

The Use of Singing Bowl Music Therapy in High School Psychoeducation

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Abstract:

The mental health of students in senior secondary schools has received widespread attention. Under the influence of the college entrance examination system, students' learning tasks are increasing, with more courses and a corresponding increase in learning pressure. However, the practice methods in high school psychological classrooms are still insufficient. This paper analyzes the practical application of chanting mantle music therapy in high school psychological education, applying the chanting mantle to the practice of music therapy, utilizing its dual role of audio vibration for both the body and the psyche, and exerting the function of music therapy to alleviate the psychological problems of high school students. This paper analyzes and concludes that the application of chanting bowl music therapy in high school mental health education courses is of great significance to the overall promotion of the development of student's mental health, which can help students better understand themselves, enhance creativity and imagination, and promote harmonious interpersonal relationships.

Keywords: Arts education; singing bowls music therapy; music therapy; high school psychology clubs

1. Introduction

Since the 18th National Congress of the Communist Party of China (CPC), the State has made the comprehensive strengthening and improvement of students' mental health education an important part of the training of new generations who will take on the great responsibility of national rejuvenation. The "14th Five-Year Plan" points out that in China's high school stage, mental health is the focus of the "14th Five-Year Plan", and it is an important aspect of high school education [1]. To alleviate the psychological

problems of high school students, and to strengthen the psychological quality of high school students, this research in high school psychoeducation uses mantle music therapy by guiding the students to listen to the mantle vibration frequency, guiding students to actively participate in mental health education activities. Ode bowl music painting therapy can effectively improve students' artistic cultivation, artistic perception ability, and self-awareness, which can make students self-exploration and self-improvement in the process of creation. Teachers should design the teaching according to the actual situation of the students,

and provide students with good mental health education through chanting bowl music therapy [1,2].

2. Core Concepts

2.1 Interpretation of Core Concepts

Music therapy and its origin. Music therapy is a musical approach that works on the human body through listening, singing, instrumental music, and rhythmic movement to elicit psychological and physiological responses from the human body as a result of the musical elements' stimulation, fulfilling the objective of controlling emotions and reaching a state of wellness. There are historical records of the use of music as a medical treatment in ancient Egypt and India, the two countries where human civilization first emerged [3]. The "Yellow Emperor's Classic of Internal Medicine" has numerous debates on the use of music for conditioning from ancient China. According to the Palace, Shang, Angle, Character, Feather five kinds of tonal music characteristics and the relationship between the five elements of the five organs to choose music, to save the patient: "Liver, in the tone for the Angle; the heart, in the tone for the Character, Spleen, in the tone for the Palace; Lungs, in the tone for the Shang, and the kidneys, in the tone for the Feather. " Jin'e Shanfang medical story" is also recorded: "The Gong sound melodious harmony, help the spleen healthy transportation, appetite; business sound resounding solemn strength, good control of dryness and anger so that people are at peace; angle sound smooth and calm, good elimination of melancholy, to help people sleep; Chuang sound staccato, adjusting the blood vessels, shaking the spirit; Fei sound soft and penetrating, hair people, enlightenment of the soul.

It can be seen that the ancients have long been on the five sounds of the human body's internal organs of the impact of some inquiry, and use. But the early music therapy, cloaked in witchcraft or dependent on practical experience, and not as an independent discipline is widely recognized and studied. The medical system did not incorporate music therapy until after World War II when it progressively moved toward conscientization and disciplining. In the United States, specialized music therapy courses were established at Michigan State University and the University of Kansas in 1944 and 1946, signifying the birth of music therapy as an emerging discipline [4]. In 1950, NAMT was founded in the United States, marking the birth of music therapy as a new discipline.

2.2 The Ode Bowl and the Use in Music Therapy

A chanting bowl is a vessel made of metals such as copper, tin, lead, iron, silver, gold, and mercury that are melted refined, and polished by hand. In practice, it has been found that the sound emitted from the mantle can make people feel pressure release, calm their emotions, and induce physiological responses, which can relieve and treat pain and diseases, therefore, it has been favored and used by music therapists and yoga enthusiasts in recent years. Research has found that after striking the mantle, a low-frequency sound wave will be emitted, which can resonate with the frequency of nature itself, affect the vibration frequency of the surrounding molecules of the material composition, and penetrate the human body to resonate with the frequency of the internal body to adjust the internal organs and meridians of the human body and release the stress and emotions, to achieve the effect of health and pleasure. In the practice of music therapy, the mantle is mainly cited in psychological relaxation therapy and somatic vibration therapy, the former is the mantle as background music, combined with relaxation training, to realize the human body from the spirit to the relaxation of the body; the latter is through the auditory stimulation, affecting the limbic system of the human brain and the brainstem reticular structure, enhance the nervous excitability, and thus achieve therapeutic effects [5].

3. Research Methodology

3.1 Literature Analysis Method

This research browsed a large number of related literature during the subperiod to understand the development of ode bowl music therapy in recent years. Through the literature analysis method a deeper understanding of the use of chanting music therapy, thinking about its value and significance, and a more comprehensive and more correct understanding of the current situation of chanting music therapy.

Interviewing students involved in chanting bowl music therapy at the end of each session about relevant psychological issues.

3.2 Experimental Procedure

For students to add the chanting bowl music therapy on top of the basic treatment, the operation method is as follows: (1) The child and parents are ready to sit or lie

down in a comfortable position. (2) The therapist uses the mantle stick to gently grind the crystal mantle counterclockwise, and gently strikes the different mantles so that the child and the parents quietly feel the sound of the crystal mantle and the mantle, and the mantle and the crystal mantle issued by the volume control of 30~40dB. (3) The therapist holds the mantle slowly close to the child so that the child can be close to the feeling and experience the mantle's sound waves and sound waves, at the same time also to the parents of the mantle feeling and experience the sound waves and sounds of the mantle of the close. At the same time, the therapist will also feel and experience the sound wave and sound wave of the mantle for the parents. (4) The therapist leads the parents to sing "ooh" and "ah" together so that the parents and the child can feel calm and completely relaxed. (5) The therapist carries out the mantle healing for the child: put the mantle on the soles of the child's feet, tap the mantle 7 times with natural sounds, and then put the mantle on the child's ankles after the 7th tap; put the mantle on the ankles and tap the mantle with natural sounds 9 times, and then move the mantle gently on the abdomen after the 9th tap; tap the mantle on the abdomen with natural sounds 9 times, and then gently remove the mantle from the body after the 9th tap; the child gently rolls over, and then puts the mantle on his back, and then puts the mantle on his back with natural sounds; the child gently rolls over, and then puts the mantle on his back, and then puts the mantle on his back with natural sounds. To the back, tap the mantle 9 times on the back with natural sounds, and slowly remove the mantle from the body after the 9th tap. (6) The chanting bowl treatment is finished.

In one-on-one interviews with the students after the chanting session, most of the students indicated that they felt very relaxed during the chanting session that listening to the vibrational frequencies of the mantle was very comfortable, and that the students were able to get a full physical and mental rest during the session [6]. Most of the students indicated that they would like to continue the chanting mantle music therapy in subsequent classes, and even more positively indicated that they were very interested in the chanting mantle.

3.3 Result

In the practice of mental health education programs, this study found that in high school, after a period of chanting music therapy, high school students' self-cognitive ability, emotion management ability, and interpersonal ability were significantly improved. In other words, applying chanting bowl music therapy in the high school mental health education program improves high school students'

cognitive, emotional management, and interpersonal skills. The feedback from the survey after the course focused on the following two aspects.

3.3.1 Teachers and students evaluated the effectiveness of the course highly

Most of the students thought that drawing therapy in the mental health education course had better improved their mental health and deepened their understanding of themselves. Teachers reflected that through the course, senior high school students' emotional management skills were improved, as evidenced by more stable emotions, better interpersonal relationships, and improved learning efficiency [7].

3.3.2 Students' interest in learning the course increased

Students believed that the course was one of the most interesting among many courses and that they had gained a deeper understanding of mental health through the study. Teachers believed that after a period of chanting music therapy, students were much more motivated to learn in the classroom and had a more serious attitude toward learning [8].

4. Discussion

4.1 Positive Influence

4.1.1 Laying the physiological foundations for students to receive cognitive education

In the process of music therapy, the teacher by knocking or rubbing the mantle, can produce empty, distant sound and stable vibration frequency, through muscle conduction, bone conduction, nerve conduction, and other conduction modes in-depth body, adjust the synchronization of the left and right brain balance, acid, numbness, itching, pain, and other physiological phenomena, so that students can feel the mantle and the body after the interaction of the feedback, to experience the message conveyed by the body so that students with perceptual abnormalities to establish a sense of security and emotional stability, and gradually establish a connection with the outside world [9]. So that students with abnormal sensory perception can establish a sense of security, and emotional stability, and gradually establish contact with the outside world. The right brain of human beings is mainly related to emotion, music, spatial perception, etc. Music therapy mainly works on the right brain, and the audio generated when the teacher strikes or grinds the mantle works on the right brain, which can make high school students improve their emotional control and social avoidance, and lay the foun-

dation of cognitive education for students.

4.1.2 Easy to promote at campus events

Sunglasses therapy belongs to the category of music therapy, music therapy is currently considered to play a positive role in supporting students' psychological problems, is part of other comprehensive behavioral and educational intervention programs, the clinically commonly used participatory music therapy, receptive music therapy and re-creation of music therapy. Participatory music therapy, receptive music therapy, and recreational music therapy are commonly used in clinical settings, which have high requirements for equipment and music therapists, whereas chanting music therapy requires simple equipment, has relatively low requirements for music therapists, and is easier to promote in clinical settings [10].

4.1.3 Easing student anxiety

Since heart rate variability is a better indicator of the body's ability to resist stress, the lower the heart rate variability, the easier it is to worry about depression, mood swings, poor sleep, etc. Landry et al. compared the effects of meditation with and without chanting in a randomized controlled trial, and although systolic blood pressure and heart rate decreased in both groups, heart rate variability increased significantly when chanting was used in the course of meditation [11]. The use of chanting has been shown to have the potential for a physiologically beneficial and deeper meditative experience, which is a more effective way to relieve anxiety and depression.

4.2 Insights and Recommendations

4.2.1 Correct understanding of chanting music therapy

Chanting is commonly used around the world in meditation, musical relaxation, personal physical and mental recuperation, and religious ceremonies. Oncologists, music therapists, massage therapists, and yoga practitioners are also very enthusiastic about introducing chanting into the healing process. In the area of psychological healing, chanting has been used for insomnia, anxiety, depression, restlessness, relaxation, stress reduction, meditation, improving efficiency and productivity, improving learning ability, and improving memory. Therefore, mental health teachers should have a correct understanding of chanting music therapy.

4.2.2 Focus on combining with other methods

When applying chanting music therapy in high school mental health education programs, teachers should pay attention to the combination of chanting music therapy and other psychological counseling methods, such as turning listening to chanting into a game process and

guiding students to express their inner world in the game. Teachers can guide students to draw their hearts through the game. Teachers can guide students to recall someone or something and draw the first image that comes to their mind [12,13]. In specific application scenarios, such as analyzing the problems of students' social interaction, teachers can guide students to draw the images of their parents, teachers, classmates, and other characters in their minds, and then analyze the students' drawings to understand their role position and identity in social interaction, to understand their attitudes and possible psychological problems in social interaction.

4.2.3 Encourage students to express their mind

The application of music therapy in high school mental health education programs can promote students' healthy development and help them build good interpersonal relationships [14]. To realize this effect, it is necessary to encourage students to speak their minds in the high school mental health education program, to enhance teachers' understanding of students' psychological situation.

5. Conclusion

As a psychological counseling method, chanting music therapy has a broad application prospect. The application of chanting music therapy in high school mental health education can effectively improve students' mental health. Specifically, chanting music therapy can help students express their inner emotions and feelings through meditation, which can reduce stress and anxiety and improve their emotional management ability. Through drawing, students can gain a deeper understanding of their inner world, recognize their strengths and weaknesses, discover their potential and value, and enhance their self-confidence and self-esteem, so that they can better face challenges and difficulties, and promote their self-growth and development. Songbang music therapy can also stimulate students' creativity and imagination, cultivate students' artistic and aesthetic interests, and improve students' aesthetic cultivation. In addition, music therapy can help students better understand the feelings and thoughts of others and promote the harmonious development of interpersonal relationships.

Overall, the application of ode bowl music therapy in high school mental health education courses is of great significance to the overall promotion of students' mental health development, which can help students better understand themselves, enhance creativity and imagination, and promote harmonious interpersonal relationships.

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