

## Saving the “Problem Students” Using Music Teaching By Infiltrating Legal Education

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### ABSTRACT

In today's society, some students do not respect teachers, classmates and their parents, and even beat and scold them, commit suicide and kill others etc. Some phenomenon emerges in an endless stream. In order to save the “problem students”, the researchers use music teaching by infiltrating legal education. The researchers use case study and survey study among teachers to test the teaching effect and constantly improve the teaching project. By music teaching infiltrating law education, the psychology of problem students is dredged, their thought of doing bad things is nipped in the bud, and they can grow up healthily and happily. By doing the research, problem students shall be lessened in school and school can cultivate higher and higher quality of talents thus, society will be more and steadier.

**Keywords:** problem students; music teaching; law; education; psychology

### Introduction

There are many ways of expression of "problem students". It is urgent to eradicate the psychological emptiness, loneliness and behavioural mistakes of "problem students" and integrate them into the society to pay attention to their study and mental health. Infiltration of legal education through music teaching is undoubtedly one of the feasible means to solve the problem of students.

Parents are the best teachers for their children. Parents have a deep influence on their children. It is very important to know the families of the students in question. Most of the children with psychological and behavioural problems are due to the divorce of their parents, or both of their parents work outside the home, and their children live with their grandparents, lacking the necessary communication and discipline. As a result, the child is unable to cope with both psychological and physical problems. At this time, school education is particularly important, and teachers can pay attention to and guide students when they know similar problems. Such children are generally psychologically sensitive and self-abased, so it is easier for them to accept music teaching as one of the necessary means

to tell them legal stories. Music not only has aesthetic significance, its therapeutic function is more and more known to the world, based on psychological therapy, promoting physical and mental health. "The influence of music treatment is constantly expanding to the world, not only the aesthetic significance of the existence of music itself, but more importantly the value of music in clinical medicine. (Fang Yong, discussion on music treatment [J], northern music, 2013). At present, China is in a period of social transformation. While great progress has been made in political, economic, cultural and other aspects, the lack of family education has caused a sharp increase in juvenile delinquency, which has gradually become a serious social problem. "According to the statistics of the ministry of justice, there were 15,328 juvenile delinquents in 2001, 16,479 in 2002, 19990 in 2003, 21,975 in 2004 and 23,957 in 2005. The rising of these data cannot be ignored. What also surprises us is that in recent years, on the basis of the increase of juvenile delinquency, the proportion of juvenile delinquency also shows an increasing trend year by year. (excerpt from: yi.com blog: daily diary in vertical crackdown: the amendment of criminal procedure law will introduce special procedures for juvenile delinquency)

Teachers' attitude towards students can even determine a child's whole life. The attitude of classmates is also one of the important factors affecting children's psychology. A lot of the kids who have problems are not bad at first, maybe it's just an accident because an accident causes a change in their psychology and behaviour. Managing emotions through music teaching is one of the effective ways to avoid juvenile delinquency. Because adolescent hormone secretes exuberant, relatively easy to be deluded, the feeling is easy to impulse, the brain a hot easy to make radical behavior, causing irreversible consequences. Besides the aesthetic function of music, the most important function of music is its non-tendentious function and tendentious function. "Music aesthetics is closely related to philosophy, and many issues in aesthetic research involve basic philosophical positions. (Zhang XuanYuan, on functions of music [J], northern music, 1st issue, 2017). At ordinary times, teachers often guide them to listen to some classical piano music or songs with a peaceful mood, such as piano music "blue Danube", "sea ah hometown", "night of the military harbor" and other music, are good choices. As a matter of fact, there have been some initial attempts for music to enter the prison. Zhan Tian li, a retired teacher from Nanjing normal university, made great success in implementing music education for juvenile offenders by giving lectures on "music and life" in six prisons in four years. "Music is an angel," said Zhan tian. "I would like to use the power of angels to drag the losers out of the devil's mire." (excerpt from: Zhan Tianlai. Prison music classroom [M]. Beijing: China inspection press 2003:219.)

Infiltrate legal cases with music teaching and influence students. Music is sensible law, law is rational music, both can be the same, but also complementary. "In order to protect and realize the harmonious unity of human nature, the law of sentience and the music of sentience complement each other." (Xie Kexun, on law and music [N], people's court daily,

January 2014). Through the way of teaching and singing songs, introduce legal cases to influence and influence students. Class from the university, there is music appreciation course, teachers can consciously choose according to the academic year plan of patriotic, right, normal friend, money and marriage of music to play, and raises the relevant legal provisions, like "criminal law" "labor law" "marriage law" and so on, guide and deter them, let them know the consequences of crime, them. The influence induced by this on the background of music language education, not only overcome the singularity of music influence and passivity, and with the aid of the situational, sense of human nature and music ShuiLiXing and specific characteristics of human language, the juvenile delinquents under into some kind of "accept", through the music of the auxiliary strengthening language dominance and influence of the story.(extracted from: language induction research with music as background by Shi Suorong and wang Changkai) Chinese journal of health psychology, vol. 14, no. 13, 2006)In a word, the infiltration of legal education through music teaching mode makes students feel novel and invisible, and it is difficult for teenagers to accept the dogma and preaching of the legal system during their rebellious period. However, most students like music and think music is cool and can show their own personality, so it seems natural and smooth to introduce music into the legal system.

## Review of Related Literature

At present, China is in the period of social transformation. While great progress has been made in the construction of politics, economy, culture and education, the problem of juvenile delinquency is also growing rapidly and has gradually become a serious social problem. According to the statistics of the Ministry of Justice, the total number of juvenile delinquents in 2001 was 15328, in 2002 was 16479, in 2003 was 19038, in 2004 was 29751, and in 2005 23957. We can easily see that in the five years from 2001 to 2005, the number of juvenile delinquents increased from 15328 to 23957, which is an increase of 56.3%. The rising of these data has to arouse enough attention. It is also surprising to us that in recent years, on the basis of the increase of juvenile delinquency, the proportion of juvenile delinquency has also shown an upward trend year by year.(Easy Blog: Log in Vertical Strike: Revision of Criminal Procedure Law will be introduced into Special Procedure for Juvenile Delinquency).The reason of this phenomenon is that:" Many juvenile delinquents are always self-centered. When their personal needs cannot be met, because of their poor ability to control their behavior and great impulsiveness of their emotions, they often resort to violence or improper acts regardless of the consequences, leading them to embark on the road of breaking the law and committing crimes."

Through long-term adherence to the code of conduct of juvenile delinquents' education, their moral behavior is further improved, help them to build confidence, "reshape life, essential transformation", into useful people in society. (Guangqian zhu, 1953). According to the survey, among juvenile delinquents, those who are not easy to make friends or get

along with others increase their risk of crime by 5.98 times, and those who think that interpersonal relationship is a mutual use increase their risk of crime by 4.98 times. From these data, we can see that these juvenile delinquents are not born harmers, but lack the ability to control their emotions and deal with conflicts with others correctly, which has caused a lifelong regret. (Jiahong L, et.al,1995).

Juvenile delinquency is an extreme deviation from social norms of conduct, ethics and violation of the law. Behavioral music aesthetic education can make the subject transcend from the limited natural and material world, get rid of simple material desire and lust, get rid of low-level interest, and obtain unlimited mental freedom in the aesthetic world. This paragraph is cited to illustrate the importance of regulating adolescent behavior and the function of music in the problem students. The transformation of juvenile delinquents' individual behavioral characteristics helps to educate juvenile delinquents to establish correct "three outlooks", namely, outlook on life, values and morality, which need to be more comprehensive, systematic, scientific, more appropriate and more targeted (Shuhua k. 2000). Article 67 of the Prison Law of the People's Republic of China states: "Prisons shall organize criminals to carry out appropriate sports activities and cultural and recreational activities." In implementing the compulsory reform of juvenile delinquents, juvenile detainees should adhere to the policy of "education, influence and rescue", vigorously innovate and develop the cultural construction of prison areas, improve the quality of education and reform, enrich the cultural life of juvenile detention centers, and meet their diverse cultural needs in order to enrich their spiritual life. The prison educate criminals by listening music ,and from the rule we know the music plays an very important role in the problem men and students' heart. (Bingzhong W, 2007.) This kind of language-induced inductive education based on music overcomes the singularity and passivity of music induction, and with the help of music's situational, emotional and human language's rational and targeted characteristics, makes juvenile offenders enter a certain "acceptance state", and strengthens the dominance and appeal of language stories through the assistance of music. (Wen Wei, etc,al,2006)

By music, psychological counseling has been accepted by more and more people. The first-line mental health educators have been exploring the developmental psychological counseling modes and methods. Developmental psychological counseling is only an idea. Exploring the mode of psychological counselling with universal value is an important issue facing the current research work of mental health education in China. Music has great charm. In fact, there have been some preliminary attempts to enter the prison for music. Zhan Tianlai, a retired teacher in Nanjing, has used four years to persist in teaching "music and life" in six prisons, and has achieved great success in music education for juvenile delinquents. Zhan Tian said: "Music is an angel, I would like to use the power of angels to pull the loser out of the devil's swamp." (Tianlai,Z 2003). Music not only has aesthetic significance, but its therapeutic function is more and more known to the world. It is based

on psychotherapy and promotes physical and mental health. “The influence of music therapy continues to expand into the world, not only the aesthetic significance of music itself, but more importantly the value of music in medical clinics.” (Fang Yong, 2013) The traditional psychological counselling model has achieved remarkable results, and the current research direction has expanded to the developmental psychological counselling field of the network. “Developmental psychological counselling has gradually become the main choice in college psychological counselling with its developmental and preventive functions. The evolution of web-based developmental psychological counselling and its research status.” (Zou Ya, 2017). In addition to music aesthetics, music is most important for its non-prone and biased functions. “Music aesthetics is closely linked to philosophy, and many of the issues of aesthetic research involve basic philosophical positions.” (Xuanyuan Z, 2017).

Music has a multi-faceted and multi-level educational function, which requires us to gradually explore its role and significance in long-term contact, study, and research. “If we are close to music, appreciate music, or participate in music creation activities, our multi-faceted, multi-level educational functions are unconsciously reflected.” (Chen Hui, 2017). In recent years, clinical trials have shown that music therapy can regulate human psychology and, to a certain extent, help treat certain mental illnesses. “In recent years, there have been clinical trials in which music therapy can improve the symptoms of mood and mental illness, so music therapy is now irreplaceable.” (Wang Lin, 2016) Music is a perceptual law, and law is a rational music. The two can be the same or complement each other. “In order to more effectively guarantee and realize the harmonious unity of human nature, the law of love and the music in the heart can complement each other.” So music is very important for the problem students. ( Kexun X ,2014).

## **Methodology**

This study mainly adopts the method of literature review and survey method. Literature review was utilized to collect and organize the related data that focuses on the current situation about "problem students". Further, this method was also conducted to understand how music education can be combined to legal education. The survey method was employed to determine the psychological problems of students at different ages and their interest in music, as well as the ability of the teacher in teaching music. Through the analysis of the survey results, the specific music teaching methods, forms and contents are formulated to further improve the research program. Based on the analysis of the survey results, information of home visits and historical literature, and in combination with the actual situation of "problem students", the practical plan is formulated.

## **Results and Discussions**

Strategy of Implementing Impressive Education to Problem Students with Music:

In the "basic information questionnaire" for the problem students, the results showed that of 1,000 students there were 27.5% of them were left-behind children, orphans or single parents, 47.4% of them were full-closed residential junior high school students and 24.1% of them were semi-closed junior high school students. This shows that children who grow up without their parents have a high probability of psychological problems. There are more or less different cognitive deviations in education among these students. Their moral and legal consciousness is weak, and they have no correct outlook on life, values and world outlook. The core value of music curriculum is aesthetic experience value. The extension and connotation of music education are constantly expanding and enriching in the infiltration of music education. To improve the updating of the content and concept of music education for problem students, not only needs the self-development of music education, but also needs to pay attention to the integration and promotion with other means of education. When we carry out music education for problematic students, we should carry out Ideological Penetration education in addition to aesthetic education. We must adhere to the unity of aesthetics and permeability in the choice of content, combine healthy and upward ideological content with excellent artistic form, use the connotation of music, so that students with problems can get the enlarged gains of its extension and lay a good aesthetic rational understanding.

The experiential and perceptive principles emphasize that in the process of experiencing music, the problem students should focus on promoting their aesthetic ability, so as to achieve the purpose of harvesting new insights. Being able to be perceived in experience puts forward certain requirements for the form and content of music education, and also for the audience's aesthetic ability of music, such as: the audience can experience the beauty of melody, vivid lyrics, moving music stories. Furthermore, to design a set of appropriate and targeted music teaching methods according to the comprehensive situation of the problem students requires us to make innovations in teaching methods and contents, and to publish some subjects and courses that are more suitable for their specific conditions, so that they can really have some insights into the aesthetic experience of music, or even a thorough understanding. Then, adhere to the principle of integrity and orderliness. To implement music education for problem students, we should ensure the integrity and orderliness of the implementation of education according to the rules of music art, the characteristics of problem students and the objectives of music education. We should design the objectives and programs of music education carefully and wholly. Whether designing the content of the teaching plan, arranging the teaching mode and planning the teaching process, we should consider comprehensively, cover all aspects of the course standard of psychology and physiology of the problem students as far as possible, and grasp its direction from the review and comparison of different stages with the perspective of development.

To better help these special children open their closed doors, enlightenment and creativity are two very important keys to music teaching. Enlightenment means that in the process of music teaching, attention should be paid to the cultivation of creative consciousness and ability, the cultivation of creative thinking and the development of innovative spirit. All music teaching activities, including singing, instrumental music, rhythm, appreciation and creation, need to arrange music practice activities, and music time activities cannot be separated from creative thinking activities.

The emotional experience and the teaching content that suits the problem students.

Learn vocal music works to be emotional. Vocal music is not only the sublimation of language, but also the art of human voice. It is a form of expression closest to people's life and human nature. It expresses people's emotional expression. In music education, the problem students can fully appreciate and feel good vocal music works, so as to stimulate their interest in vocal music works and feel happy, angry and sad in songs. With the deep appreciation of vocal music works, to find its connotation, such as "march of the volunteers" and "love the world" and other songs have played a very good role in education. Through learning and appreciating good vocal music works, we can cultivate the healthy and upward positive mentality of problem students, pursue love in songs, feel warmth in songs, get enlightenment in songs, make them build up confidence, study hard, repay society with their actual actions, thank society and devote themselves to society.

Listen to beautiful melodies and educate people with aesthetics. According to the survey results, the problem students' music quality is generally low, because most of the problem students come from underdeveloped rural areas and small towns, music education is not very developed, so only 33.2% of the respondents can read music (most of them come from the city 20.7% do not have any music expertise; 25.9% of the respondents can think of themselves as a simple musical instrument; People with good voice accounted for 20.2%. In order to make the problem students enjoy beauty, spiritual pleasure and rational satisfaction, we should be more careful in choosing music. We should not only let the problem students understand the excellent national folk music, but also choose the excellent foreign music works appropriately. Through the beautiful melody, the healthy, natural, progressive and beneficial music to human society is presented to them. For example, the national orchestral ensemble Spring River Flowers and Moons Night, a beautiful and tranquil ensemble, depicts the God who went up to Dongshan for a month and sang late in fishing. Such a wonderful realm. Another example is SHE's "Don't Want to Grow Up", which not only retains the classical spirit and main melody of the original music, but also blends into the distinct modern atmosphere, closing the distance of those who respect classical music far away. This can not only guide the problem students out of the framework of pop music, but also broaden the music appreciation horizon of juvenile delinquents, and improve their aesthetic taste and aesthetic consciousness of music.

Tell touching stories, to be moved in the environment. Every song will have a memory, and there will be a story behind every song. Behind love songs are touching love stories; behind Inspirational Songs are business stories of bloody struggle; and behind lyric songs are family stories that inspire tears and touch people's hearts. In the classroom of music education, in a special setting, we should use the story background of music to bring sunshine and warmth to these students, build a bridge of love, and let the harmonious voice enter their hearts.

Express music works and express feelings. In music teaching, the reason why the emotional teaching of problem students is used to express the real works is to make the problem students get the cultivation of sentiment, the cultivation of interest, and the improvement of aesthetics. After listening to a song, students can be guided to answer questions: Who do you think the song is for? What did you think of after listening? What can you do for your loved ones? What do you want to say to your loved ones most at this time? Through a series of questions to guide them to enhance their ideological understanding, so that the students and the song convey the same emotional experience, resulting in emotional resonance, to understand and feel more and more abundant emotions, thus transforming into their inner positive upward momentum.

Stimulating the Interest in Learning and designing teaching forms for problem students We find that many problem students are indifferent and show indifferent attitude to many things. Through a series of music themes (soul, family, friendship, gratitude, life, etc.), we educate the problem students from all aspects. Such as: developing various thematic courses for the purpose of psychological correction; cherishing life for the purpose of thematic courses; motivation for the purpose of thematic courses.

Have activity classes aiming at cultivating the sense of cooperation. We can arrange chorus lessons, and the works of singing can be combined with the contents of music theme lessons as far as possible. The main purpose of chorus lesson is to strengthen interpersonal communication among problem students, to cultivate their healthy psychological quality and interpersonal communication ability, to cultivate their awareness of cooperation and mutual understanding, and to help them build up the spirit of unity, love and mutual help. The purpose of arranging the song competition is to give them a chance to show their sexual ability, cultivate their sense of rational competition and build up self-confidence. The purpose of arranging percussion accompaniment lessons is to let them share and cooperate freely, and to cultivate the sense and ability of teamwork. Through the development of activity class, let every problem student participate in it. In the activity class, we mainly focus on chorus and ensemble, and play some music games. Activity class attaches most importance to the participation process of problem students. In each activity process, let everyone cooperate with each other, so as to harvest fun and friendship.

Have appreciation classes aiming at cultivating aesthetic consciousness. In music education, guiding problem students to learn to appreciate the melody of beauty is of great

significance to cultivate their aesthetic consciousness and improve their physical and mental health. Through the same appreciation of music, juvenile delinquents can also be trained to have "musical ears", so that music appreciation can add a joy to their dull life.

Have creating courses for the purpose of cultivating initiative consciousness. Creating lessons can cultivate the initiative and creative spirit of problem students, enhance their interest in music learning and their desire to actively participate in music learning. Creating lessons can take many forms, such as: writing lyrics, songs, self-compiled musical plays and sketches with stories you have experienced or based on your ideals and aspirations; creating lyrics, songs or musical plays with people and things around you as materials; arranging and performing songs and instrumental music in groups, and competing between groups. Carry out music games, etc. The creative lessons of problem students are mainly composed of songs and improvisational ensembles, especially the creation of lyrics, which is the focus of our teaching. Problem students are generally depressed and seldom talk to their classmates. Under the guidance of the teacher, help the students to choose the melody they like and are familiar with, let them fill in the words in their hearts and compile their own lyrics according to their own life experience and perception. Problem students can not only express their own feelings adequately through the creation of lyrics by using their own brains, but also harvest the happiness after success through their own creative work. In music education, only by letting the problem students participate in and feel on the spot, can they arouse their enthusiasm to participate in the study, stimulate their enthusiasm to participate in music activities, and enhance their interest in learning music knowledge, so as to achieve the goal of cultivating their sentiments and purifying their souls.

Have performing lessons aiming at restoring self-esteem and self-confidence. Most of the problem students lack self-confidence and have a serious sense of inferiority. Most of their self-evaluation is defined as "I'm bad, I'm bad, I'm dumb, nobody looks up to." They are afraid, conflicted, and even refuse to participate in some collective activities. The performance course aimed at improving self-esteem and self-confidence can help students deal with setbacks correctly, gradually restore self-esteem and self-confidence, and rebuild their lives through the participation and recognition of problem students. In performing class, we should focus on choosing activities with rich content and diverse forms to carry out. The performance class can be carried out in the form of individuals and groups, such as performing singing, group singing, performing songs created by ourselves, etc. When they show and perform, they should create a good environment for the development of the problem students' self-confidence, which mainly focuses on the psychological environment. A good psychological environment depends mainly on the efforts of teachers. To make the problem students feel free, relaxed and harmonious in such a classroom, while the teachers give timely affirmation, praise and encouragement, they should also promptly guide other problem students to give affirmation and encouragement to the performers, such as applause, shouting and so on. It is in everyone's affirmation and encouragement, respect

and trust that the performers feel the pleasure of stealth, have a new experience of friendship, better form the recognition of personal value, and cultivate the gradual recovery of self-esteem and self-confidence of problem students.

Participate in extracurricular activities aiming at enriching musical life. When organizing extra-curricular activities, we can mobilize the enthusiasm of the problem students to participate in order to enrich the music life of juvenile delinquents. Therefore, the organization of extracurricular music activities should prevent the tendency of "activities for the sake of activities". Every activity should be organized and planned. In carrying out activities, we should seriously consider the theme and purpose of the activities, clarify the purpose and direction of the activities, so that all participants can clearly define the specific requirements of the activities, so that the activities can achieve the desired objectives. The forms of music activities can be varied, such as music performance, music competition, music fraternity, music examination and so on.

Through the development of diversified music activities, the problem students can feel the love of their relatives and society, make them love life, thank society, enhance their social ability, cultivate their sense of ambition and competition, and set up new life goals.

## **Conclusion**

This study focuses on the influence of music education on problem students. Generally speaking, the results of the three questionnaires show that the subjective background and basic psychological state of the respondents are not significantly different from each other. The proportion of the results of the surveys is relatively close and the overall trend is consistent. Generally speaking, most of the problem students, due to the lack of good education in rural areas and small towns (especially legal education), coupled with unwillingness to communicate with their parents, not calm and like to adopt radical methods to solve problems and other factors, have caused extreme behavior, even crime. At present, most of them have moderate and severe depressive symptoms, that is to say, their depressive degree is generally higher than that of their normal peers. Although their music quality is low, most of them like music and hope to stimulate and adjust their emotions by listening to music and participating in music activities. However, in addition to music education, we should also care about and help the problem students from other aspects. To this end, the researchers put forward the following thoughts and suggestions for setting up psychological courses for psychological counseling and correction. In view of the above reasons, we believe that schools should set up psychological courses, targeted psychological counseling and correction of students with problems. The course content should include: basic knowledge and evaluation system of mental health, regular mental health assessment, mental health counseling and psychological correction activities, etc. This can help the problem students reduce their psychological burden and develop in a positive direction.

In order to fully embody the policy of "education, influence and salvation", schools should establish an incentive evaluation mechanism. Rewards are given to students who can see progress, so that they can find happiness from it, and at the same time feel a sense of achievement and school recognition of them. Lastly, strengthening juvenile education in rural areas and small towns especially legal education must be considered.

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