

Study on the Strategies of Music Sensory Integration Course for Children's Language Development

Hu Hao^{1, a} Wei Dongmei^{2, b*} Fan Xiaoxiao^{3, c}

¹ Chongqing University of Education, Nan'an District, Chongqing, China

² Chongqing Jiangjin District Rentuo Kindergarten, Jiangjin, Chongqing, China

³ Chongqing University of Education, Nan'an District, Chongqing, China

^a huhao@cque.edu.cn

^{b*} W2684422877@163.com

^c fanxx@cque.edu.cn

ABSTRACT

Due to the acceleration of urbanization in China and the influence of the living space structure of small families in big cities, family environment and the concept of family education, the number of children with insufficient development of sensory integration ability which is closely related to children's language development ability has increased rapidly. The insufficient development of sensory integration ability hinders and affects the development of children's language expression ability to varying degrees. The development principle of children's language in the music sensory integration course lies in that the music sensory integration training combines music elements with sensory integration theory, integrates the principles of music psychology, and is supplemented by the operation of sensory integration equipment to enhance children's language ability under the synchronous effect of physiological function improvement and psychological ability development. In this paper, the author studies the influence and promotion strategies of music perception course on children's language development, analyzes its influence on children's language development, and puts forward corresponding promotion strategies.

Keywords: *Sensory Integration; Music Sensory Integration; Language Development*

1. Introduction

Guideline to the Learning and Development of Children Aged 3-6 points out that: as a symbol system, language can communicate and interact with different symbol systems (such as music, art and movements), thus realizing the function of conveying people's ideas or feelings. Language is a tool for people to know and communicate with each other. Infants have the need for communication very early. In the pre-speech stage, this kind of communication will be manifested as a kind of "communication consciousness" and "response consciousness". With the continuous acquisition of language, children begin to use language to express their needs and emotions, adjust their actions and behaviors and understand the world. To a certain extent, when children acquire language, they begin their socialized development, and their psychological development also emits extraordinary splendor peculiar to human beings. Sensory integration theory points out that children's language development is closely related to the development of vestibular sensation which concerns children's oral muscle strength and coordination, the reception, processing and memory of audio-visual information, and these abilities

play an important role in children's pronunciation, language logic and expression. The music sensory integration is the synesthesia correspondence of musical sound form, musical elements and human feeling. Based on the principles of music psychology, it takes music elements as instructions, integrates sensory integration training, promotes children's multi-sensory synchronous development, improves information receiving ability while promoting children's mental ability development and enhancing children's language imagination and language control ability by using the synesthesia correspondence principle of music sensory integration and the directionality of music elements. In China, the music sensory integration has not been widely popularized and promoted to all parts of the country. There are also few corresponding academic researches, with no literature related to the theory and practice of the complete integration of music and specific sensory integration training. Only a few scholars believe that music elements can promote children's language development, thus it is a topic that can be studied to integrate music with sensory integration and apply it to children's language development.

2. Significance of the Strategies of Music Sensory Integration Course for Children's Language Development

2.1. Music Sensory Integration Activities Can Promote the Development of Children's Language Expression Ability

Children's auditory function is different from children's hearing. The auditory function lies in children's receiving, integrating and processing external information through auditory organs. Good auditory function is the foundation of language development. The development of auditory function requires enhancement of children's sensory integration ability. Music sensory integration is based on sensory perception integration, supplemented by music elements and sound forms, and forms corresponding auditory instructions with sensory integration to expand children's auditory breadth. It carries the education of sensory perception integration games and intervention treatment significance. As music sensory integration activity is a brand-new form integrating such as functions as physical exercise, entertainment, intelligence development and behavior deviation correction, the integration of music and related instruments is used to stimulate the organs of various parts of children's body. In children's language education, learning to listen is an indispensable ability for children's language learning and development, which is the behavioral expression of children's perception and understanding of language. With the continuous maturity and development of children's phonetic and auditory system and mental ability, the diversity of music sound forms provides a certain degree of physiological basis and material premise for the cultivation of children's listening ability. Therefore, the integration of music in the sensory integration activity can promote not only the development of children's auditory ability, but also the improvement of the related brain power of sensory perception integration, so that children can process, interpret, integrate, judge and make feedback on the information after receiving it. These abilities will have a great effect on the development of children's physical and mental ability.

Music sensory integration activity not only enhances the weak auditory training part of sensory integration training in the past, but also strengthens the auditory training effect due to the richness of music auditory information. The synesthesia of music helps to enhance children's imagination, creativity and language ability. From the perspective of sensory integration on children's language development, poor development of vestibular nerve and insufficient coordination ability will affect children's pronunciation, speaking, reading, writing and other abilities, while insufficient tactile stimulus will also affect children's communication in the pre-language period. Imagination belongs to the special ability of sensory integration, which is a unique reflection form of human beings to the objective

world. Imagination is closely related to attention and memory, and children with strong imagination can have strong understanding and transfer ability. Synesthesia is a function of the human brain. For example, it is impossible to produce synesthesia of sadness when hearing cheerful music. Therefore, when teachers can design an effective music sensory integration course, it can not only promote children's language expression ability, but also comprehensively promote their development of mental ability.

2.2. Music Sensory Integration Course Can Grasp the "Sensitive Period" of Children's Language Development

The development of a person's potential ability only exists at a specific period in his life, in which appropriate education and training can be carried out in order to obtain the best development and even form some special abilities. Psychologists call this specific period the critical period of individual development, also known as the "sensitive period of development".

Infants aged 0-3 are in the critical and sensitive period of the formation of sensory perception integration, in which infants' sensory perception integration is in the "explosive period" of development. In the development of sensory perception integration, children of this age group mainly give priority to the development of basic ability of sensory perception integration and concentration in advanced ability. From the moment the infant talks to himself and makes the sound of babbling, he begins his language sensitive period, in which the infant's brain is in a state of preparation to learn the language and can easily learn his mother tongue. At this time, it is much easier for infant to learn a second language. After the age of 3, the basic ability of sensory perception integration continues to develop, while gradually developing the related brain power of sensory perception integration. In view of this rule, systematic course setting and scientific course design shall be carried out according to the laws and characteristics of children's physical and mental development in the process of offering the music sensory integration activity, and music sensory integration games that promote the basic ability of sensory perception integration and related brain games of sensory perception integration are gradual arranged. In this way, grasping these critical periods of infants more effectively will help their language development.

3. Strategies of Music Sensory Integration Course for Children's Language Development

3.1. Building of Scientific Music Sensory Integration Course Venue

The scientific teaching place is the important foundation to achieve the teaching goal. The place needed for the activity of music sensory integration course are basically the same as that needed for ordinary sensory integration activities, but it also has its special needs. First of all, because the teaching activities of music sensory integration course are accompanied by music, the interference of other sound information shall be avoided as much as possible when its supporting music is played, which requires that the classroom where the music sensory integration course is carried out shall be relatively sound-insulated from the outside, and the sound outside the classroom shall be prevented from interfering with the supporting music in the room as much as possible, so as to provide a quiet place for children, which is helpful for the cultivation of children's auditory concentration. There can be no echo in the place where music sensory integration activity are held. It also requires improvement in sound absorption inside the place, which is helpful for children and teachers to grasp accurate information and improve their ability to restore auditory information. Second, the music used in the music sensory integration course is functional. In the process of the course, music elements will be used as important directive language. Therefore, there are special requirements for the setting of site equipment. The placement position of sound equipment in the space shall be scientifically planned to ensure that the operation position of activity is located at the relative center point of the left and right channels of the equipment. Third, the activity design of the music sensory integration course in the language field does not require much for large equipment, thus the place area does not need to be very large. If conditions permit, a medium-sized game room, about 60-80 square meters, can be set up.

3.2. Requirements of Music Sensory Integration Course for Equipment and Instruments

Clear music sound helps children to capture music instruction elements more keenly, pleasant sound effects enable them to receive auditory information more actively, and scientific sound equipment configuration can transmit music instruction to them more accurately. Music sensory integration course has relatively high requirements for multimedia equipment and sound equipment. Providing high-quality sound equipment for children's music sensory integration activity as far as possible is a necessary condition to obtain good teaching conditions. First of all, the power of the power amplifier shall be determined according to the specific place, with its effective volume

controlled so that there is some room for the power of the power amplifier. This requires teachers to adopt the following methods to solve the problem when selecting the power amplifier. They shall listen to the music when the volume switch is turned to half. If the music is felt to meet the requirements, the power of the power amplifier basically meets the requirements under such circumstance. In this case, children can concentrate their attention, earnestly carry out listening and speaking training and develop their language ability; teachers and children can also accurately grasp and restore the auditory information to improve children's ability to accurately control language. Sensory integration instrument plays an important role in children's language development. The training in instrument improves children's nervous system from the physiological level. Therefore, the integration and use of instrument is essential in the setting of music sensory integration course in order to play a better role in the development of children's language ability. At present, we do not use many large-scale instruments to cultivate children's language ability in the music sensory integration course, but we shall ensure the training effect of the instruments on children's vestibular sensation, proprioception and tactile sense when selecting them.

3.3. Effective Combination of Course Activity Design and Music Psychology

3.3.1. Music Synesthesia Promotes Children's Imagination and Creativity in Language

The design of music sensory integration activity is the basis of music sensory integration course content. Various elements of music will be widely used in music sensory integration activity. In the theory of music psychology, the pitch, timbre and rhythm of music, as well as the melody trend and mode and tonality of music, have effects on individual psychology. In psychology, synesthesia reaction is a psychological phenomenon and a psychological process. Under synesthesia reaction, it is more likely to stimulate rich imagination of individuals and produce corresponding bodily sensations, thus promoting the development of perception. In the design of music sensory integration activity, all the music used must have music directivity, with stories, emotions and images. For example, low sounds make people feel huge in volume, heavy in weight and depressed in emotion; on the contrary, bright treble will make people feel small objects or animals and feel light, happy and relaxed at the same time. Similarly, other elements of music, such as speed, strong and weak sounds, will also make people produce different synesthesia reactions in terms of volume, weight, temperature, emotion, etc. Thus, children will produce synesthesia reactions to music elements, concretize music images in their brains, generate emotions and bodily sensations at the same time, make profound memories, generate rich associations, and express them in language in

the process of telling stories with music according to their own feelings and existing cognitive abilities, achieving the purpose of promoting children's language imagination and expression ability.

3.3.2. The Application of Music Elements Promotes Children's Language Control Ability

The language control ability of children is to flexibly use and freely grasp their own language expression, which requires children to have better language logic ability and language expression ability, including language expansion and compression ability training. The progress of music is subject to time limit. The rhythm of music consists of several notes with different sound values. Melodies with different rhythms are combined into phrases and segments. When we use a piece of music as an instruction to let children tell stories with music on the basis of synesthesia, the development and length of the plot are restricted by the development of music melody. Children finish speaking in one or two sentences for some plots, but the corresponding music is very long, which requires children to expand their language, in which children's language thinking ability will be well promoted; however, children need to talk more to make some plots clearly, but the corresponding music is very short, which requires children to compress the language and how to express the complete plot and content in limited language. This is a training process for children's language logic, language expression ability and language response ability.

In the development of children's language, the integration of music elements with music psychology and the use of synesthesia function of music to stimulate the development of children's language ability are one of the core concepts of music sensory integration course in the field of children's language development.

3.4. Integrating the Operation Design of Sensory Integration Instrument in Music Sensory Integration Language Activity

The combination of music sensory integration language training, sensory integration action development and sensory integration instrument training can enhance the training effect. Children's language ability is closely related to vestibular function. Traditional sensory integration training mainly enhances children's language ability by stimulating vestibular organs with instruments. Therefore, in the system of sensory integration training, there are many sensory integration instruments or action designs that play a very good role in vestibular function training. During the implementation of music sensory integration course, we carried out two groups of comparative activities for children. One group only carries out language expression or makes corresponding body movements without relying on any sensory integration instrument when telling stories with music; the other group carries out the combination

design of various combination instruments according to the music trend and completes the operation of various combination instruments simultaneously while telling stories with music. We will find that, children from the group for design and operation of various combinations have obtained a large amount of active input of sensory information in the process of instrument operation, with more agile thinking, richer imagination and more creativity in the process of language expression.

3.5. Setting Up a Systematic Music Sensory Integration Course According to the Characteristics of Children's Physical and Mental Development

Systematization of course is of vital importance to children's language development. Children of different ages have different characteristics of physical and mental development, while those of the same age also have different physical and mental development states. Before carrying out music sensory integration course and after evaluating children's physical and mental development ability, it is very necessary to systematically set up music sensory integration course according to the different characteristics of children's physical and mental development. This system is not simply divided according to age groups. The course plan suitable for children shall be implemented according to their actual physical and mental development, because some children of the same age group may have advanced language development, while some may have lagged behind in language development. Therefore, the implementation of the music sensory integration course allows to implement teaching at mixed ages, in which a piece of music for multiple purposes and multiple pieces of music for an activity are implemented, so as to truly realize the personalized design of music sensory integration activity according to the language development of different children, conform to the law of children's ability development and systematize music and music sensory integration activity, thus realizing the systematization of the course.

4. Conclusion

At present, as the music sensory integration course has not been widely popularized and popularized, there are very few references and research materials available. The existing academic research mainly focuses on the training of music sensory integration of infants aged 0-3 years, there is no complete research on the promotion strategy of music sensory integration curriculum to children's language development. Therefore, the author combines the relevant theory with practice, and puts forward the strategies of promoting children's language development by music sensory integration curriculum. When children's language development takes part in the music sensory integration course, their language can be further developed, and their

language ability can be improved obviously in a certain period of time.

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