

Investigation of the Current Status of Music Teaching Ability of Special Education Teachers and Exploration of Professional Development Paths

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Abstract

With the increasing popularity of special education, music education has gradually become an important part of education for children with special needs. This paper investigates the current status of special education teachers' music teaching abilities and analyzes the impact of factors such as teachers' personal qualities, educational environment and resource allocation, and policy support on their teaching abilities. The research finds that teachers' professional background, teaching experience, and training history are key factors influencing the quality of music education. Moreover, the allocation of educational resources and government policy support also play a crucial role in enhancing teachers' teaching abilities.

Keywords

Special Education; Music Teaching Ability; Teacher Professional Development

1. Introduction

As special education continues to develop, music education, an art form rich in emotional expression and creativity, is playing an increasingly important role in the education of children with special needs. Music education not only enhances the sensory abilities, creativity, and emotional expression of children with special needs but also promotes their social interaction and self-awareness. However, in actual teaching practice, the music teaching ability of special education teachers is influenced by various factors, such as teaching experience, professional background, and curriculum design, which directly affect the quality of teaching. Therefore, investigating the current status of special education teachers' music teaching ability and finding paths for their professional development is of significant theoretical and practical im-

portance.

This study aims to investigate the music teaching ability of special education teachers, deeply analyze their performance and issues in actual teaching, and identify the main factors affecting their teaching abilities. Through this investigation, scientific evidence will be provided for the formulation of educational policies, optimization of teacher training programs, and reform of music education curricula. Particularly in the context of current educational reforms, special education is a foundational and crucial educational area, and the professional qualities and teaching methods of its teachers urgently need improvement. This study will focus on the teachers' music knowledge, teaching methods, course design, and classroom management abilities, further exploring how to enhance teachers' professional abilities in real-world teaching scenarios.

Although research on special education has gradually increased both domestically and internationally, systematic studies on the music teaching ability of special education teachers are still relatively rare. Most research focuses on the impact of music education on children with special needs, with less attention given to the difficulties and challenges faced by teachers in actual teaching. Therefore, this study comprehensively collects and analyzes the current status and issues of special education teachers in music teaching, and proposes improvement plans and development paths. Through this exploration, it is hoped to provide constructive suggestions for the reform and development of music education in special education, and promote the further advancement of this field.

2. Factors Influencing Special Education Teachers' Music Teaching Ability

2.1. Teacher's Personal Qualities and Background

The personal qualities and background of teachers are significant factors influencing their teaching ability, especially in the field of special education. A teacher's professional background, educational experience, and training history play a decisive role in improving teaching effectiveness. First, a teacher's music background is the foundation that affects their teaching ability. Teachers with a professional music background generally possess stronger knowledge of music theory, performance skills, and music composition, enabling them to provide more comprehensive and systematic music education. They can not only teach music fundamentals through theoretical knowledge but also inspire students' musical interests and expressive abilities through practical activities such as performance and composition. On the other hand, teachers without a professional music background often face more challenges in teaching, as they may lack sufficient music knowledge and struggle to meet students' needs during lessons.

Secondly, a teacher's teaching experience also significantly impacts their music teaching ability. Teachers with more experience are generally better at applying

various teaching methods, designing music courses suitable for children with special needs, and adapting their teaching strategies to meet different student needs. Especially when working with children with speech disorders, attention issues, or emotional challenges, experienced teachers are better equipped to engage students, boost their participation, and stimulate their interest in learning music. In contrast, teachers with less experience may struggle with classroom management, emotional engagement, and other teaching aspects, which may affect the quality of their instruction.

Lastly, a teacher's training experience is crucial for improving their music teaching ability. Many special education teachers have not received professional music education training, especially in interdisciplinary curriculum design, and lack systematic theoretical guidance and practical experience. Regular professional development and in-depth participation in music education courses can help teachers improve their teaching methods, music appreciation, and composition skills. Training, especially in special education contexts, can also help teachers learn how to incorporate music therapy and art therapy techniques to promote the overall development of students.

2.2. Educational Environment and Resource Allocation

The educational environment and resource allocation have a profound impact on a teacher's music teaching ability, especially in special education schools, where resource shortages are often a major bottleneck that affects teaching quality. First, the equipment and materials required for music education directly influence the teacher's ability to teach effectively. Special education schools often face challenges in terms of facility development, with many schools lacking sufficient musical instruments and sound equipment. Moreover, customized teaching tools for children with special needs are often scarce. This shortage of resources limits teachers' ability to conduct practical activities and restricts the diversity and enjoyment of music education. For example, without instruments, students cannot engage in ensemble performances or individual instrumental training, and the absence of multimedia equipment hinders the use of technology in teaching, limiting the teacher's methods. Secondly, the level of the teaching support system is also a critical factor in enhancing teachers' music teaching abilities. A well-established teaching support system includes professional guidance, peer interaction, and emotional and psychological support. In special education environments, teachers not only need to teach music but also address students' unique needs, such as emotional management and behavioral intervention. Without adequate teaching support and resources, teachers may feel overwhelmed and unable to effectively handle the complexities of classroom teaching. Therefore, schools should provide teachers with regular professional guidance and interdisciplinary collaboration opportunities to allow them to receive help and share experiences with colleagues from other disciplines, enhancing their

overall teaching abilities. Additionally, optimizing the allocation of educational resources involves not only physical resources but also balancing the teacher's workload and teaching time. Special education teachers often juggle heavy teaching responsibilities along with non-teaching duties, such as one-on-one tutoring, psychological counseling, and communication with families. These additional tasks may divert the teacher's attention from music teaching, so it is crucial to allocate teachers' time efficiently, reduce administrative burdens, and provide more time and space for teaching.

2.3. Policy and Social Recognition

The policy support from national and local governments plays a key role in enhancing the teaching ability of special education teachers. In recent years, with the continuous development of special education, the government has introduced various policies aimed at improving the quality of special education. These policies not only provide financial support but also make specific requirements for teacher training and curriculum development. Government support for the professional development of special education teachers, as well as the allocation of educational resources, directly impacts teachers' teaching abilities. For example, if the government provides more training opportunities for teachers and enhances their professional competence, particularly in music education, teachers will be able to learn more teaching methods and improve their professional skills.

Moreover, local governments should consider the specific needs of special education schools when implementing policies, tailoring support measures to local conditions to promote the diversity and innovation of music education. For example, the government can allocate special funds to help special education schools purchase music teaching equipment, develop courses related to music therapy, or provide teachers with opportunities to study outside the region. Social recognition of special education teachers also significantly influences the enhancement of their teaching abilities. Public recognition directly affects the professional development and social status of special education teachers. When society generally acknowledges the importance of special education teachers, they will gain more respect and support, which not only contributes to their psychological well-being but also motivates them to improve their teaching, thus enhancing the quality of education. In contrast, when society does not pay enough attention to special education, teachers may feel overlooked, lacking motivation and support, which in turn affects their teaching effectiveness. Therefore, society should strengthen the promotion and popularization of special education, enhance public respect for special education teachers, and elevate their sense of professional identity and pride, which will indirectly promote the improvement of their music teaching ability.

In conclusion, the interplay of teachers' personal qualities, educational resource allocation, and policy and social recognition jointly shapes the current status of spe-

cial education teachers' music teaching ability. A comprehensive approach is needed to effectively enhance teachers' music teaching abilities.

3. Paths for Enhancing Special Education Teachers' Music Teaching Ability

3.1. Enhancing Teachers' Music Professional Literacy

The first step to improving the music teaching ability of special education teachers is to enhance their music professional literacy. A music teacher's professional literacy includes not only music theory knowledge, performance skills, and composition abilities but also the flexibility and innovation of their teaching methods. Therefore, systematic music education training is fundamental to improving their overall teaching ability. Teachers should regularly participate in professional music theory courses to help them master the basic structure of music, different styles, and music history. This knowledge will provide a theoretical basis for designing courses, analyzing musical works, and creating teaching strategies.

Furthermore, improving performance skills is crucial for special education teachers. Teachers can participate in music workshops, learn new instruments, or refine their existing performance skills to enhance their demonstration and practical abilities in the classroom. Demonstrating performances helps students grasp musical techniques and stimulates their interest in music. Incorporating body language and performance elements into music teaching can help children with special needs better understand and appreciate music.

Lastly, developing creative skills is equally important. Music teaching goes beyond traditional performance and theoretical education. Fostering creative skills enables teachers to customize personalized music activities and courses for children with special needs. For instance, teachers can create simplified music scores, compose music for children's musicals or songs, and enhance students' participation and sense of accomplishment. Furthermore, the process of composition and arrangement itself stimulates teachers' creativity, improving their overall teaching ability.

3.2. Innovation in Teaching Methods and Strategies

Innovative teaching methods and strategies that cater to the needs of special children are another key path to improving the music teaching ability of special education teachers. Children with special needs often have differences in language expression, cognitive ability, and emotional expression, which means traditional teaching methods may not meet their individual learning needs. In this regard, teachers need to innovate their teaching methods to better suit the learning characteristics and requirements of special children.

Sensory experience is one effective strategy for enhancing special children's music learning. By providing music sensory experiences, students not only engage their sense of hearing but also participate through touch, sight, and movement. For in-

stance, teachers can use instruments with different textures to help students perceive the distinct qualities of sound through touch and tapping. Additionally, visual elements (such as sheet music and colors) can assist teaching and enhance students' multi-sensory understanding of music. This multi-sensory involvement promotes students' enthusiasm and interest in music learning.

Interactive teaching is another effective method. In this approach, teachers interact with students to help them connect with music. For example, teachers can use role-playing, improvisation, or group activities to allow students to learn how to collaborate with others and express their understanding of music in a fun and engaging environment. Interactive teaching provides students with more opportunities to practice, helping them build confidence and expressiveness.

Simulated scenarios are also an effective teaching strategy. Teachers can use musical theater, dance choreography, or other methods to combine abstract musical knowledge with real-life situations, helping students not only understand music but also apply it to practical scenarios. This teaching method enhances special children's emotional expression and also fosters creativity and social skills.

3.3. Optimizing the Allocation of Educational Resources

In special education schools, although there are limitations in resources, maximizing the use of available resources to enrich music education remains crucial. First, schools should optimize the allocation of educational resources, especially in terms of music education facilities. For example, when funds are limited, schools can integrate existing musical instrument resources and provide teachers and students with different types of instruments. For instruments that are in short supply, schools can consider leasing or collaborating with other institutions, or use digital music equipment and software to compensate for the lack of physical instruments.

In addition, schools should encourage resource sharing and collaboration among teachers. Teachers can share teaching materials, sheet music, and instructional videos to reduce the burden of individual purchases or creation and enhance the diversity and richness of the curriculum. Moreover, by using online platforms, teachers can access external teaching resources such as online music courses or performance demonstrations, further improving their teaching skills.

At the same time, schools can collaborate across disciplines to provide additional support for music education. For example, music teachers can work with art, dance, and other subject teachers to design integrated arts courses, enriching students' artistic experiences and improving the effectiveness of education. Cross-disciplinary cooperation not only fills the gaps in resources but also stimulates students' interest and creativity, promoting their holistic development in various art fields.

3.4. Establishing Teacher Support and Evaluation Systems

To continuously improve the music teaching ability of special education teachers, it

is essential to establish a systematic teacher support system and a regular evaluation mechanism. First, the teacher support system should include regular training, workshops, and seminars to help teachers continuously update their teaching concepts, master the latest teaching methods, and utilize new tools. These trainings can cover the latest developments in music education, special education theory, and psychological knowledge, helping teachers better understand the needs of children with special needs and enhance their classroom management and lesson design abilities.

At the same time, collaboration and mutual support among teachers should be an integral part of the support system. By establishing teacher learning groups, regularly conducting teaching observations, and organizing discussions, teachers can learn from one another, share teaching experiences, and improve their own teaching skills. Additionally, schools can establish teacher mentoring or coaching systems to guide and support new teachers, helping them quickly adapt to the teaching environment and improve their teaching abilities.

The evaluation mechanism is crucial to improving teaching effectiveness. Schools should set up a regular teacher evaluation system that not only assesses teaching effectiveness but also includes evaluations of teachers' teaching innovations, student learning outcomes, and other aspects. Evaluation methods can combine classroom observations, student feedback, and peer reviews to comprehensively assess the teacher's performance. Based on the evaluation results, schools should provide timely feedback and suggestions for improvement, and offer personalized training and support to help teachers address challenges encountered in teaching.

In conclusion, enhancing the music teaching ability of special education teachers requires not only individual efforts from the teachers but also comprehensive support from schools and society. Through systematic training, innovative teaching methods, optimized resource allocation, and a robust support and evaluation system, teachers' music teaching levels can be effectively improved, thereby promoting the comprehensive development of children with special needs in music education.

Conclusion

With the continuous development of special education, music education plays an increasingly important role in the education of children with special needs. Through the investigation and analysis of the current status of special education teachers' music teaching abilities, we found that teachers' music background, teaching experience, and training history are the primary factors influencing their teaching abilities. Additionally, the allocation of educational resources and government policy support also play a crucial role in enhancing teachers' music teaching abilities.

To address the existing deficiencies in special education teachers' music teaching abilities, this paper proposes several enhancement pathways, including strengthening teachers' music professional literacy, innovating teaching methods and strategies, optimizing the allocation of educational resources, and establishing a complete

teacher support and evaluation system.

By implementing these pathways, special education teachers' professional abilities and teaching effectiveness can be significantly improved, thus promoting the comprehensive development of children with special needs in music education. Especially in resource-limited contexts, maximizing the use of existing resources and relying on teacher innovation and school support to fill gaps in teaching is of great practical significance. This research provides theoretical foundations and practical directions for the future reform and development of music education in special education, and aims to offer some reference and assistance in education policy formulation, teacher training, and curriculum design.

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