

The roles of music in the entire development of teens with visual impairments' personalities

By

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Abstract

This study throws light on the possibility of music playing a positive impact in the development of personality traits in teenagers with visual impairment. This research begins with a scientific and legal definition of blindness. It discussed the most important challenges that adolescents face in this sensitive age, as a transitional stage between childhood and maturity, as well as its impact on the four aspects of adolescent personality represented by the emotional psychological aspect, the social aspect, the physical aspect, and finally the mental aspect, as well as the added constraints caused by vision impairment, which make this stage more challenging. The study concluded by describing the significance of music in resolving these issues and helping to the holistic development of these adolescents' personalities. To get at the final conclusions, this study used a descriptive and analytical technique.

Keywords: music; teens with visual; order of listening

Introduction

God Almighty has endowed man with five senses that allow him to receive various types of information, learn about his surroundings, and communicate with others, and they are all equally important because the loss of one of them causes deficiencies in the body's functions, which casts a shadow on multiple aspects of the individual's personality and lifestyle. Regardless of when it occurs, visual blindness is one of the most prevalent disabilities that impact the sufferer's personality formation and development on psychological, emotional, social, physical, and mental levels. This study aims to explore if music, in all of its forms, including listening, playing, and practicing various musical activities, has a positive impact on the development of the visually impaired teenager's personality, and to emphasize the importance of music in helping to alleviate the negative effects of visual impairment on this highly sensitive age group in order to achieve the greatest possible harmony and adaptation to the surrounding environment.

1. Definition of visual impairment

Visual impairment is a case in which a person's capacity to use his or her sense of sight efficiently is lost, either entirely or partially, and this has a detrimental impact on his or her performance and growth. Both sorts of students need to alter curricula and activities to fit their skills, with the first segment requiring the use of fingers to touch prominent areas and the second section requiring the use of visual residuals to read by enlarging words. (Al Hadidi, 2014 p. 35-36).

In legal and medical terms, a blind individual is one whose visual acuity in the better eye does not surpass 20/200, even with correction, or whose peripheral vision does not exceed 20 degrees. Individuals who are visually impaired, often known as partially sighted or

partially blind, have a visual acuity in their better eye that ranges from 20/70 to 20/200 after correction. (Al-Awrani, 2008, p10).

According to World Health Organization (WHO) statistics, there are 35 million fully blind persons and roughly 120 million partially blind people in the world, with 80 percent of people with visual impairment living in developing countries. (Al-Awrani, 2008, p. 13).

2. The four components of teenage personality as a result of visual impairment

Adolescence and youth are fundamental stages in a person's life during which numerous changes occur in physical, mental, emotional, and social elements; person, then, develops social value conceptions that are congruent with his culture. The following is an explanation of the most significant problems that the visually impaired adolescent experiences, as well as how they affect the integrative personality's four components.

2.1. The psychological and emotional effects of visual impairment

Due to the intensity of the adolescent's sense of self and his enhanced sensitivity to his physical flaws, adolescence differs from previous developmental stages in that it is marked by a lot of tension and emotional tension. His sensitivity to criticism rises as a result of successive and quick physical changes with complex characteristics, and his mental image is continually changing as a result of the changes in body structure, as well as the input received from the surrounding society regarding his physical look, and the development of a good body image becomes critical, since its absence leads to frequently results in emotional issues, such as a lack of self-confidence, a sense of inadequacy, and a sense of self-worth. (Amer and Taa' Allah, 2008, p. 154).

A person with a visual impairment suffers regardless of age, especially if the person with a disability is newly diagnosed with psychological imbalance as a result of his dissatisfaction with his defective physical appearance, and what makes issues worse in our time is the collapse in religious philosophy's function, with its emphasis on spiritual rather than material components, encompassing physical perfection and the dominance of materialism philosophy over most civilizations, with its demands of focusing on the sensible while ignoring the spiritual, and the media play an important role in exploiting individuals' material desires in order to achieve the greatest amount of material gain, which leads many people to focus on their external image and be constantly concerned about the adequacy of their physical characteristics and society's opinion of them, which leads to many people focusing on their external image and being constantly concerned about the adequacy of their physical characteristics and the opinion of society about them. (Carroll, 1969, p. 24).

The extent of a person with a visual impairments personal and social compatibility with others is influenced by his acceptance of his physical image, as well as his non-acceptance of his disability as a whole. Individuals who have a visual analyzer deficiency at a young age have a higher acceptance of their condition and can coexist with the truth that they must rely on their other four senses to receive information, as a result, they adapt to their condition and then to society better than Individuals who are born with a defect but develop it later in life. This is because the visual analyzer allows the individual to have direct touch with the world, whether natural or social. It is mostly through that the individual obtains (80-90 percent) of the sensory information. (Al-Awrani, 2008, p. 12).

The degree of disability also has an impact on personal and social compatibility, as the partially blind individual can rely on himself and feel somewhat independent in some areas such as movement, mobility, and daily life skills, as well as the benefits that can be

obtained for him based on his visual remnants in the learning and field of work. Unlike the person with entire palms, he has a job that he enjoys. (Al-Awrani, 2008, p. 24).

The inability of a person with a disability to accept his disability leads to a variety of behavioral issues, the most notable of which is denial, or the denial that there is any difference between him and other people. His inability to disconnect from his surrounding community, which manifests itself in a variety of ways in interacting with school, family, and friends, and which ultimately leads to him not achieving the social status he envisioned for himself, as well as the influence this has on his professional and economic future. (Omar and Tofflis, 2001, p. 720).

Anxiety arises as one of the most important other behaviors resulting from psychological imbalance, and it can be seen in both healthy people and persons with disabilities. Anxiety is described as unjustifiable tension and worry that arises in an excessive and exaggerated response to situations that do not provide an actual threat and do not deviate from the normal course of events. An anxious person, on the other hand, typically reacts to it as if it were a life-threatening threat or a difficult issue to face. (Al-Awrani, 2008, p. 25).

Because of their anxiety of the problems they encounter in their movement and introduction to new places and people, persons with disabilities face a decline in social engagement and isolation as a result of improper treatment, and as a result, they suffer from psychological loneliness. (Al-Awrani, 2008, p. 74).

The loss of the visual background or visual silence is a loss that the blind faces rarely heard and affects his psychological balance, as the sighted person is surrounded by many visual effects that fill his world and affect him unconsciously, so when he looks at the picture hanging on the wall, for example, he chooses to focus on it. While all of the assets in the hall in which he sits remain in his visual background, with all of the contrast and diversity in colors, lighting, and shapes, the blind person does not notice all of this, making him feel alone and bored. (Carol, 1969, p. 39).

People with disabilities can achieve psychological balance by enrolling in specialized rehabilitation programs that work to eliminate negative emotions experienced by people with disabilities or those who refuse to accept their disability, by directing them to discover their strengths and training them to acquire skills and behaviors that enable them to endure Responsibility for making their own decisions. (Carol, 1969, p. 309). The blind do not need to participate in a rehabilitation program. Some blind people have managed to attain complete personality regularity and success in their lives without getting a specific rehabilitation program, but the aim of the rehabilitation program is to help them achieve complete personality regularity and success in their lives. It is to surround the blind with qualified people who provide him with the mature love and training he requires in order for him to develop the abilities and inner strength he requires with the least amount of negative friction with circumstances and people who might undermine his self-confidence. (Carroll, 1969, p. 320).

2-2. the impact of vision impairment on social interactions

The attitudes of people in their environment, particularly their parents, have an impact on the personality of people with visual impairment, and these attitudes can range from neglect, rejection, lack of acceptance, or exaggerated warmth, sympathy, and excessive protection. Boost their self-esteem and self-reliance. (Al-Awrani, 2008, p. 24).

Some believe that the loss of social validity is the most severe loss that people with visual disabilities face, because it is imposed by the environment surrounding the blind from family, colleagues, and society, so that the blind's role and importance in their lives is reduced under the cover of his protection and sympathy with his disability, and may hide the blind's role and importance in their lives. Some people have sentiments of estrangement toward the blind and a fear of seeing themselves in their shoes, so they substitute extreme pity or excessive praise for employees in the field of blind care, or even contentment with providing material gifts to the blind without actually involving him in the details of their lives, all of which affects the blind's integration and fulfills his desire to be an active member of a community that achieves a sense of security and belonging, and all of this affects the blind's integration and fulfills his desire to be an active member of a community that achieves a sense of security and belonging. (Carroll, p. 99-100, 1969) In many cases, society becomes the impediment when it adopts negative attitudes and reactions that make the services it provides to this minority (people with disabilities), the most basic of which are environmental adaptation and providing necessary environmental facilities, luxuries, and cannot be viewed as a necessity and a right and an obligation for its owners. (Al-Tarawneh, 2014, p. 31).

Visually Impaired people have a different social development than sighted people. When a blind child transitions from a home context to a community of peers, he or she encounters a lack of social skills, such as the ability to use nonverbal communication and maintain others' acceptance. The lack of sight stops the youngster from learning and copying what the group considers acceptable. In adolescence, the impact of blindness on the social development of the blind continues. (Al Hadidi, 2014, p. 64).

It is well known that adolescence is a challenging period during which a person experiences numerous problems. It is a period of transition in terms of personal, social, and academic development. The individual wants to break free from the role of childhood during his adolescence, but he is not yet ready to take on adult duties. The person is physically mature and appears young, and he is expected to act and behave like a young man as he grows more autonomous. (Al-Hadidi, 2003, p. 1). As a result, whether crippled or not, the teenager struggles to create his identity as well as the moral and societal values he embraces during his numerous encounters at this stage. Visually impaired adolescents face a larger struggle in confronting and resolving this conflict. During his stay at the Model Institution for the Rehabilitation of the Blind, Al-Rosan observed that most visually impaired teens are increasingly interested in and concerned about aspects of work, marriage, dealing with friends and others, and other relevant difficulties. Teenager development in general, which refers to the struggle that an adolescent goes through in order to reach the adult world. (Al-Rousan, 2007, p. 1).

Due to the visually impaired inability or limited mobility, and their inability to observe others' behavior and daily activities, visual disability may negatively affect the social behavior of adolescents of both sexes, resulting in many difficulties in the processes of growth and social interaction, as well as in acquiring the social skills necessary to achieve independence and a sense of self-sufficiency. The restrictions imposed on the adolescent about his social role related to work, school, recreational activities or hobbies, family life, and determining relationships, whether with friends or family members, are the most significant obstacles to the psychological and social development of the visually impaired at this stage. (Al-Rousan, 2007, p. 11).

Al-Hadidi conducted a study to determine the value pyramid of blind adolescents and compare it to that of sighted adolescents. It was discovered that the values of "exciting life,"
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"safe world," "self-esteem," and "sense of accomplishment" were the most important values for blind adolescents by distributing an abbreviated image of the Rokish Scale of Values to a sample of both parties, and thus we note the importance of the effect that visual impairment can have on the value building of adolescents. The blind placed fifth in terms of comfort, whereas the sighted ranked first. True friendship was ranked eighth among blind people and second among sighted people. The blind placed the value of the world of security second, whereas the sighted ranked it seventh. The logical explanation for these discrepancies is that the values that blind people prioritize reflect their own needs and experiences both inside and outside the family, as well as their denial of programs and daily activities that would adequately address those requirements. (Al-Hadidi, 2003, p. 179). The gap between blind and sighted people can be bridged by establishing the attitude of embracing oneself and one's partial reliance on others. (Al Hadidi, 2003, p. 169).

2-3 the impact of visual impairment on the physical side

Visually impaired children's learning of mobility skills is affected by their lack of sight, even if they are not physically different from their sighted peers in terms of stages of development, but they have less awareness of their bodies. Poor coordination between the hands and the body in general, as well as a lack of mastery of tiny physical motions, are the most typical types of mobility delay in a visually impaired kid (Al Hadidi, 2014, p. 65).

The same is true for the visually impaired adolescent who has poor sensory-motor coordination and must maintain his external appearance, necessitating motor training and comprehensive sensory training services | To ensure that adequate opportunities are provided for acquiring the skills of recognizing the surrounding environment and mobility, as well as practicing activities that allow him to effectively use his body and discharge his energy, such as walking, running, throwing and Jumping. (Al Hadidi, 2014, p. 54)

Due to a lack of motivation, excitement, and boredom, depriving him of physical interaction may cause him to focus on himself in order to achieve self-excitement. This results in the emergence of repetitive and non-meaningful behaviors known as stereotypical behaviors, such as eye pressure and body shaking, which result in the individual's separation from his environment and detachment from reality, causing him to live in a limited world in which he loses his sense of self. His link to the real world is cut off from the rest of the world. (Amer and Obedience to Allah, p. 167).

The lack of environmental experiences resulting from limited movement, the lack of knowledge of the components of the environment, the lack of concepts and spatial relations used by other sighted people, and the loss of motivation for adventure due to the inability to simulate and imitate the activities carried out by other sighted people may all contribute to this deficiency in mobility skills of people with visual disabilities. And the absence of opportunity to develop them in motor skills as a result of parents' excessive protection, which prevents the kid or adolescent from gaining early motor experiences. (Al-Awrani, 2008, p. 22).

The degree of vision also plays a role in the physical interaction of people with visual impairment, as studies show that the total blind has less information about the environment than others, is less able to imagine, and has a delay in learning spatial concepts like dimensions, distances, object relationships, and even time. (Al-Hadidi, p. 61, 2014). As a result, he may feel powerless since he is unable to control his environment in the same way that a sighted person can, and he is concerned about being exposed to mishaps if he attempts to exercise his freedom and independence. (Abu Al-Maati, pp. 4 in Abu Al-Maati, 2008, p. 4).

When a person loses his or her sight, he or she is forced to rely on his or her other senses to compensate. Blind students are shown to rely heavily on their senses of touch and hearing to gather information about their surroundings and spatial relationships. As a result, prominent shapes, models, and auditory aids were significant teaching tools for blind students. These senses are less adequate than relying on vision to receive information due to the nature of the environment around them, and whatever it is. (Abu Al-Maati, 2008, p. 10).

Many people who are close to the blind may be confused about their physical ability. Some people believe that the blind have superhuman hearing or a supernatural sense of touch. Experiments, on the other hand, have not conclusively shown that the blind are superior to their sighted counterparts in terms of the sharpness of those senses. Rather, some blind persons have lost their sight. They have less sharpness in touch and hearing than sighted people due to other conditions such as diabetes. And while some true stories describe blind people having supernatural abilities such as being able to explore more subtle things by touch than sighted people, or being able to distinguish many details through their sense of smell and touch that sighted people are unable to do, this is not due to their blindness. The sharpness of their senses is owing to their training of those senses and focusing on them to maximize their efficacy, as when the military investigates the targets that they must attack, for example. (Carol, 1969, p. 28-29).

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2.4 The mental effects of visual impairment

Approximately 90% of what a sighted person learns is acquired - unintentionally - through the sense of sight. The visual system obtains information in a fraction of the time it takes to get information from any other sensory device. The eye sends information to the brain about color perception, object size, distance, and the ability to track movement when the body is still. The sensory channel that connects a person to what is beyond the confines of his body is sometimes referred to as sight. And inadvertent learning through sight is more often than accidental learning through any other sense. (Al-Awrani, 2008, p. 18).

Consideration is vital for the development of intelligence, according to Piaget, because it aids the child's discovery of his environment and the later development of physical and logical mental procedural processes. (Saleem, 2003, p. 408). The cognitive structure of the blind differs from that of sighted people because it relies on hearing to acquire information, whereas the sighted rely on both hearing and sight, and the blind use memory more effectively than the sighted because perception and knowledge capacity do not change as a result of vision loss. The cognitive structure of the blind differs from that of sighted people because it relies on hearing to acquire information, whereas the sighted rely on both hearing and sight, and the blind use memory more effectively than the sighted because perception and knowledge capacity do not change as a result of vision loss of sight leads to increased dependence on Memory and verbal memory in particular, so that the blind can interact with the world around them.

According to certain research, the congenitally blind have superior memories, whereas individuals who have just lost sight rely on their prior knowledge of the world.

Surprisingly, it has been proved that reading Braille and receiving auditory and tactile information stimulates the visual portions of the brain, contrary to popular belief that with vision loss, the visual areas of the brain become Vision without Action. (Abu Al-Maati, 2008, p. 9).

Some studies looked into the possibility of visual impairment having an impact on intelligence development, as it is linked to the rate of growth of experiences gained due to the ability to move and move freely and effectively, as well as the development of individuals with visual disabilities' relationships with their environment and their ability to control and control it. (Al Hadidi, p. 58, 2014). Intelligence is linked to academic achievement of visually impaired adolescents, who are mostly students in school, in some ways, and we note that some studies show that their academic achievement is lower than that of sighted individuals, while others show no significant differences in academic achievement. In the case that magnifying materials for the visually impaired and printed materials in Braille for the blind become available, the two parties will alter the assessments in proportion to the visually impaired's characteristics. (Al-Tarawneh, 2014, p. 36).

The sluggish rate of reading speed, whether for Braille or visual aid users, and the resulting errors in reading aloud, which lead to a low level of academic accomplishment, is perhaps the most important academic attribute of people with visual needs, as most studies concur. (Al-Awrani, 2008, p. 20).

Adolescents with visual impairment are known to experience anxiety and stress as a result of their incapacity to regulate their environment and freely collect information, which has an impact on their cognitive capacities. Accuracy in solving exercises and verbal reasoning reduces when doing cognitive activities such as free recall and complicated cognitive tasks such as strategic planning and decision-making. (Abu Al-Maati, 2008 pp. 5-6).

Blind students must learn through listening in order to succeed in their academic field of study. As a result, kids must be taught to build their listening abilities from an early age through structured gradual programs that develop their aural perception and capacity to absorb and transform what they hear into coherent information, saving them time and effort. In having all educational materials converted to Braille and being able to listen to tapes of the material or have sighted individuals read it to them. Because the blind rely heavily on auditory cues in walking and moving from one place to another, auditory perception is also required for motor training, identification, and independent movement (Al-Hadidi, 2014, pp. 257-258).

3. The impact of music in the development of four elements of teenage personalities with visual impairments

Art, like religion and philosophy, is one of the manifestations of the soul's positioning and desire for truth, according to Hegel. As a result, while art, religion, and philosophy all contain the same content, their forms differ, with art addressing intuition and image, religion addressing emotion, and philosophy addressing pure thought. (Shehata, p. 51, 2006). Because they are not oriented to a small group of the elite, Al-Shawan believes that the arts are the first intellectual of the people on a vast scale, especially if they present a clear topic with depth and simplicity. As a result, music should not be regarded as a form of luxury aimed at amusement and entertainment. (Al-Shawan, p. 33, 1986) It is a human language that employs melodies and rhythms to communicate information to the listener without the need for translation or explanation. Even if the author is not present, it speaks to the human mind and conscience. In the depths of our souls and consciousness, it happens instinctively. (Al-Shawan, 1986, p. 27).

Music, according to Hegel, has an abstract character because it is detached from the place capable of sensory perception by sound, which is its essential substance. As a result, it requires a sense other than sight to actualize its originality, namely hearing. Hearing, according to Hegel, is not one of the practical senses, but rather one of the theoretical senses, with a more intellectual nature than sight. He also sees that the goal of music is to express the deep feelings of the human soul, and that, unlike the plastic arts, which take their subjects from reality, music's themes are derived from the abstract self's inner life. (Shehata, 2006 p.129).

When we look at the history of blind musicians, we see that the image of the blind musician has a legendary resonance, as if musical genius compensated for the loss of sense. As itinerant singers, court artists, or choir leaders, blind musicians have played an important role in many cultures. These travelers were not represented with a servant carrying a harp on his back (despite the fact that they were often reliant on a servant), nor were they depicted with a stick to navigate the world around them, nor were they depicted as beggars begging for others. These folks, on the other hand, are depicted with dignity and even a notion that they have an inner vision befitting their standing as musicians whose visual impairment does not impede them from doing their duties. (Sachs, 2010, p. 207).

3.1 The function of music in the psychological and emotional development of children

Adolescents with visual impairment experience deep anxiety about the future, with their anxiety focusing on the economic and material future, as well as marriage. This anxiety is more prevalent among adolescents in their late stage (18-22) years, who have studied and lived in secluded schools for the blind, and who face significant challenges when they leave school and try to live in a world without sight. The frustration they feel as a result of a lack of work prospects and production makes them bitter and despairing, and they may be forced to return to secluded programs. Presenting examples of professionally successful blind persons who contribute to building a good attitude toward work can help to ease concern about the material future. (2007, Al-Rousan, p. 13). Many successful artists with vision impairments, such as Ammar Al Sheraei and Sayed Makkawi in Arab musical culture and Ray Charles and Stevie Wonder in Western musical culture, represent a realistic picture that can be copied.

The impact of school musical activities on the student's soul can be used to develop the psychological and emotional aspects of adolescent students in general, and those with visual disabilities in particular, by removing the student from a state of frustration and tension and enabling him to have a balanced personality based on self-confidence. Emotions such as joy, grief, courage, strength, and other sentiments that contribute to the student's sense of humanity. (Al-Khalayleh, 2017, p. 13).

Using the knowledge of a music therapy clinician who blends psychology and music, music therapy can be used to address issues, conquer disorders, and treat mental disease by enhancing social and emotional behavior. 710 (Omar and Tofflis, 2001). Music therapy is a supplement to, not a replacement for, medical and psychological care. Music therapy methods vary depending on the abilities and inclinations of individuals, whether through their participation in singing or playing individually or collectively, emphasizing that what is important in these activities is not to achieve professional results like professional musicians, but rather to use the pleasure of participating in bands and choirs to enhance selves (Al-Attar, 2012, p. 116).

After World Wars I and II, a number of musicians went to hospitals to play musical pieces for war casualties who were suffering from physical and mental anguish, and the

finding was when these patients felt at ease and urged doctors to appoint musicians. In hospitals, but it required some training for these artists, and the first program in the world to give a degree in music therapy was established in 1944 at Michigan State University, and music therapy spread from there, becoming an autonomous discipline taught in specialist institutes. (Al-Attar, 2012, p. 7).

Roesene (1992) demonstrated the usefulness of including musical instruments into treatment programs for visually impaired people suffering from psychological problems such as isolation, constant daydreaming, anger, denial, and fear. And noisy in other sessions "with training students" with mental disorders associated with disability "to use musical instruments, and these individuals were allowed to play them solo sometimes and accompanied by the researcher at other times, then these individuals participated in a singing program "that varies between individual and group." After completing all of the responsibilities in this program and administering the same exam at the conclusion, it was discovered that these individuals' psychological state had significantly improved. (Omar and Tofflis, 2001, p. 730).

3.2 Music's Contribution to the Development of Social Aspects

The image that an individual builds of himself, as well as its impact on his perception of the world around him and its reflection in his personal behavior and adaption to others, is referred to as self-concept. The social roles that an individual has played since childhood have an impact on his self-concept, because proper social engagement develops a positive self-image. (Al-Tarawneh, 2014, p. 9).

Adolescents with disabilities, in particular, pay close attention to their self-image, and a low self-concept can lead to feelings of anxiety, stress, loneliness, depression, difficulty making friends and social interaction with others, failure at work, poor academic achievement, and the acquisition of bad habits. Low self-concept can be alleviated by focusing on one's strengths and accepting one's limitations, since Wayne and Marx (Byrne, 1984) believed that the self-concept reflects a compensating model, and that a fall in one of the components of self-concept implies a loss of self-concept. In comparison to progress in another area, for example, whoever realizes he is less successful in the academic part tends to believe he is more successful in the physical and social elements, and whoever knows he is superior in the physical and social aspects tends to believe he is less superior in the academic component. Al-Tarawneh, pp. 16-17, 2014).

As a result, visually impaired adolescents might be encouraged to participate in musical activities that they can master and excel at in order to compensate for their inability to participate in sports, leisure activities, and scientific pursuits that other sighted people can participate in.

School musical activities benefit adolescents with visual disabilities by allowing them to express their feelings without feeling ashamed. They also work to increase the intensity of interaction between the student and his peers and the community as a whole, as well as to promote positive social behavior by allowing students to participate in musical activities together and learn social communication skills such as fluency. Learn the skill of listening and listening to the speaker when speaking and managing discussions. (Al-Khalayla, 2017, p. 14).

3.3 Music's involvement in physical development

Music has a positive impact on the development of the blind's senses of touch and hearing, which are the two main senses that compensate for the loss of vision, because music

relies primarily on hearing to receive information and participate in its various activities, and music also relies on the sense of touch in learning to play musical instruments in terms of dealing with strings and keys. (Omar and Tofflis, 2001, p. 711). Thus, the visually impaired teenager can taste and enjoy this art within his physical abilities, without any additional burdens such as the need for movement, mobility, and knowledge of the components of the surrounding environment, and it allows him to achieve greater synergy and coordination in his bodily movements, as well as provide activities that allow him to discharge his energy in a constructive and safe manner, in contrast to some sports activities that he may not be able to participate in.

The blind person gains the most benefit from learning to sing by being able to employ vocal expressions, which can increase his means of transmitting his sentiments, whether in sung words or even normal speech, and compensate for his incapacity to communicate with others using facial expressions and gestures. (Al-Attar, 2012, p. 96).

As a result of losing their sight, blind students of any musical instrument confront significant challenges in learning the musical reading and writing skills required to master the musical sciences. As a result, he replaces it with the Braille method, which is credited with its discovery to Louis Braille. He uses the sense of hearing to gather information and the sense of touch to distinguish the many kinds of tenses and musical expressions (1809 – 1852) who lost his sight in an accident when he was three years old while in his father's workshop, and his idea was inspired to invent a special method that allows the blind to read and write from the night writing method, which is based on a twelve-point prominent code that soldiers used to help them know secret information without having to speak .

The ability to read Brillman blogs is the most important skill that a blind child must master because it is the foundation for continuing his studies, as he must first learn to read the alphabet. Louis summarized the twelve points in only six points that the blind can feel with his fingers, and the ability to read Brillman blogs is the most important skill that a blind child must master because it is the basis for continuing his studies, as he must first learn to read the alphabet especially since some letters of the alphabet have the same number of points in Braille as some musical symbols. (Salah, 2003, pp. 196-198).

3.4 Music's influence in brain development

Music is given a lot of attention from a scientific standpoint since it is so much more than a form of entertainment. It has a physical effect on the brain, promoting the growth of certain areas. Listening to music raises cognitive intelligence temporarily, and studying it affects it almost forever. Professional musicians' brain structures and cognitive processing processes have been found to differ significantly from those of non-musicians. (Ramey, 2005).

Music connects people on several levels, including the brain's structure and function to transmit shared or similar cognitive skills, the personal level to integrate our thoughts and emotions and achieve our well-being, and the social level to foster social cohesiveness. Improved language and mathematical abilities, spatial abilities, executive functioning and IQ, as well as greater attendance and engagement in school activities, have all been linked to these links. (Wilson, 2013, p. 2).

Music psychologists have classified people as performers or listeners based on their interactions with music. They discovered that their influence on music varies depending on their gender, age, and musical culture, which influences their interaction with it and their

taste for it, and that when these differences are taken into account, the influence of music can be mentally exploited. It aids in the development of sensory perception, auditory memory, and the ability to notice, as well as enriching the educational aspect, by utilizing children's and adolescents' love of music, as well as the speed with which they respond to and interact with it in their learning of various materials, through the use of musical activities integrated with various educational programs (Al-Attar, 2012, pp. 114-115).

Conclusion

Based on the foregoing, it is apparent that music plays an important role in the formation of the visually impaired teenager's personality. In terms of the emotional and psychological aspects, it relieves him of tension and pressures while also increasing his acceptance of his disability and psychological safety. In terms of the social component, it gives a source of enjoyment and amusement that is commensurate with his ability. On the one hand, it aids in the formation of a positive image of himself and allows him to develop social communication skills and interact with others; on the other hand, it aids in the formation of a positive image of himself and allows him to acquire social communication skills and interact with others. In terms of the physical, it increases the level of exploitation of his other senses, such as hearing and touch, and gives him a great opportunity to use his physical abilities without having to move around and be surrounded by the components of his surrounding environment; in terms of the mental, it contributes to the development of neural pathways in the brain, as well as the acquisition of cognitive skills and learning in a fun way.

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