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## EFECTELE MELOTERAPIEI ÎN EDUCAȚIE

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***Abstract:** There is no culture in which music does not exist. During childhood, the individual is influenced by musical expressions in the social context. Direct contact with music can occur through listening, playing and singing, composition or improvisation.*

*Melotherapy is the science of experiences and behaviors associated with music. The creation, performance and experience of music are studied. It can be about how musical expressions and forms, such as tone, timbre, rhythm and melody, are perceived by the listener. How music is experienced is affected by real and emotional circumstances. The research area includes topics such as perception and knowledge of music in the musical process. Melotherapy has also included how people perceive and process music in developmental psychology. Research on personality therapy in music therapy is limited.*

***Keywords:** music therapy, education, music, psychology, teacher*

In the mission of the school there is no possibility to perform music therapy, but music therapy can still take place in primary school in educational contexts and as a resource in action programs for students with temporary or long-term needs for special support. Melotherapy should be equated with special educational support, music therapists can work both with direct therapeutic activities, and with counseling teachers, assistants and parents - a parallel to the tasks of special educators. In music therapy and special education the same students need support and that selection and collaboration with other staff members take place in a similar way.

Melotherapy is an accepted method in American schools and is part of the related service. Music therapists compete with other professions to get a job at schools with the help of assessment forms that have clear goals and criteria in the areas of development that apply to each student. The work of music therapists must contain clear strategies and be continuously evaluated in order to be given a place in school activities. Although the goals of music therapy do not always correspond to the goals of the curriculum, music therapy activities can be covered by their own goals, such as stimulating and affirming the student, facilitating communication, processing emotional states, strengthening the student's self to help increase well-being and thus improve learning (Berger, D.S., 2009)

Music therapy has been a natural part of music teaching to children and youth with disabilities since the mid-1900s. However, each country seems to have its own policy, with different terms and conditions depending on the region or country. Researchers and practitioners in the field have developed assessment criteria that can help students achieve goals in areas such as communication and social skills.

Un music therapist in the school world is not a matter of course, but neither is it unique. Melotherapy in school has different characteristics and goals, but most often communication is the general goal. In individual music therapy, a pupil can be identified, activated or revitalized, soothed and comforted, or helped with the expression of his feelings. In group music therapy, students practice initiative, choice, interaction.

The correct competence of the existing music teacher is one of the most important enabling factors for facilitating the integration of music therapy into special schools.

To begin with, we can talk about people who practice both professions; sharing part of their training, since both the teacher and the music therapist must have extensive knowledge of music - **instrumental interpretation, harmony and composition, improvisation - and methods of promoting the** artistic qualities of schoolchildren or schoolchildren.

The teacher must be aware of the curriculum, curricular contents, educational methodologies and innovations, assessment models, etc.

The music therapist will need to have technical knowledge of the different personality types and disorders that may be encountered, which may allow specific improvement through music therapy (Jampel, P.F., 2011). Likewise, the music therapist must constantly investigate to achieve the best possible results in his therapeutic practice. Both professionals put music at the service of people, accompanying and allowing a change with music, and must try to achieve well-being. True, there is a distorted image of the teacher who pays attention only to the content, ignoring the human factor of his profession, but this does not happen in reality.

As we see, between both roles there are real differences, the important thing being the specific training that qualifies the teacher or therapist to be able to exercise and fulfill the objectives set in each of the contexts. Melotherapy refers to the use of music and its elements (sound, rhythm, melody, harmony) performed by a qualified music therapist, with a patient or group, in a process created to facilitate and promote communication, relationships, **learning**, movement, expression, organization and other relevant therapeutic objectives to meet physical, emotional, mental, social and cognitive needs. It aims to develop the potential and/or restoration of the individual's functions so that he can achieve better intra and/or interpersonal integration and, consequently, a better quality of life through prevention, rehabilitation and treatment.

Music in the classroom can be used: as a complementary or background element, which contributes to creating a pleasant atmosphere in the classroom, when teaching any subject or carrying out any practical activity. In this case, the student listens to it passively, somewhat unconsciously, but it has a direct impact on his well-being, his way of being and acting in the educational environment; as a direct work tool, either to learn music or to improve motor and communication skills. In this case, the student actively participates by creating it with instruments, moving at his own pace or listening carefully that consciously awakens their emotions.

Melotherapy has several benefits:

- improves cognitive functions: music therapy has been shown to improve children's attention and concentration (Kasuya-Ueba, Y., Toichi M., Shuo Z., 2020), while stimulating the fixation of new content. It is a tool to encourage imagination, creativity, concept formation and mental agility. It also helps promote learning and problem solving;

- improves emotional problems: helps strengthen the child's self-esteem, making him feel safer and self-confident; reduces symptoms of depression in children with behavioral problems (Li D., 2022)

- strengthens body expression: through music therapy, children acquire and develop their body expression skills, sharpen their auditory area and improve their motor coordination; they learn to vocalize and manage to release repressed energy (Miller M., 2020).

- encourages socialization: music helps children express themselves, it is a way to motivate them to get out of their comfort zone and interact with other people showing their true self; has become one of the alternative therapies most used by psychologists and psychiatrists to improve communication skills in children with autism (Sweet Bailey C., 2021)

- stimulates brain maturation: it is an excellent strategy to stimulate children's brain development; Music stimulates the release of dopamine, a neurotransmitter linked to mood. When children listen to music, numerous areas of the brain are activated, such as the prefrontal cortex, Broca's and Wernicke's areas, the cerebellum, temporal lobe, and motor cortex (Altenmuller, E., Schlaug G., 2013).

There are different techniques that can be adapted to the characteristics and needs of each child:

- Interpretation : interpreting songs helps children learn the correct structure of words and phrases, making it an excellent tool to improve language. In addition, it stimulates the phoning system, while improving memory and neural association ( Ferreri L., Verga L., 2016).
- Listening: promotes attention and sound recognition, while helping to relax or activate children, depending on the type of music. It also serves to stimulate language and develop association memory ( Pino, C. M., Giancola M., D Amico, S., 2023).
- Musical games: are activities based on an instrument or musical action, in which certain rules are followed. The best thing is that they can be applied in any treatment, as they promote the development of thinking, creativity, concentration and memory. They also stimulate motor coordination, making them perfect for children who have motor problems (Miendlarzewska, E. A., Trost, W. J., 2013)
- Composition: This technique encourages children's creativity and imagination. It also stimulates word association, language development, and recall memory. Basically, the child has to compose a song by changing a verse he already knows or creating a new melody (Horn D., Jennings P., McGraw T., et al. 2020).
- Instrumental playing : playing a musical instrument requires not only knowledge but also motor skills, which makes it a good exercise for children who have physical disabilities or coordination problems. It is also an excellent tool for developing listening skills and fixation memory (Roman-Caballero R., Vadillo M. A., Trainor L.J., Lupinarez J., 2022).

Music therapy training is becoming popular among education professionals due to its effectiveness as a tool for learning and personal growth and perfect adaptation to the development of each child's maturity.

During the intervention process, I used the piano as a mediation element with the student. The piano is a harmonic-musical instrument and stimulates the intellectual level. In addition, when conducting the meetings, we took into account the need to have a series of tools that allow us to open, improve and streamline communication channels. In the music therapy sessions we tested all the sound possibilities of the instruments and not just the socially established ones. During the session we can talk about the use: of the voice, the body and the musical instruments themselves. All membranophone instruments (drums, tambourines, tambourines) in addition to hitting, sonority can also be achieved if they are caressed, rubbed, broken, scraped, opening up a wide range of movement sounds and tactile sensations.

The body is the most important intermediate communication tool and contains the full range of other tools. It is one of the most important sound instruments, both as a player and creator of stimuli.

Singing, listening to music, playing music, writing songs, dancing, etc. are some of the techniques we can use in the classroom adapted to the educational level and age of the

student. The choice of music must be appropriate for each therapy goal, because the desire to increase concentration is not the same as improving motor coordination.

Melotherapy for children can be applied with different activities. However, the age of the student must always be taken into account to adapt the difficulty of the activities. For example: include a singing section with movement in sessions to improve coordination; activities of composing a melody with instruments and thus improving the student's body and oral language; create a game for the student to communicate through the lyrics of the song in this way we enhance the creativity and analytical thinking of the student; creating a song using certain words.

Music therapy activities at secondary level will be different from those at preschool level, as at this stage the student's level of understanding is higher. Many teachers include musical activities in their sessions to encourage creativity, enhance concentration, and create a relaxed atmosphere in the classroom. For example: the use of relaxing music in math classes benefits concentration and helps the student acquire knowledge with greater availability; In language classes, playing music in the language of study helps to improve the student's hearing ability and reproduce sounds in the other language.

In short, there are many music therapy workshops that offer broad benefits in children's education, both at the childhood level and in their more adult stages. Melotherapy, by creating a more relaxed environment, helps to establish emotional connections both at the teacher-student level and at the group-class level.

Melotherapy takes on great importance in the inclusive classroom, because thanks to it, students with special abilities usually improve their communication. There are studies that music therapy in children with autism allows the therapist or teacher to establish communication and interaction bonds that otherwise would not be possible. In the inclusive classroom, music therapy helps to develop student communication, increases self-esteem, brings benefits to the creation of emotional bonds ( Devoli A., Avdiu-Kryeziu, S., 2022).

Listening to different songs to help the student interpret feelings and learn to express theirs. In addition to playing songs, they can also be accompanied by videos to make the representation of feelings more real.

The reproduction of sounds is essential for the development of the student's speech. Therefore, including relaxing melodies that allow the student to identify different sounds can be a key part of their linguistic development.

As I said, music releases tension, makes it easier for us to express ourselves. The teacher can choose to include tools in the session, arousing the student's interest and improving self-confidence.

Accompanying music with dance or performing various musical activities helps to improve self-confidence both at the individual and group level. To do this, the teacher must be the first to act as a reference, thus reducing uncertainty, adding a touch of humor to the event and creating a fun atmosphere.

The music therapist is a specialized professional with highly interdisciplinary training who is responsible for designing and planning intervention programs, setting therapeutic goals, implementing various techniques, and evaluating outcomes. Intervention programs are specifically designed to cover the individual needs of people and help them achieve different therapeutic goals, which can be directed to the following dimensions of the human being: physical, cognitive, socio-emotional and/or spiritual. The person is approached in a holistic and comprehensive manner, enhancing their capabilities and providing resources to improve their limits.

The attitudes of a music therapist in the context of the relationship through music therapy are: the therapist must stand directly in front of the student, without turning in profile. The important thing is to be able to establish proper eye contact with the user, and that means being direct with the student; They must maintain an open attitude towards the student, which is demonstrated by expressing interest in what the student is saying, focusing on him without avoiding his gaze. Openness also applies to how we respond to the patient's musical

expression. We also apply it when we improvise, or when we compose a song, or when we listen carefully to the receptive listening experience that a person conveys to us; Eye contact is key. With him we show interest and stay focused on what we are told. However, overly sustained or intense eye contact can be uncomfortable for some people, so we need to be guided by intuition to monitor the degree of eye contact with the student. Basically, the student establishes less eye contact with the therapist than the therapist does with the student; The therapist should empathize with the student, not distance himself from him.

### **Conclusions**

The author's interest and motivation in the educational field comes from the need to know procedures that allow us to approach emotions from another approach to adapt it to the needs of our student.

When performing this intervention in music therapy, the characteristics and circumstances of the student, his environment, as well as the music to be used, but also how it was to be presented to the student were taken into account.

Music therapy sessions, due to their great versatility, offered a therapeutic space adapted to the circumstances and characteristics of the student when verbally expressing his emotions and needs.

The work carried out highlights the importance of music therapy activities as a tool of expression that facilitates communication, interaction, verbalization and independence of the student through the use of different musical instruments and means of musical creation and composition.

Regarding the technique used in music therapy sessions, a predominance has been observed in the use of active music therapy, in which the student listens to live music produced by the music therapist and intervenes, as far as possible, in the musical production with the voice or the use of different instruments.

As a consequence of the intervention through active music therapy applied in a situation of interaction with the student, there were, to some extent, effects expressed in improving attitude, oral expression, phrase, psychological (emotional) state through songs used that evoked emotions and feelings not expressed until that moment. There was also an improvement in sustained attention capacity and, consequently, school performance due to musical stimulation. The student demonstrates musical intelligence and the ability to feel music as a vital experience.

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