



Synergy between music therapy and environmental education: A systematic approach

Sinergia entre musicoterapia e educação ambiental: Uma abordagem sistemática

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ABSTRACT

Environmental Education emerged with the aim of breaking with conservative and totalitarian views, and has faced debates to overcome traditional education (ARAÚJO et al., 2020). In this critical perspective, Environmental Education seeks to review the foundations that promote the domination of the human being and the accumulation of capital, seeking to politically confront inequalities and socio-environmental injustice (ARAÚJO et al., 2020). Music therapy employs music and its elements as a tool for the prevention, diagnosis and treatment of physical, psychological and mental issues (DOS SANTOS et al., 2013). From a scientific perspective, music therapy is explained as a strand of science that seeks to understand the relationship between the human being and sound, in addition to the therapeutic elements intrinsic to it (BENENZON, 1988).

Keywords: Music Therapy, Environmental Education.

RESUMO

A Educação Ambiental surgiu com o objetivo de romper com visões conservadoras e totalitaristas, e tem enfrentado debates para superar a educação tradicional (ARAÚJO et al., 2020). Nessa perspectiva crítica, a Educação Ambiental busca revisar os fundamentos que promovem a dominação do ser humano e a acumulação de capital, buscando enfrentar politicamente as desigualdades e a injustiça socioambiental (ARAÚJO et al., 2020). A musicoterapia emprega a música e seus elementos como uma ferramenta para a prevenção, diagnóstico e tratamento de questões físicas, psicológicas e mentais (DOS SANTOS et al., 2013). Sob uma perspectiva científica, a musicoterapia é explicada como uma vertente da ciência que busca compreender a relação entre o ser humano e o som, além dos elementos terapêuticos intrínsecos a ela (BENENZON, 1988).

Palavras-chave: Musicoterapia, Educação Ambiental.

1 INTRODUCTION

Environmental Education emerged with the aim of breaking with conservative and totalitarian views, and has faced debates to overcome traditional education (ARAÚJO et al., 2020). In this critical perspective, Environmental Education seeks to review the foundations that promote the domination of the human being and the accumulation of capital, seeking to politically confront inequalities and socio-environmental injustice (ARAÚJO et al., 2020). Music therapy employs music and its elements as a tool for the prevention, diagnosis and treatment of physical, psychological and mental issues (DOS SANTOS et al., 2013). From a scientific perspective, music therapy is explained as a strand of science that seeks to understand the relationship between the human being and sound, in addition to the therapeutic elements intrinsic to it



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2 GOAL

The aim of this study is to integrate Environmental Education and Music Therapy, combining the critical perspective of Environmental Education that emerged to break with conservative and totalitarian views and discuss the overcoming of traditional arts education.

3 METHODOLOGY

A search was performed in the PUBMED database of studies published in the last five years, using as a search strategy the keywords "Music Therapy" OR "Environmental Health Education", and their respective synonyms, in the Portuguese and English languages, adding the free full-text filters and associated data. The bibliographic references of the articles obtained with full text were reviewed to identify the relevant additional studies. Only published articles that dealt with the subject and were available in online form were included. Articles that did not deal with the topic, were not available online and repeated articles found in different databases were excluded.

4 DEVELOPMENT

In this study, it was observed that there is a large gap in the integration of these two strands of knowledge in view of the small portion of publications found. Environmental Education is a broad front that goes beyond issues such as pollution, garbage, recycling and biodiversity. It encompasses aspects such as society, culture, education and economy. People's quality of life is directly linked to the quality of the environment in which they live. France, 2011 states that music education and environmental education have significant points of connection, which can be observed in three main aspects: the practical activities, the perception of the soundscape and the ethical-aesthetic dimension (FRANÇA, 2011). It also points out that these aspects are not mutually exclusive, but can be combined in an integrated and complementary way (FRANÇA, 2011). The connection between music education and environmental education is explored, revealing universal psychodynamic tendencies in life and art, that is, both nature and music follow patterns of order and disorder, balance and imbalance, tension and rest, structure, form and proportion (FRANÇA 2011).

According to the Ministry of Health, music therapy involves the use of music and its elements (such as sound, rhythm, melody and harmony) in group or individual activities, with the purpose of facilitating communication, relationship, learning, motivation, expression, organization and other relevant therapeutic objectives with the objective of meeting physical, emotional, mental, social and cognitive needs, aiming at the development of potentials and the restoration of the functions of the individual, seeking a better



integration both internally and in interpersonal relationships, resulting in an improvement in the quality of life (MINISTÉRIO DA SAÚDE, 2017).

The present study, in its systematic approach relating the two areas, showed the scarcity of association between them. In the course of the analysis of the studies found through the search strategy used, as stated in the methodology, two independent evaluators acted as blind examiners and reached similar conclusions, with a very high number of rejections following the screening by title and abstract. A total of 192 articles were examined. Among them, two studies that were duplicated were excluded and four were selected as possible potential for adaptation to the theme, of which only one was added to the study. However, since there is a shortage of qualified articles, the study ends up not meeting the criteria of a systematic research and ends up taking the form of a bibliographic review on the proposal.

5 FINAL CONSIDERATIONS

The small number of publications added to the socio-environmental importance of this research demonstrates the urgency in measures or research and extension projects that systematically address the integration of Environmental Education with music therapy. This result has the potential to encourage research that associates the two areas with possibilities of themes not yet explored and that can serve as a measure of prevention and therapeutic actions that simultaneously address the environment as quality of life.



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