

Research on Music Therapy and Middle School Students' Mental Health Strategies

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Abstract:

With the gradual development of music therapy in China, more Chinese scholars began to study its principle and development space, which is conducive to music therapy in various fields in China to play its unique functions and advantages, and better combine with other specialties. This paper expounds the important application value of music therapy in middle school mental health education, through the existing theoretical basis in the academic circle and the successful cases of the combination of music therapy and other disciplines, explores how to realize the cooperation between music education and mental health education in middle school, and play the greatest role in curriculum practice, and discusses the difficulties encountered in the realization process and solutions. The realization of this goal not only has a certain theoretical value and practical significance for promoting the combination of middle school students' mental health education and music education, but also can help students have more ways to prevent and solve psychological problems.

Keywords: Music therapy; mental health education; middle school student.

1. Introduction

The discipline of music therapy integrates music, medicine and psychology into one, which is a comprehensive discipline and indispensable to all three. It is designed to help patients achieve health through different experiences brought about by music. Music therapy has been practiced in ancient Egypt since 4,000 years ago, when people already recognized the role of music in alleviating pain and treating disease, and called it "music is the medicine of the soul." The Huangdi Neijing takes the five tones and the five viscera as the core, expounding the thought of music

therapy in ancient times. The five tones act on the five organs by influencing emotions, thereby improving health [1].

The first music therapy association in the world was established in the United States in 1950, followed by the United Kingdom, European countries, Japan and other countries have also set up music therapy professional institutions or associations. The whole process includes three essential elements: music, healer and therapist, and induces therapeutic change through musical experience [2]. It scientifically uses the wonderful connection between music and the human body and mind to promote physical, mental

and emotional health. It was introduced into China in the 1980s, and the Chinese Music Therapy Society was established in 1989. Over the years, music therapy has proved its unique functions and advantages in the practice of clinical medicine, school mental health education and education for children with intellectual disabilities [3]. Changsha Mawangdui Sanatorium is one of the earliest institutions to carry out music therapy in China. In 1941, psychomusical therapy was introduced and a simple musical therapy instrument was introduced. In 1989, the Chinese Music Therapy Society was established, marking a milestone in the development of music therapy in China. To a certain extent, it promotes the spread of music therapy in our country, as well as is beneficial to provide a place and platform to help talents communicate. At present, there are many music therapy majors in China. At the same time, the Chinese Music Therapist Distance Education Network provides compulsory music therapy theory and professional advanced courses, which promotes the development of music therapy education.

In order to explore whether music therapy can be used in mental health education in middle schools in China. This paper will be divided into three parts, which are related overview of middle school students' mental health education, influential factors of middle school students' mental health education, feasibility and dilemma of music therapy in middle school students' mental health education, and explore the application value and practical ways of music therapy technology in middle school mental health education.

2. Overview of Mental Health Education for Middle School Students

2.1 Curriculum Standard of Mental Health Education in Middle School

School mental health refers to the process of promoting the psychological well-being and development of students, teachers and staff in the school environment. Paying attention to the development of all students' psychological quality is the comprehensive and coordinated development of knowledge, emotion, intention and practice.

According to the notice of 17 departments such as the Ministry of Education on issuing the Special Action Plan for Comprehensively Strengthening and Improving the Mental health work of Students in the New Era (2023-2025), it is mentioned that promoting the physical and mental health and all-round development of students is a major topic of concern of the Party Central Committee, the concern of the people and the concern of the society.

With the rapid economic and social development, students' growth environment is constantly changing, and students' mental health problems become more prominent. Students' mental health education is required to run through the whole process of moral education, ideological and political work, into education, teaching, management services and student growth, into the "three full education" pattern, firm ideals and beliefs, and then plant patriotic feelings, guide students to buckle the first button of life, and sort out the correct world outlook, outlook on life, and values. It is also pointed out that primary and secondary schools should carry out mental health education in combination with relevant courses. Secondary vocational schools are required to start a full ideological and political course "mental health and career" module hours. Give play to the role of classroom education. According to the development needs of college and primary school students, mental health teaching is carried out in different categories, focusing on individual differences of students, helping students master mental health knowledge and skills, sorting out self-help and help consciousness, learning to rationally face difficulties and setbacks, and enhancing mental health quality. Curriculum standards play a crucial role in China's education system, defining the level of knowledge and ability students should achieve after completing a specific stage of education. It also provides guidance on teaching content and methods, and helps teachers specify teaching plans and strategies.

2.2 Mental Health Problems of Middle School Students

Middle school is an important stage for the growth of teenagers. Mental health education is very important for the healthy growth of middle school students [4]. According to the "Adolescent Mental Health Survey Report 2022", the proportion of adolescents with varying degrees of depression risk is 14.8%, of which 4% are prone to severe depression, and 10.8% are in the mild depression risk group. It can be seen that the problem of adolescent mental health is becoming more and more serious, and this problem has also aroused widespread concern in society, which is also the problem that schools, society and families should pay attention to. In China, middle school students spend nearly ten hours in school every day, and even some areas have self-study at night, which makes teachers the people who communicate with students the most besides parents. In addition to the task of education and teaching, teachers also need to pay attention to students' mental health problems. They should help students overcome mental health problems in the process of growth and help students improve their psychological quality.

2.3 Influencing Factors of Middle School Students' Mental Health Education

2.3.1 Academic pressure

High school students need to bear great pressure in their studies, they are faced with strict academic requirements and fierce competition. The high school entrance examination and college entrance examination are the two most important examinations in the life of many middle school students, which are related to their future study and life and employment direction. These two exams became a source of stress for most students. High intensity study may make them have anxiety, low self-esteem, and even make them have a tendency to depression.

2.3.2 Family ties

In the family environment, students are mainly influenced by their parents, and the closeness of parents has an important impact on their internal security [5]. Parents' excessive expectations of children, education methods and family atmosphere will affect children's mental health, which is easy to cause mental health problems for children and even affect children's outlook on life and values.

2.3.3 Peer relation

In getting along with classmates or friends, failure to properly deal with this relationship will also have a profound impact on the psychological state of middle school students. For example, Some young people in middle school are introverted, lacking self-confidence or afraid of being rejected by others, so they are afraid to communicate with others or unwilling to show themselves to others. Some teachers may also isolate students in the classroom, or find that students are excluded without timely stop, which will lead to the emergence of students' mental health problems.

2.3.4 Social environment

Young people are in the era of information explosion, they are exposed to a variety of different information every day, when they do not form a correct judgment, the information will affect their understanding of the world.

2.3.5 Regional differences

In some remote and backward areas of China, the popularization of mental health education is not so extensive and in-depth, some schools even have no spare teachers to provide students with mental health counseling, and some teachers in remote areas have not received training in mental health education, which leads to the problem when students have mental health problems. Teachers have no way to find and provide effective solutions in time, nor can they intervene in advance the psychological problems that students may have.

Young people are the pillars of the country and the hope of the future of the motherland. This requires us to pay more attention to the problems encountered by middle school students in the process of growing up, and help them solve problems in time, correct mistakes, and prevent students from going astray. The psychological health problem of middle school students is not a single, but multi-level and complex, not only related to students, but also involved in school, family, society, and other levels. In order to prevent the occurrence of these problems, it is particularly important for schools to urge every middle school student and teacher to participate in mental health education courses.

3. Feasibility and Dilemma of Music Therapy in Middle School Students' Psychological Health Problem

3.1 Feasibility and Application of Music Therapy in Middle School Students' Mental Health

The adolescent period (12-18 years old) refers to the stage when children enter the stage of effective self-cognition, and the main conflicts are the same role and confusion [5]; it is important to begin to form your own values and morals. The pressure of middle school students is more from academic pressure and the guilt of failing to meet the expectations of self and family. According to the regulations of the Ministry of Education, ordinary senior high schools offer Chinese, mathematics, foreign languages, ideology and politics, history, geography, physics, chemistry, biology, technology (including information technology and general technology), art (or music, fine arts), physical education and health subjects and comprehensive practical activities; There is also a bell at the end of class, which makes music an integral part of students' daily life and academic life, and music therapy is used as part of mental health treatment, which also makes students more acceptable. The Ministry of Education's Several Opinions on Strengthening Mental Health Education for Primary and Secondary School Students clearly defines the definition of mental health education: "The starting point of mental health education in primary and secondary schools is the psychological and physiological development characteristics of primary and secondary school students. In the process of education, psychological education means and methods are used to cultivate students' good psychological quality as the focus, and promote the overall improvement of students' quality and the comprehensive and harmonious development of body and mind as the ultimate goal" [6].

3.1.1 Music can regulate students' bad mood

Music has a great influence on people's emotions. Gerston, the father of American music therapy, pointed out: "The power and value of music lies in its non-verbal connotation" [7]. Middle school students' rebellious psychology is relatively strong, and in adolescence, it is easier to close their hearts, do not talk to their families or peers [8], prefer to be alone more time, and close their hearts, at this time it is easy to produce a lot of bad emotions. Such as depression, anger, sadness, etc., and worse, even illness or behavior that hurts oneself; Therefore, in the school's psychological health problem education curriculum, we should pay more attention to the emotional release of students, and teach them how to release emotions correctly. Studies on the influence of music on people's emotions have proved that the effect of selecting music by subjects themselves is higher than that of choosing music independently, and choosing music they like is very beneficial to relaxation and relieving pressure [9]. In the process of music therapy, listening and singing can induce positive emotions and release negative emotions to achieve the purpose of adjusting mood, promoting students' cooperation ability, improving social communication ability, enhancing people's aesthetic perception, improving people's cognitive structure, etc., and finally achieving the goal of sound personality [10]. Through diversified music activities, students can learn to regulate their emotional state not only when the teacher is around, but also when they are at home after mastering it.

3.1.2 Music can help students relieve exam pressure

With the development of The Times and the requirements of society, examination is a very important part of the learning process of middle school students. In the face of severe pressure to study, students more or less will have the problem of exam anxiety. And these anxieties will occur in some special situations, for example, some students will lose sleep before the exam, resulting in the next day's exam can not perform well; Or in the exam, will worry about the exam did not play well, see the paper will faint. Exam anxiety not only affects students' test performance, but also may affect students' mental health and physical health.

Music therapy can effectively relieve anxiety and help students relax. Before the exam, teachers can combine certain relaxation training with music therapy for students. In the process of music therapy, you can play soothing and quiet music before the exam, and the trend of melody should be regular; For special students, you can play some music that they like, or music with strong rhythm, so that students can release their pressure with music. This kind

of music can not only help students relieve tension and anxiety, but also help students more calmly face the exam and play their own level.

3.1.3 Music can help students improve their memory

In a University of California study, college students who listened to Mozart's Sonata for Two pianos in D Major, K448, for 10 minutes improved their scores on a spatial reasoning test. A 2016 study by Chinese scientists also validated the "Mozart effect" and suggested a possible biological mechanism. Some studies have suggested that this effect may correlation with to certain rhythms in the music being played, because if you change the tempo of the music, the effect may disappear.

Although there is no clear evidence that listening to K448 can improve memory, listening to some music does make people's brains more active, so memory will be enhanced.

3.2 Solving Strategies Used in Music Therapy in Schools

3.2.1 Strengthen the balanced distribution of educational resources among all regions in China

As China's economic center shifts to the cities, most young people choose to leave their hometown and pursue their career in larger urban areas. As a result, there are fewer talents in rural or backward areas. Most teachers in these areas teach several subjects, so they may not have a good grasp of the subject of music therapy and be able to propose different music therapy programs according to different situations.

To solve this problem, universities can set up volunteer teams that regularly run online volunteer activities to help remote and impoverished areas with music therapy and mental health classes. It can not only provide teachers with professional knowledge guidance, but also know students' problems more directly and solve them in time.

3.2.2 Strengthen the in-depth exchange of interdisciplinary music talents

At present, music therapy majors are offered in Central Conservatory of Music, Shanghai Conservatory of Music, China Conservatory of Music, Sichuan Conservatory of Music, Wuhan Conservatory of Music, Nanjing Special Education Normal College, Jiangxi University of Traditional Chinese Medicine, and Changzhi Medical College. Comparatively speaking, music therapy majors are offered in relatively few universities in China. There are few studies on music therapy in China. If you want to learn music therapy well and conduct in-depth research on this major, most students still need to go to Europe, the United States or other countries to study, which is impossible for many

families to pay their tuition fees.

As a new discipline, music therapy has limited recognition and acceptance in China's traditional education system. It takes a lot of time to promote and popularize music therapy in order to let more people understand it. The effective integration of music therapy into the middle school mental health education curriculum requires in-depth communication between the teachers of these two disciplines to jointly complete the design and implementation of the curriculum.

3.2.3 Strengthen the publicity of music therapy in schools

Music therapy is a relatively new discipline in China, and most Chinese parents have never heard of it before, let alone have a deep understanding of it. For many schools in China, they do not have a deep understanding of how music therapy is used in mental health education classes, and how to use music to correctly treat students. In this way, the government's support and financial input are needed, such as the training of music therapists, the development and implementation of courses, which is conducive to the communication and learning among teachers in various schools, and the synchronization of the latest content they have learned with parents, so that more parents and students have a correct understanding of music therapy.

4. Conclusion

In China, there is no clear regulation on the professional certification of music therapists, and the professional training of music therapists is also relatively lacking. Therefore, it is difficult to effectively integrate music therapy and mental health classes in schools in a short period of time. This requires that China should continue to learn from developed countries, realize music therapy into middle school campuses as soon as possible, and inject new perspectives, new forms and new vitality into middle school mental health. It is also hoped that more scholars will deeply study the discipline of music therapy to ex-

plore how its treatment is more in line with the psychological development of contemporary Chinese middle school students and their acceptance of psychological therapy, so that it can be widely and deeply applied in various fields and industries in China, especially in school mental health education.

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