

Research on the Influence of Music Education on Urban Left-behind Children's Mental Health and Misbehavior Habits

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Abstract: Socio-economic development has prompted an increasing number of left-behind children, and the current problem of left-behind children has become a major issue affecting the development of social education and social and livelihood services. Relevant surveys have found that most left-behind children have certain mental health problems, especially various bad behavioral habits, which seriously affect their healthy development. Music education is a form of art education, which has the effect of purifying the mind, cultivating sentiment, cultivating temperament and releasing stress. In this regard, schools need to actively carry out music education activities and grasp the influence of music education on various aspects of mental health and bad behavioral habits of left-behind children. In this way, schools should make targeted educational plans and scientifically carry out various music and art activities. This paper focuses on the influence of music education on the mental health and bad behavioral habits of urban left-behind children.

1. Introduction

Left-behind children can not only reflect the problems of social development, but also the problems of a family, which will affect the harmony and stability of society if the problem is not solved. Children are at a critical stage of physical and mental development, and are in the critical period of forming values and outlook on life, especially urban left-behind children. In this regard, all schools, society and families need to pay more attention to this, and use music education as a means to exert influence according to the different mental health states of children, and help young children change their bad behavioral habits, so as to improve the mental health, ideological and moral level of left-behind children.

2. Performance and causes of mental health problems of urban left-behind children

2.1 Performance

First, strained and sensitive interpersonal relationships; second, low mood, recurring abnormalities, loss of interest and patience with external things, and tendency to anxiety and crankiness; Third, they are withdrawn and autistic, depressed, negative and pessimistic; fourth, they have problems with their moral behavior; and fifth, their academic performance is highly variable and they are relatively blind to the future ^[1].

2.2 Causes

First, the lack of family care and education. Most of the urban left-behind children grow up with their grandparents, lacking father's and mother's love. Compared with normal families, they lack affection and family education, which cannot provide the physical demands and spiritual and psychological demands for the healthy growth of left-behind children, resulting in physical and mental defects and mental health or spiritual problems of left-behind children. On the one hand, the guardians of left-behind children, because of their low quality and age, there will be a certain generation gap, divergent ideas and divergent values when living with left-behind children, which in

the long run will form incorrect behavioral habits and character qualities and mentality, and eventually produce a series of mental health problems. Some guardians have inappropriate education methods, directly compensate the children through material, overindulge the children, and try to meet all the requirements of the children, which will also lead to the formation of unhealthy psychological and behavioral habits and personality quality of the left-behind children in the long run, which seriously affects their healthy growth. Second, backward school education philosophy. Currently, many schools are overly concerned about students' performance and neglect their physical and mental health and good behavior in order to improve their competitiveness and promotion rate, and evaluate students by their scores. For the left-behind children, because of their physical, mental and personality problems, they have low academic performance. Teachers use lobby classes and indoctrination teaching methods, and do not pay attention to this special group of left-behind children, do not give them certain care and concern, and do not provide them with various kinds of assistance, which leads to the problems of left-behind children remain unsolved and seriously affects the later growth of left-behind children. Third, influence of social environment. Because of the lack of family education, left-behind children lack the ability to think rationally, do not understand some phenomena in society, tend to lose themselves, do not have strong self-restraint ability, do not have a strong sense of protection, and are vulnerable to social aggression and influence. Some left-behind children are in the rebellious period and tend to seek solace through Internet cafes and game halls, and are prone to make some bad friends and eventually take the wrong path [2-3].

3. Analysis of the influence of music education on the mental health and bad behavioral habits of urban left-behind children

Music education can effectively guide young children's psychology, behavior and thoughts, and has important value in mental health and bad habit education in the following aspects: First, music education has the function of character education, which can stimulate students' emotions and help left-behind children to form healthy moral qualities, ideology and values; second, music education has the function of intellectual education, which can improve the imagination, innovation, cooperation and social skills of left-behind children.

4. How to use music education to change the mental health of urban left-behind children and correct bad behavioral habits

4.1 Scientifically utilize the advantages of teaching materials to enrich the inner world of students

Music education has significant advantages and functions, which can enrich students' emotional experience and improve their image thinking and aesthetic level. Emotion cultivation in music education is a high level of emotion that can purify people's mind. For urban left-behind children, the pressure of studying, the absence of parents, and the lack of fatherly and maternal love lead them to be mostly autistic, introverted, or wild and unrestrained, thus forming an unhealthy character and psychology, leading them to form a distorted heart. In order to help left-behind children grow up healthy and change this character and mentality, schools need to integrate music education with subject education and with family education. In the song teaching, teachers can guide the left-behind children to sing the lyrics with emotion, and educate urban left-behind children with emotions and thoughts through the melodious melody and dynamic beat, so that they can form a positive, positive, sunny, confident and cheerful character to love their parents, classmates, teachers and hometown in a positive and positive education way [4].

For example, in the teaching of the lesson *The Five-Starred Red Flag*, the teacher can first tell the background story of the song, introduce the melody and rhythm of the song to them in detail, and allow the urban left-behind children to sing it with deep emotion, so as to feel the patriotic emotion and love for the people in it. In the teaching of the lesson *Great China*, teachers can show relevant music videos and dance videos, so that urban left-behind children can feel the beauty of music, dance

and China in the vivid images, and feel the beauty of China and the hard-won nature of current life. In addition, when enjoying the song *Mama's Heart, Coming Home*, teachers can combine the song and the video, actively interact with urban left-behind children in the process of learning the song, ask them about their impressions of their parents, immerse them in a strong family atmosphere, so that they can feel the warmth of the family and the love of their parents for their children, cultivate their sense of gratitude, make them understand and respect their parents, and strive to live in this way. In conclusion, through the above teaching methods, we can eliminate the negative emotions and negative psychology of the urban left-behind children, help them form healthy character qualities, stimulate their positive emotional attitudes, and guide them to learn to be grateful for everything around them, so that they can grow up healthy and happy.

For example, when teaching *Labour Song*, teachers can ask urban left-behind children to make some movements and feel the beat, so as to stimulate their labor awareness and passion, make them feel the joy of labor, grasp the value and meaning of labor, and thus learn more philosophy and true meaning from music education. For example, in the teaching of *Hand in Hand, Let the World be Full of Love*, teachers can ask urban left-behind children to hold hands in a circle or stand in a row to put their hands on the shoulders of the people in front of them to sing, so as to bring the relationship between urban left-behind children closer, so that students can they feel the beauty of friendship and effectively relieve the previous rigid relationship. In the process of urban left-behind children studying at school, teachers can also play some popular music songs, especially motivational songs and other positive songs, etc. in the early morning, between classes and after school to influence them implicitly in a strong musical atmosphere, so that urban left-behind children can feel the beauty of campus life and the beauty of society, so as to inspire their self-confidence and eventually help them form a healthy mentality and values ^[5].

4.2 Stimulate the collective consciousness of urban left-behind children and cultivate students' ability of solidarity and cooperation

Currently, urban left-behind children generally have a lack of social skills, so teachers need to cultivate their social interaction, solidarity and cooperation skills through music education. Most of the left-behind children are introverted, lonely and unwilling to integrate into the group, which affects their healthy development. In this regard, teachers need to pay more attention to improve the social interaction ability and cooperation spirit of urban left-behind children through music chorus, team chorus and self-performance. Music education is both an aesthetic education and a practice-oriented emotional experience activity, for which teachers need to grasp the mental health status of urban left-behind children, so as to cultivate their good behavioral habits. For example, in the music classroom teaching, teachers can guide urban left-behind children to listen, sing, rhythmically move and dance to motivate them to participate in music activities wholeheartedly and feel the fun of music activities, so as to maintain their physical and mental health. In this process, teachers need to ask urban left-behind children to sing solo and chorus according to their performance and characteristics. Teachers can evaluate the students' performance through mutual and group evaluation, so as to stimulate their interest in the activity and make the urban left-behind children forget their worries and sorrows and maintain positive attitudes and emotions in a state of passionate singing. Teachers need to objectively evaluate some of the children who are not talkative. They may not be interested in a certain subject, but they will be passionate about teaching music, so teachers need to find the bright spots in them and guide them scientifically to help students build up their self-confidence, so as to cultivate their optimistic mindset and qualities.

In addition, teachers can also carry out various extra-curricular music learning activities, organize singing competitions for students, and set up music interest groups to carry out choral ensembles and solo singing activities, so as to provide opportunities for each left-behind child to express himself/herself and encourage them to actively participate in group and class activities. In the process of the activity, teachers need to strengthen the rehearsal, help them to prepare, so that the urban left-behind children can succeed in every performance, so that they can enjoy the fun of success, and prompt them to realize the importance of cooperation, so as to guide the students to consciously

discipline their own behavior, reflect on themselves, and cultivate the correct behavior habits of the urban left-behind children from the collective. For example, there was a left behind child in the class who was big-hearted, arrogant and uncaring. At some cultural performances, during a talent show, he sang a song called *The Song of the Seven Sons* with a beautiful and emotionally charged voice that was so engrossing that many students applauded it. After that, everyone changed their opinion of him and actively asked him for singing skills. Under the influence of this friendship, he also changed his character and behavior style, for which teachers need to be good at finding students' strengths and adopting a developmental and fair view of the children left behind. Teachers should provide them with various opportunities to express themselves as a way to develop healthy character qualities and make them feel the value of the group as a way to make the class more harmonious ^[6].

4.3 Deepen the impression and feel the beauty of life

Urban left-behind children become bored with school and self-destructive for some reasons, and in the long run, the students' memory will be affected and their comprehension will decline. In this regard, teachers can help students to solve this problem through music education, which can cultivate the coordination and cooperation of students' hands, eyes, ears, mouths and limbs through musical instruments, melodies and notes, and encourage students to improve their observation and reflection skills in the process of playing beats, grasping melodies and listening to notes, effectively developing students' intelligence, prompting them to maintain their attention, improve their memory and deepen their impressions. For urban left-behind children, music education can help them change their previous bad behavior and study habits, and help them master study methods and skills as a way to improve their memory and comprehension, and ultimately help them improve their academic performance. Music education can also enrich students' thinking and improve their artistic quality, and in the process of singing songs, they can also deeply grasp the connotation and background of the works and learn more new knowledge, for which music teaching is also interpenetrated with other subjects. In response, teachers need to help students eliminate boredom through music education, change their mindset, truly feel the beauty of music and art, and in this way generate passion for learning and ultimately love life and art.

In addition, teachers need to make students feel the beauty of life through music education, and in this process teachers need to do the followings: First, the combination of audio-visual, enriching the world of music, integrating real images into music, deepening students' impressions, stimulating their imagination, and allowing them to experience the beauty of musical forms from the combination of audio-visual. In this regard, in the music classroom teaching, teachers can use classroom materials to play relevant videos and pictures to guide students to grasp the connotation and background of the work in conjunction with the content of the textbook, and to clarify the theme and ideology and emotion. For example, in the teaching of the lesson of *Rowing the Dragon Boat* in the second book of the fourth grade, teachers can use multimedia to play relevant videos and theme background music, so that students can appreciate the music in a vivid picture, feel the beauty of the music connotation, understand the music story, composition background and meaning. In this process, teachers need to strengthen guidance, guide students to analyze, set the emotional tone, allow students to sing with deep emotion, so as to convey the strong emotions in the song, so that students can feel the life beauty of the work in the process of singing. Secondly, combining music and dance to develop students' comprehensive skills. Music and dance are inseparable, and combining the two for education can develop students' artistic cells. The need to combine traditional singing, choral and instrumental music is clearly stated in the new curriculum as a way to enrich the expressiveness of the work, cultivate a wide range of interests and make students more lively. In this regard, in music education, teachers need to combine music and dance to cultivate the interests of left-behind children, so that they can take the initiative to express themselves and stimulate their self-confidence and desire to express themselves. In the process, teachers can conduct rehearsal activities outside of class and perform them in class. For example, in the teaching of the lesson *Dance of Youth*, teachers can guide students to work in small groups and ask them to choreograph their own dances. During this process, each left-behind child was actively speaking and expressing himself/herself, some lively, some

introverted, and each talented, creating a warm, free, and harmonious atmosphere that motivated the students to love life and living ^[7].

5. Conclusion

In conclusion, for left-behind children, what they lack most is love, so educators need to grasp the mental health problems of left-behind children and analyze the causes of their bad behaviors. Teachers should scientifically develop educational methods according to each child's personality characteristics and actual situation, and inspire, motivate and guide left-behind children through music education of emotional education, life education and collective education, to help them find a place to return to their hearts. In addition, teachers should eliminate their negative emotions in time, help them get rid of psychological barriers, form an optimistic, positive and confident attitude towards life, and eventually form a healthy personality quality.

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