

SPA-017

Inclusion for Students with Visual Impairment in the Music Classroom of Mainstream School in China

Linlin Chen
UCL Institute of Education, UK

Abstract

Driven by China's "Learning in Regular Class"(LRC) inclusive education policy, more and more visually impaired students choose to study in mainstream schools. Under this premise, music education at mainstream schools will also become in demand as the proportion of visually impaired students attending regular classes increases. Of course, quality improvements will also be a trend. Therefore, the purpose of this research is to use this article to further explore the possibility of improving the quality of music education for visually impaired students in mainstream schools. Finally, this research drew the following research conclusions from a comprehensive analysis of literature: The Chinese government is providing a guarantee for mainstream schools to implement a more inclusive campus culture and promote LRC's inclusive education. Among these are that the government should increase funding subsidies for special education in mainstream schools, and plan and implement commonly-available music textbooks for visually impaired and sighted students during the compulsory education stage of mainstream schools. Mainstream schools are the key to promoting music teachers to practice their teaching strategies and improving the quality of music teaching for visually impaired students. They should fully support the on-the-job training of music teachers and develop a more inclusive campus culture throughout the school; meanwhile, they should also actively implement the resource classroom model or itinerant teacher model promoted by the Chinese government in accordance with the status quo. However, although the government and mainstream schools both play a vital role, what really improves the quality of music teaching for visually impaired students is the quality of interaction between teachers and students. That is music teachers should strengthen relevant on-the-job training when needed, maintain a positive attitude towards learning and teaching, and must be clear about the differences in learning needs and teaching methods between visually impaired students and sighted peers, and increase the participation of visually impaired students in music courses, music activities, and music-making through continuous music teaching practices, and to promote their social inclusion on a broader level. All in all, music teachers are an essential and core component to improving the quality of music teaching for visually impaired students, but mainstream schools and governments should support them vigorously and continue to make corresponding policies and adjustments. Therefore, as far as the Chinese government, mainstream schools, and music teachers are concerned, the three parties should continue to reflect and implement more positive changes.