funds allocating do special fund is special.

Special-education schools about leadership should be timely understanding of teacher's teaching, autistic children learning situation, parents, and so on and so forth, according to the problems in a timely manner to adjust, modify, processing.

Establish the rules and regulations revised in time according to the reality, to ensure the smooth progress of music teaching.

### 5. **References**

- i. Chi Chen.Orff music with autistic children education.[J].<http://www.cautism.com>, 2004.
- ii. Ron Leaf McEachin.Children with autism and behavior management strategies and behavior therapy course [M].The Chinese press, 2008.
- iii. LuXia Cheng.Music education research.[M].Hebei science and technology publishing house,2008