

The Application of Musical Theater Teaching in the Classroom for University Students with Visual Impairments

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ABSTRACT

This study focuses on the application of musical theater teaching in classrooms for college students with visual impairments. Through an in-depth analysis of the physical and psychological characteristics of college students with visual impairments, as well as the comprehensive, interactive, and emotional features of musical theater teaching, it reveals the compatibility between the two in aspects such as sensory compensation, psychological adjustment, and comprehensive quality cultivation. The study finds that the current application of musical theater teaching in classrooms for college students with visual impairments faces problems such as a lack of targeted teaching methods, weak teaching staff, an imperfect teaching evaluation system, and insufficient social support. To address these issues, a series of application strategies are proposed. The research results provide theoretical basis and practical guidance for colleges and special education institutions to carry out musical theater teaching for college students with visual impairments, contributing to improving teaching quality and promoting the all-round development of college students with visual impairments.

KEYWORDS

Musical theater teaching; College students with visual impairments; Teaching application; Special education

1 Introduction

In today's society, special education has received increasing attention, and providing comprehensive and appropriate education for college students with visual impairments is an important embodiment of educational equity. As a comprehensive art form, musical theater integrates multiple elements such as music, dance, and drama, with unique artistic charm and educational value. For college students with visual impairments, musical theater teaching can not only enrich their spiritual world and enhance artistic literacy but also promote their physical and mental development and strengthen social adaptability to a certain extent. With the continuous development of China's special education cause, more and more colleges and universities have begun to pay attention to and attempt to introduce musical theater teaching into the classrooms of college students with visual impairments. However, the current theoretical research and practical exploration are still in the initial stage, with many problems to be solved.

2 The characteristics of college students with visual impairments and the compatibility of musical theater teaching

2.1 The physical and psychological characteristics of college students with visual impairments

Due to the loss or damage of visual function, college students with visual impairments may face certain difficulties in spatial perception, body balance, and motor coordination. They often rely on other senses, such as hearing, touch, and smell, to perceive the world around them. In terms of psychology, college students with visual impairments may have some special characteristics. On the one hand, due to long-term facing the inconveniences and challenges brought by visual impairments, they may generate negative emotions. On the other hand, they also have strong self-esteem and strong desire to progress, eager to gain recognition and respect from others through their own efforts. Many college students with visual impairments have shown perseverance and a strong thirst for knowledge in their studies, striving to overcome difficulties and pursue their dreams.

2.2 The characteristics of musical theater teaching

Musical theater is a comprehensive art form that integrates multiple art elements such as music, dance, and drama. In terms of music, there are beautiful melodies, rich harmonies, and diverse rhythms; dance includes various styles of movements; and the drama part has wonderful plots, vivid characters, and profound themes. Musical theater teaching emphasizes interaction and cooperation between teachers and students, as well as among students. During rehearsals, students need to coordinate with each other to complete dance moves, sing songs, and perform plots. This interaction can not only improve students' teamwork skills but also promote communication among them, enhancing trust and

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friendship. Musical theater has strong emotional expression ability, which can vividly display various emotions through elements such as music, dance, and drama. Whether joy, sadness, anger, or love, they can all be expressed incisively and vividly in musicals. During the appreciation of musicals, the audience can deeply feel the emotional changes of the characters in the play, thus generating strong emotional resonance. This emotionality makes musical theater not only an art performance form but also a tool for emotional education.

2.3 The embodiment of compatibility between the two

(1) Sensory compensation: Musical theater teaching can make full use of the strengthened auditory and tactile senses of college students with visual impairments to provide them with rich learning experiences. In music, they can feel the rhythm and emotion of music by listening to beautiful melodies and lyrics; in dance, they can learn dance postures and rhythms by touching the movements of teachers or classmates.

(2) Psychological adjustment: The emotionality and interactivity of musical theater can help college students with visual impairments relieve negative emotions and enhance self-confidence and social skills. In the process of participating in musical theater performances, they can release inner pressure and negative emotions by expressing the emotions of characters. At the same time, interaction and cooperation with teachers and classmates can make them feel the warmth and support of the team, enhancing their sense of belonging and self-confidence.

(3) Comprehensive quality cultivation: The comprehensive characteristics of musical theater teaching are compatible with the needs of all-round development of college students with visual impairments. By participating in musical theater teaching, they can be exercised and improved in multiple aspects such as music, dance, and drama, cultivating their aesthetic ability, creativity, and expressiveness.

3 The application status and problems of musical theater teaching in classrooms for college students with visual impairments

3.1 Application status

At present, some colleges and universities have begun to pay attention to the application of musical theater teaching in classrooms for college students with visual impairments and tried to offer relevant courses. These courses usually cover the basic knowledge of musical theater, singing skills, dance training, and performance practice.

In terms of teaching resources, some colleges and universities have provided certain support for the musical theater teaching of college students with visual impairments. For example, they have purchased braille textbooks, audio materials, and special teaching equipment suitable for visually impaired students. At the same time, professional musical theater actors or teachers are also invited to give lectures and guidance. However, compared with the teaching resources for ordinary students, the investment is still relatively insufficient. Most college students with visual impairments have shown high interest and enthusiasm in musical theater teaching. They believe that musical theater teaching can enrich their campus life and improve their artistic literacy. In some musical activities organized by schools, students actively participate in rehearsals and performances, demonstrating strong learning ability and performance potential.

3.2 Existing problems

(1) Lack of Targeted Teaching Methods: Most of the current musical theater teaching methods draw on the teaching models for ordinary students, lacking personalized design for the characteristics of college students with visual impairments.

(2) Weak Teaching Staff: The number of teachers engaged in musical theater teaching for college students with visual impairments is relatively small, and their professional qualities are uneven. Many teachers lack professional knowledge and experience in special education and do not understand the physical and psychological characteristics and learning rules of visually impaired students.

(3) Insufficient Social Support: Society's attention and support for musical theater teaching for college students with visual impairments are insufficient. On the one hand, the lack of relevant policy support and funding investment makes it difficult to effectively improve and update teaching resources. On the other hand, there is a certain prejudice in society about the artistic ability of college students with visual impairments, believing that they cannot achieve excellent results in the field of musical theater. This concept has affected the confidence and enthusiasm of college students with visual impairments to participate in musical theater teaching to a certain extent.

4 Application strategies for musical theater teaching in classrooms for college students with visual impairments

4.1 Optimizing teaching methods

(1) Multisensory Teaching Method: Aiming at the visual impairment of college students with visual impairments, the

multisensory teaching method should be fully applied. In music teaching, in addition to letting students listen to music, they can also be guided to feel the shape, texture, and vibration of musical instruments by touching them, so as to better understand the rhythm and rhythm of music.

(2) Personalized Teaching Method: Each college student with a visual impairment has unique learning abilities and characteristics, so a personalized teaching method is needed. Before teaching, conduct a comprehensive assessment of students to understand their musical foundation, learning style, and interests. According to the assessment results, develop a personalized learning plan for each student.

(3) Situational Teaching Method: Creating vivid situations can help college students with visual impairments better understand and participate in musical theater teaching. In teaching, use multimedia resources, sound effects, and language descriptions to create a realistic musical theater scene for students.

4.2 Strengthening the construction of teaching staff

(1) Professional Training: Schools should regularly organize teachers engaged in musical theater teaching for college students with visual impairments to participate in professional training. Invite special education experts and professionals in the field of musical theater to give lectures and guidance, so that teachers can understand the latest teaching concepts and methods.

(2) Team Collaboration: Encourage teachers to strengthen team collaboration. Establish teaching discussion groups and regularly organize teachers to carry out teaching experience exchanges and discussions. In the discussion process, teachers can share the problems they encounter in teaching and solutions, and jointly explore how to improve teaching quality.

4.3 Improving the Teaching Evaluation System

(1) Diversified Evaluation Indicators: Establish a diversified teaching evaluation index system, which should not only pay attention to students' performance skills but also consider students' efforts, teamwork ability, emotional development, and other aspects in the learning process.

(2) Process Evaluation: Pay attention to process evaluation and change the previous evaluation method that only focuses on final exam results. In the teaching process, evaluate students regularly and provide timely feedback on their learning situation. Classroom performance evaluation, assignment evaluation, phased tests, and other methods can be used to comprehensively track and evaluate students' learning process.

(3) Student Self-evaluation and Peer Evaluation: Encourage students to carry out self-evaluation and peer evaluation. After each teaching activity, let students evaluate their own performance and reflect on the advantages and disadvantages in the learning process. At the same time, organize students to carry out peer evaluation, let students evaluate each other's performance, and put forward advantages and suggestions. Through self-evaluation and peer evaluation, not only can students' self-cognition and evaluation ability be improved, but also communication and learning among students can be promoted.

4.4 Striving for social support

(1) Policy Support: Actively communicate with relevant government departments to strive for policy support. Publicize the important significance of musical theater teaching for college students with visual impairments to government departments and call on the government to introduce relevant policies to increase investment in musical theater teaching for college students with visual impairments.

(2) Cooperation and Exchange: Strengthen cooperation and exchange with social musical theater groups, art institutions, etc. Establish cooperative relations with professional musical theater groups, invite them to the school for performances and guidance, and provide students with opportunities to observe and learn.

5 Conclusion

This study focuses on the application of musical theater teaching in classrooms for college students with visual impairments. Through in-depth discussion of the compatibility between the characteristics of college students with visual impairments and musical theater teaching, a comprehensive analysis of the application status and problems, and the proposal of targeted application strategies, a series of valuable research results have been obtained.

Theoretically, it clarifies the points of compatibility between the physical and psychological characteristics of college students with visual impairments and the characteristics of musical theater teaching, such as sensory compensation, psychological adjustment, and comprehensive quality cultivation. This provides a solid theoretical foundation for the application of musical theater teaching in classrooms for college students with visual impairments and enriches the theoretical system of art teaching in the field of special education. Practically, it systematically analyzes the current application status of musical theater teaching in classrooms for college students with visual impairments, points out problems such as a lack of targeted teaching methods, weak teaching staff, an imperfect teaching evaluation system, and

insufficient social support. On this basis, specific application strategies such as optimizing teaching methods, strengthening the construction of teaching staff, improving the teaching evaluation system, and striving for social support are proposed. These strategies have strong operability and practical guiding significance, providing a reference for colleges and special education institutions to carry out relevant teaching activities.

Research Limitations and Prospects :

Although this study has achieved certain results, there are still some shortcomings.

This study mainly selected college students with visual impairments from partial universities and special education institutions as research subjects, and the sample size is relatively limited, which may not fully represent the situation of all college students with visual impairments. Future research can further expand the sample scope to cover more regions, different types of universities, and special education institutions, so as to improve the universality and representativeness of the research results.

In terms of research methods, although multiple methods such as literature research, interview methods, and mixed research were adopted, there is still room for further expansion. For example, experimental research methods can be combined to compare the actual effects of different teaching methods and strategies, providing a more scientific basis for teaching practice.

In terms of research content, there is a lack of in-depth follow-up research on the long-term impact of musical theater teaching on the mental health and social adaptability of college students with visual impairments. Long-term longitudinal studies can be carried out in the future to comprehensively understand the comprehensive impact of musical theater teaching on college students with visual impairments.

Looking to the future, with the continuous improvement of social attention to special education, the application prospect of musical theater teaching in classrooms for college students with visual impairments is very broad. We expect more universities and special education institutions to actively promote musical theater teaching, providing more diverse learning experiences for college students with visual impairments. At the same time, it is hoped that more researchers will pay attention to this field, carry out in-depth related research, continuously improve teaching theories and methods, and contribute to the all-round development of college students with visual impairments.

In short, the application of musical theater teaching in classrooms for college students with visual impairments is a work of great significance and broad prospects. Through continuous exploration and practice, we believe that a better future can be brought to college students with visual impairments.

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