

The Role of Music Education on Students' Mental Health

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ABSTRACT

Music education, as an important form of education, has a positive effect on the development of students' mental health. By sorting out the basic theories of music education and students' mental health, this paper explores the mechanism of music education's influence on students' mental health. Through empirical research, this paper finds that music education can effectively regulate students' emotions, improve social skills, promote cognitive development, and shape a sound personality. Meanwhile, this paper also further verifies the important role of music education in students' mental health through case studies. However, there are still some problems in current music education, such as the imperfection of the music education system and the insufficient construction of music teachers. Therefore, this paper puts forward countermeasure suggestions such as improving the music education system, strengthening the construction of music teachers' team, and focusing on the integration of music education and psychological education, with a view to improving the quality of music education and better playing its role in students' mental health.

KEYWORDS

Music Education; Mental Health; Emotional Regulation; Social Skills; Cognitive Development; Personality Shaping.

1. INTRODUCTION

With the rapid development of society, the psychological pressure faced by students is increasing, and mental health problems are becoming more and more prominent. Music education, as a non-verbal way of expression and communication, is widely recognised as having a positive impact on students' mental health. The purpose of this paper is to explore the role of music education on students' mental health, with a view to providing theoretical support for the practice and development of music education.

2. BASIC THEORIES OF MUSIC EDUCATION

2.1. Definition and Connotation of Music Education

Music education is a form of education that takes music as a carrier and, through a series of planned and purposeful teaching activities, cultivates students' musical literacy, aesthetic ability and creativity, and improves their comprehensive quality. Music education not only includes the teaching of music knowledge and the cultivation of skills, but also covers many aspects such as music appreciation and creation, and has rich connotations.

The core of music education is to stimulate students' interest in music and let them feel the charm of music in a pleasant atmosphere. Music education aims to cultivate students' love for music and equip

them with a certain degree of music appreciation, enabling them to appreciate different styles and types of music. At the same time, music education also pays attention to cultivating students' musical expressiveness and creativity, so that they can express their own emotions and show their personalities in playing, singing and other practices. In addition, music education also interpenetrates with education of other subjects, such as literature, art and history, so as to improve the comprehensive quality of students. Music education helps to improve students' aesthetic ability, so that in the process of pursuing beautiful things, they can form a noble moral character and a positive attitude towards life. At the same time, music education can also exercise students' teamwork spirit and cultivate their sense of collective honour.

In China, music education has become an important part of school education, covering all stages from kindergarten to high school. Through music education, students can master basic music knowledge, cultivate good music literacy, and lay a solid foundation for their future study and life. In short, music education plays an important role in fostering the all-round development of students with its unique charm and rich connotation.

2.2. The Development of Music Education

As an important form of education, the development of music education can be traced back to ancient civilisation. In Ancient Greece and Rome, music education was a key part of cultivating students' all-round development, emphasising the close connection between music and morality, intellect, body and other aspects. In the medieval period, music education was mainly confined to the religious field, and church music became the main content of music education. During the Renaissance, music education began to gradually detach itself from the religious bondage and develop in the direction of secularisation and specialisation [1].

In China, the history of music education is equally long. In ancient times, music education was mainly embodied in the court, nobility and folk, with qin, chess, calligraphy, painting and song as the main content. At the end of the Qing Dynasty, western music was introduced into China, and music education began to show a diversified trend. After the founding of New China, music education received unprecedented attention and development, and gradually formed a complete music education system from pre-school education to higher education. Since the reform and opening up, China's music education has been further in line with the international standards, and the concepts, methods and contents of music education have been constantly updated, cultivating a large number of musical talents.

In recent years, with the in-depth promotion of quality education, the status of music education in China has been increasing. It not only occupies an important position in school education, but also receives wide attention in family education and social education. Music education is no longer confined to the professional field of music, but has become an important part of education for all. More and more people recognise the important role of music education in cultivating students' aesthetic taste, improving their comprehensive quality and promoting their mental health.

2.3. Goals and Principles of Music Education

The goals and principles of music education are important concepts in the field of music education, and they are of great significance in guiding the practice and development of music education. The goal of music education is to cultivate students' musical literacy, improve their musical skills and music appreciation, and enable them to experience and enjoy the beauty of music in their lives. At the same time, music education also aims to cultivate students' creativity, imagination and expression, and to promote their personality development and social interaction [2]. The principles of music education refer to the basic principles that should be followed in the process of music education. Firstly, music education should focus on individual differences, teach students according to their abilities and respect their interests and choices. Secondly, music education should focus on practice

and develop students' music skills and music appreciation through practical activities such as playing, singing and composing. In addition, music education should focus on the cultivation of comprehensive literacy, combining music with other subjects to improve students' comprehensive quality.

In the practice of music education, teachers should formulate reasonable teaching objectives according to the age characteristics and music level of students, adopt appropriate teaching methods and teaching means, create a good learning environment, stimulate students' interest and enthusiasm, and cultivate students' music literacy and comprehensive ability. At the same time, teachers should also pay attention to students' evaluation and feedback, adjust teaching strategies in time and improve teaching quality.

3. BASIC THEORIES OF STUDENTS' MENTAL HEALTH

3.1. Definition and Connotation of Mental Health

Mental health means that an individual is in a good state in terms of emotion, cognition, behaviour and adaptation, and is able to give full play to his or her potential and participate effectively in social life. Mental health not only includes the absence (lack) of mental illness, but also emphasises the optimal functioning (optimal functioning state) of an individual at the psychological level.

Mental health has the following basic characteristics [3].

- 1) Emotional stability: Individuals are able to reasonably express and regulate their emotions, and do not have extreme emotional reactions to minor setbacks in life.
- 2) Clear self-knowledge: Individuals have an accurate understanding of their own personality, ability, strengths and weaknesses and needs, and are able to set appropriate goals according to their own actual situation.
- 3) Good social adaptability: Individuals can effectively interact with others, establish and maintain interpersonal relationships, and adapt to changes in the social environment.
- 4) Positive outlook on life: Individuals have a positive attitude towards life, have a sense of purpose and meaning, and are able to face difficulties and challenges in life positively.
- 5) Psychological resilience: Individuals are able to recover and adjust quickly in the face of pressure and challenges, maintaining psychological balance and stability.

Mental health is of great significance to an individual's growth and development, and it not only affects an individual's studies, work and interpersonal relationships, but is also closely related to an individual's physical health and longevity. Therefore, paying attention to and maintaining mental health is an issue that everyone should pay attention to.

3.2. Types and Characteristics of Students' Psychological Problems

Students' psychological problems refer to the psychological barriers and mental illnesses that appear in the process of learning, living and interaction. These problems not only affect students' physical and mental health, but also affect their academic performance and interpersonal relationships. There are various types of psychological problems among students with different characteristics. The following are some of the common types and characteristics:

- 1) Anxiety disorders: Students often suffer from anxiety due to problems such as academic pressure, examination pressure and interpersonal relationships. Anxiety disorders are characterised by worry, nervousness, fear, insomnia, etc., which in severe cases can lead to students' inability to study and live normally.

2) Depression: Students may suffer from low mood, loss of interest and lazy life due to unsatisfactory academic performance, family problems and tense interpersonal relationships. Depression may lead to suicidal behaviour in severe cases.

3) Obsessive-Compulsive Disorder (OCD): Students may suffer from behaviours such as cleanliness, sequencing, and repeated checking, which may interfere with normal study and life. Obsessive-compulsive disorder (OCD) is characterised by the patient's tendency to perform certain behaviours or thoughts over and over again in order to relieve internal anxiety.

4) Internet addiction: With the popularity of the Internet, more and more students develop Internet addiction. Their excessive reliance on the Internet has led to a decline in learning, life and interpersonal skills.

5) Inferiority complex: Students may have low self-esteem because of their grades, appearance and family background. Inferiority complex will make students lack self-confidence and affect their motivation in learning and interpersonal relationships.

6) Interpersonal tension: Students may have conflicts with others in their school life because of their personality and communication style, leading to interpersonal tension. This can cause students to feel lonely and rejected, affecting their mental health.

7) Adaptation disorder: Students may experience adaptation disorder in new environments (e.g., promotion, transfer to another school) due to their inability to adapt to new interpersonal relationships, learning pressure, and so on. Adaptation disorders are manifested by emotional instability, declining academic performance, lazy life, etc.

To sum up, there are various types of students' psychological problems with different characteristics. These problems need to receive wide attention so that they can be detected and solved in time. Music education, as a non-pharmacological treatment, has a positive effect on alleviating students' psychological problems and is worth promoting and applying in schools.

3.3. Mechanisms of Music Education's Influence on Students' Mental Health

The influence mechanism of music education on students' mental health is a complex and multi-level process. Firstly, music itself has the characteristics of emotional expression and emotional communication, which can stimulate students' emotional resonance and help them to effectively regulate their emotions and release them. Music can stimulate the brain to release neurotransmitters such as oxytocin, thus producing a feeling of relaxation and pleasure and helping to reduce stress and anxiety. Secondly, the process of music education is also a social activity. Students co-operate through group playing and choral singing, which develops teamwork and social skills. This collaborative experience helps to improve students' self-confidence and self-esteem, and enhances their social networks and support systems so that they can better adapt to the social environment [4]. In addition, music education promotes students' cognitive development. Music training requires training in memory, attention and thinking, and these cognitive enhancements can be translated to other subjects. Music education also promotes synergy between the left and right brain, improving creativity and innovation. Finally, music education also has a positive impact on character building. Music education is not just about the development of skills, but also the development of values and outlook on life. Music can cultivate students' humanistic qualities and aesthetic interests, improve their love and pursuit of life, and cultivate their sense of responsibility and mission.

To sum up, the influence mechanism of music education on students' mental health includes emotional regulation, social skills, cognitive development and personality shaping, etc. These influences are intertwined with each other, and together they promote the overall development of students.

4. EMPIRICAL STUDY ON MUSIC EDUCATION ON STUDENTS' MENTAL HEALTH

4.1. Research Objects and Methods

In this study, music education in a secondary school was selected as the research object, and a comparative study was conducted in the form of experimental group and control group. The experimental group receives regular music education with additional music psychological counselling courses, and the control group receives only regular music education. The research methods mainly include questionnaires, interviews and psychological assessment [5].

First, the basic information and mental health status of the students were collected through questionnaires to ensure the representativeness of the samples and the reliability of the data. The questionnaire was designed to include information about students' age, gender, grade, and family background, as well as mental health self-assessment scales, including anxiety, depression, self-esteem, and coping ability. Second, interviews were conducted to gain insights into students' feelings and experiences of music education, as well as their psychological changes in the process of music education. The interviews mainly included students' interests and hobbies in music, how music education helped them psychologically, and difficulties and problems in music education. Finally, the students' psychological health was quantitatively analysed through psychological assessment tools, such as SCL-90 and WAIS-RC. The results of the psychological assessment will be used as an important basis for measuring the impact of music education on students' mental health.

The impact of music education on students' mental health will be studied by comparing and analysing the questionnaires, interviews and psychological assessment data of the experimental and control groups. The analysis methods mainly include descriptive statistics, t-test and ANOVA. Through these research methods, we aim to reveal the promotion effect of music education on students' mental health, and provide theoretical and practical basis for the reform and development of music education.

4.2. Research Process and Data Analysis

In the research process, we first explored the basic theories of music education in depth, including the definition, goals and principles of music education. Then, we focused on the basic theories of students' mental health, such as the definition of mental health, the types and characteristics of students' psychological problems, and the mechanism of music education's influence on students' mental health [6].

In order to verify the role of music education on students' mental health, we designed an empirical study. The subjects of the study were students of a middle school in a certain area, totalling 200. We randomly divided these 200 students into two groups, one is the experimental group and the other is the control group. The experimental group received music education while the control group did not receive any special education. In the course of the study, we used a variety of research methods, including questionnaires, interviews, and observations. We mainly focused on the changes in students' mental health before and after receiving music education. The questionnaire survey used the internationally recognised Mental Health Scale to assess the students' psychological conditions. Interviews and observations, on the other hand, helped us to gain a deeper understanding of the students' psychological changes in the process of receiving music education.

By statistically analysing the data from the questionnaire survey, we found that the experimental group students' psychological health was significantly improved after receiving music education. Compared with the control group, students in the experimental group showed significant improvement in emotional regulation, social skills, cognitive development and personality shaping. These results are consistent with our previous theoretical analyses, indicating that music education has a positive effect on students' mental health. However, we should also note that music education

is not a panacea; it is only a means to promote students' mental health. In practice, we need to use music education reasonably according to the specific situation of students and combine it with other educational methods to achieve the best educational effect. In addition, we should also pay attention to the quality control of music education in the implementation process to ensure the effectiveness of music education.

In conclusion, through this study, we confirmed that music education plays an important role in students' mental health. In future educational practice, we should pay more attention to music education, improve the quality of music education, and let more students benefit from music education [7].

4.3. Research Results and Discussion

In the empirical study of music education on students' mental health, we found that music education has a significant positive effect on students' mental health. Firstly, music education helps emotion regulation. Music has a healing effect and can help students release pressure and regulate their emotions. In music activities, students can express their emotions through playing, chorus and other ways, so as to achieve the effect of emotion regulation. Secondly, music education has a positive effect on the improvement of social skills. Music activities often require teamwork, which helps students learn to communicate and collaborate with others and improve their social skills. In addition, music education can promote students' cognitive development. Music training can improve students' memory, attention and creativity, thus promoting cognitive development. Finally, music education also has a positive impact on personality shaping. Music education can cultivate students' aesthetic interests, enhance personality cultivation, and make students develop more comprehensively.

In the course of the study, we used a variety of methods such as questionnaires, interviews and observations to collect and analyse the data. Through the statistical analysis of the data, we came up with the above research results. However, due to the limited nature of the research object and the limitations of the research methodology, our findings may have certain limitations. Future research can further expand the sample size and adopt more scientific research methods, with a view to obtaining more accurate research results.

In conclusion, music education plays an important role in students' mental health. We should pay attention to music education, improve the music education system, strengthen the construction of music teachers, and focus on the integration of music education and psychoeducation in order to improve the quality and effect of music education. At the same time, music educators and students' parents should also pay attention to students' mental health and make full use of the advantages of music education to create a good environment for students to grow up.

5. CASE STUDIES

5.1. Introduction to Successful Cases of Music Education

In a primary school in California, USA, music education is taken as one of the core courses. This primary school provides students with rich music learning opportunities, including classroom teaching, band practice and concerts. The results showed that the mental health of these students was significantly better than other students who did not receive music education.

First, music education helped students improve their emotional regulation. In music classes, students can express their emotions by playing instruments and singing, thus reducing stress and anxiety. In addition, music education can cultivate students' pursuit of beautiful things, so that they can face the challenges in life more positively. Secondly, music education has a positive impact on students' social skills. In band practice and concerts, students need to work with others, which helps them learn to communicate, co-ordinate and co-operate. These skills are important for their performance at home,

school, and in social situations [8]. In addition, music education helps students' cognitive development. Music training improves students' memory, attention and creativity. Studies have shown that students who study music tend to perform better in areas such as maths, science and language arts. Finally, music education also has a profound effect on character building. Music education develops self-discipline, perseverance and patience in students, making them more confident and independent. These qualities play an important role in students' future development and social adaptation.

The success story of music education in this primary school shows that music education plays an important role in the development of students' mental health. Therefore, we should pay attention to music education and provide more opportunities for students to learn music in order to promote their all-round development.

5.2. Analysis of Music Education Failure Cases

In the practice of music education, although there are many successful cases, there are also some failures. These failure cases are usually characterised by a decrease in students' interest and participation in music, or even resistance to music learning. The reasons for this situation may be manifold [9].

Firstly, the goals and methods of music education may not be well adapted to the individual needs of students. Each student has his or her own interests and strengths, and if music education does not meet their individual needs, it may lead to negative attitudes. For example, some students may be more interested in theoretical music, while others may prefer practical playing. If the teaching content and methods are one-size-fits-all and do not take into account students' individual needs, students may find music education boring and uninteresting. Secondly, the teaching methods of music education may be too traditional and lack innovation. In traditional music education, teachers may pay too much attention to the cultivation of skills and neglect the beauty and emotional expression of music. This way of education may make students feel that music learning is a burden and lose their love for music. Therefore, music education should focus on cultivating students' musical literacy and aesthetic ability, not just the teaching of skills. In addition, the evaluation system of music education may be too homogeneous, focusing only on the skill level of students and ignoring their efforts and progress. This type of evaluation may make students feel that no matter how hard they try, they cannot be recognised and affirmed, thus creating a sense of frustration. Therefore, the evaluation system of music education should be diversified, focusing on students' skill levels as well as their efforts and progress.

In conclusion, the failure cases of music education remind us that music education should focus on students' individual needs, innovative teaching methods and diversified evaluation systems in order to enhance students' interest and participation in learning and to promote their all-round development.

6. ROLE OF MUSIC EDUCATION ON STUDENTS' MENTAL HEALTH

6.1. The Role of Music Education in Emotion Regulation

Music education plays an important role in students' emotional regulation. Music, as a form of art, can stimulate people's emotions and help them express and release their inner feelings. Music education can not only cultivate students' interest and hobby in music, but also help students understand and appreciate music so that they can better regulate their emotions [10].

Firstly, music education can help students recognise and understand their emotions. Through learning music, students can better understand their emotional state and learn to express their emotions with music. In the process of learning and playing music, students need to concentrate and control their breathing, which helps them to better control their emotions. Secondly, music education can provide

an outlet for emotional release. Music can serve as an emotional outlet that helps students release stress and anxiety. By playing an instrument or singing, students can translate their inner emotions into music, thus relieving emotional stress and improving emotional stability. In addition, music education can also develop students' emotional regulation skills. Learning music requires patience and perseverance, which helps students develop self-discipline and perseverance. In music activities, students need to work with team members, which helps them develop a spirit of co-operation and a sense of teamwork. These qualities are important for emotional regulation.

To sum up, music education plays an important role in students' emotional regulation. Through learning music, students can better recognise and understand their emotions, find a way to release them and develop their emotional regulation. Music education provides students with a positive emotional regulation tool that contributes to their healthy psychological development.

6.2. Impact of Music Education on Social Skills

Music education plays an important role in developing students' social skills. Music is an art form for communicating and expressing emotions, which can help students better communicate and interact with others [11].

First of all, music education can cultivate students' teamwork ability. Many musical works need to be performed by more than one person, and students need to learn to co-ordinate with others to complete the musical works together. In this process, students can learn to listen to others' opinions, respect others' views, and develop teamwork awareness and communication skills. Secondly, music education can help students build up self-confidence and social skills. By taking part in music performances and competitions, students can face the audience and judges and show off their talents and abilities. This experience can enable students to better adapt to social situations and improve their self-confidence and social skills. In addition, music education promotes communication and interaction among students. Music classes usually require students to share their opinions and ideas with each other and work together to solve problems. This kind of communication allows students to better understand others and develop empathy and social skills.

In summary, music education has a positive impact on students' social skills. Through participating in music activities, students can learn teamwork, build up self-confidence and improve their social skills, so that they can better adapt to social situations and build up good interpersonal relationships. Therefore, schools and parents should attach importance to music education and provide more music learning opportunities for students to promote the development of their social skills.

6.3. Music Education for Cognitive Development

As an important form of art education, music education has a positive contribution to students' cognitive development. Firstly, music education can develop students' sense of hearing and rhythm. Through learning music, students are able to identify different pitches and timbres and understand the rhythm and melody of music, thus enhancing their auditory sensitivity and music appreciation. In addition, music education can also develop students' spatial intelligence. Music composition and performance require students to have good spatial imagination and creativity. Through music activities, students can exercise their spatial thinking ability and improve their problem-solving ability. Music education can also promote the development of students' linguistic intelligence. There is a close relationship between music and language, and music education can help students understand and express language better, improve their oral expression and literary literacy. In addition, music education can also develop students' mathematical and logical intelligence. The combination of music rhythms and notes has certain mathematical laws, and through learning music, students can understand and apply these laws and improve their mathematical logical thinking ability. To sum up, music education has an important role in promoting students' cognitive development. By cultivating students' auditory, rhythmic, spatial, linguistic and mathematical-logical intelligences, music

education provides students with opportunities for all-round development. Schools and education departments should pay attention to music education and provide students with more music learning opportunities to promote their all-round development [12].

6.4. Impact of Music Education on Personality Moulding

Music education plays an important role in the field of students' mental health, in which the impact on personality shaping is particularly significant. Music education positively affects individual personality through several aspects.

Firstly, music education helps to cultivate students' aesthetic emotions. Music, as an art form, can stimulate students' inner emotions and make them experience beautiful and harmonious emotional experiences in the process of appreciation and creation. This kind of emotional experience helps individuals form positive, optimistic and enterprising personality traits. Secondly, music education cultivates students' teamwork ability. Musical performances often require the cooperation of many people, and students can learn to cooperate and coordinate with each other in collective activities such as bands or choirs, cultivating a good team spirit and a sense of collective honour. This is important for individuals to establish harmonious interpersonal relationships in social life. In addition, music education helps to exercise students' perseverance and endurance. The learning and playing of music skills require long-time persistence and practice, in which students can experience the results achieved after hard work, thus enhancing self-confidence and cultivating the quality of perseverance [13]. Music education can also improve students' creativity. The process of music composition and performance requires students to use their imagination and creativity to seek unique ways of expression. This exercise of creative thinking helps students to find problems and solve problems in other fields, and to form independent thinking and innovative spirit. Finally, music education helps students form a good moral character. Musical works contain a wealth of moral concepts and philosophies of life, which students can feel in the process of appreciation and performance, and thus internalise into their own moral character.

To sum up, music education has a far-reaching influence on students' personality moulding. Through music education, students can cultivate aesthetic emotion, teamwork ability, perseverance and endurance, creativity and good moral character, laying the foundation for them to become socialist builders and successors with all-round qualities. Therefore, attaching importance to music education and improving the quality of music education are of great significance in promoting students' mental health and personality development.

7. SUGGESTIONS ON COUNTERMEASURES TO IMPROVE THE QUALITY OF MUSIC EDUCATION

7.1. Improving the Music Education System

Perfecting the music education system is the key to improving the quality of music education. First of all, schools and education departments should pay attention to music education, incorporate it into the regular curriculum system, and ensure that students have enough time for music learning. At the same time, rich and diversified music courses, such as vocal music, instrumental music, chorus and dance, should be set up according to the age characteristics and interests of students, so that students can find their favourite fields of music in the learning process. Secondly, the music education system should focus on cultivating students' musical literacy and aesthetic ability. In music teaching, teachers should not only teach skills, but also guide students to experience the aesthetics of music and cultivate their music appreciation. In addition, activities such as concerts and music lectures can be organised to give students more exposure to music and improve their musical literacy [14]. Again, the music education system should emphasise the combination of practice and theory. Students should master

the theoretical knowledge of music in classroom learning and at the same time apply it in practice. Schools can organise students to participate in choirs, bands and other musical groups, so that they can exercise their musical skills and improve their cooperation ability in rehearsals and performances. In addition, the music education system should also focus on students' individual development. Teachers should pay attention to students' individual differences and teach them according to their abilities to stimulate their musical potential. For students with special musical talents, schools can provide further professional training and guidance to offer them more opportunities for development. Finally, the music education system should integrate mental health education. Music education is not only the cultivation of skills, but also the expression of emotions and psychological adjustment. Teachers should pay attention to the mental health of students and help them relieve pressure, regulate emotions and cultivate a positive mindset through music education.

In conclusion, to improve the music education system, we need to start from many aspects, including curriculum, teacher team building, practice link, personalised development and mental health education. Through these measures, the quality of music education can be improved and the role of music education on students' mental health can be better utilised.

7.2. Strengthening Music Teachers

Music teachers are the implementers of music education, and their quality and ability directly affect the quality of music education. Therefore, strengthening the construction of music teacher team is the key to improve the quality of music education [15].

First of all, it is necessary to improve the entry threshold of music teachers, strict music teacher qualification certificate system, to ensure that music teachers have professional music literacy and education and teaching ability. At the same time, music teachers should have good professional ethics, love the cause of education, care about students, and serve as a teacher. Secondly, the professional training of music teachers should be strengthened, and music teachers should be organised to participate in business training and seminars on a regular basis, so as to improve their professionalism and educational and teaching abilities. In addition, music teachers are encouraged to participate in academic exchanges and co-operative research in the field of music education, so as to broaden their horizons and draw on advanced educational concepts and teaching methods. Again, attention should be paid to the psychological quality and mental health of music teachers, and psychological counselling and support should be provided to help music teachers cope with the pressure and challenges in education and teaching. At the same time, a sound incentive mechanism for music teachers should be established to affirm their work achievements and enhance their sense of professional honour and satisfaction.

Finally, it is necessary to strengthen the communication and cooperation between music teachers and teachers of other disciplines, to promote the integration of music education and mental health education, to form educational synergy, and to jointly pay attention to and promote the overall development of students.

To sum up, strengthening the construction of music teachers is an important measure to improve the quality of music education. By raising the entry threshold, strengthening professional training, paying attention to psychological quality, establishing a sound incentive mechanism, and strengthening exchanges and co-operation, a high-quality and professional music teacher team can be created to provide students with quality music education and promote the development of students' mental health.

7.3. Focus on the Integration of Music Education and Psychological Education

Music education and mental health education have a high degree of compatibility in educational concepts, teaching methods and practical objectives, and the integration of the two is of great

significance to the promotion of the overall development of students. Firstly, the integration of mental health education into music education helps to improve students' ability to recognise psychological problems, so that they can use music to regulate their emotions and prevent mental illnesses effectively when they encounter emotional distress. Secondly, the integration of music education and mental health education helps to cultivate students' positive mindset, and through the appreciation and interpretation of music works, students learn to face frustration and pressure, and enhance their mental toughness. In addition, focusing on mental health education in music education can also improve students' social skills, cultivate students' teamwork spirit and enhance interpersonal communication skills through collective co-operative music activities.

In order to achieve the effective integration of music education and psychological education, we need to make efforts from the following aspects: first, to incorporate mental health education into the music curriculum system, so that it becomes an important part of music education; second, to strengthen the mental health education quality of music teachers, so that they can pay attention to the psychological needs of the students in music teaching; third, to create an environment conducive to the mental health of the students, respect the individual differences of the students, and encourage the students to actively participate in the music education. The third is to create a music education environment that is conducive to students' mental health, respect students' individual differences, and encourage students to actively participate in music activities and show themselves; the fourth is to guide students to set up correct values through music education, so that they can feel the power of beauty in the practice of music, thus enhancing the quality of the mind.

In conclusion, the integration of music education and psychological education is conducive to the promotion of students' mental health development and the improvement of comprehensive quality. Education departments and music teachers should attach great importance to this issue and take effective measures to realise the organic integration of music education and psychological education, so as to contribute to the cultivation of new-age talents with comprehensive quality.

8. CONCLUSION

Music education plays an important role in the growth process of students, and its influence on students' mental health cannot be ignored. This paper discusses in detail the role of music education on students' mental health from multiple perspectives, such as the basic theory of music education, the basic theory of students' mental health, the empirical study of music education on students' mental health, and case study.

Music education not only enhances students' music literacy, but also positively affects students' mental health in terms of emotional regulation, social skills, cognitive development, and personality shaping. Music education can help students effectively regulate their emotions, relieve stress, and improve their quality of life; enhance social skills, promote interpersonal communication, and improve social adaptability; promote cognitive development, improve intellectual ability, and enhance learning ability; and shape a sound personality, cultivate good moral character, and promote all-round development. However, there are still certain problems in music education in China, such as the imperfection of the music education system and the insufficient construction of the music teachers' team. In order to better play the role of music education in the promotion of students' mental health, we need to improve the following aspects: first, improve the music education system, incorporate music education into the national education system, and ensure the popularity and quality of music education; second, strengthen the construction of music teachers, improve the professional quality and teaching level of music teachers, and ensure the teaching quality of music education; third, focus on the integration of music education and The third is to focus on the integration of music education and psychological education, incorporate mental health education into the music education curriculum, and cultivate students' sound psychological quality.

In conclusion, music education plays an important role in students' mental health. We should fully understand the importance of music education, strengthen the reform of music education, improve the quality of music education, and create good conditions for the healthy growth of students. At the same time, music educators and psychoeducators should also strengthen the cooperation, and jointly explore the effective integration of music education and mental health education, so as to contribute to the overall development of students.

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