



Using Pedagogical Improvisation In Preparing Music Teachers To Work With Children With Disabilities

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Annotation: The relevance of music classes for children with disabilities lies in the fact that they allow each child, regardless of his abilities and talents, to discover and express himself, learn to understand and love songs and music, take part in concert activities, while overcoming certain physical disabilities and mental development. In this regard, we can highlight the positive role of music classes in improving the physical, moral and psychological state of children with disabilities, correcting existing deficiencies in the emotional-volitional sphere, developing aesthetic perception, etc.

Key words: students with disabilities, pedagogy, music, quality of education, style, musical instrument.

Использование Педагогической Импровизации В Подготовке Учителей Музыки К Работе С Детьми С Инвалидностью

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Аннотация: Актуальность музыкальных занятий для детей с ОВЗ заключается в том, что они позволяют каждому ребенку, независимо от его способностей и дарований, раскрыть и проявить себя, научиться понимать и любить песни, музыку, принимать участие в концертной деятельности, преодолевая при этом определенные отклонения в физическом и психическом развитии. В связи с этим, можно выделить положительную роль музыкальных занятий в улучшении физического и морально-психологического состояния детей с ОВЗ, коррекции имеющихся недостатков эмоционально-волевой сферы, развития эстетического восприятия и т.д.

Ключевые слова: ученики с ограниченными возможностями, педагогика, музыка, качество образования, стиль, музыкальный инструмент.

Introduction

Based on the characteristics of the children, both general and corrective tasks are solved during a music lesson:

- improving the psyche, instilling self-confidence, endurance, strong-willed character traits, providing every child with the opportunity to feel success, self-realization in any type of activity, and develop harmoniously;*
- normalization and regulation of mental processes and properties: perception, attention, memory, thinking, imagination, processes of excitation and inhibition;*
- training and strengthening of the musculoskeletal system: removing excessive muscle tone, improving orientation in space, coordination of movements; formation of correct posture and gait; – development of breathing and articulation apparatus, development of fine motor skills and brain activity;*
- enrichment of the emotional sphere, broadening of horizons, formation of communicative qualities.*

To achieve this, a differentiated approach to children is carried out in the classroom, continuity in the assimilation of material and the formation of skills is ensured, independent and creative manifestations of children in musical activities are activated, and variability is used in the construction of lessons.

In addition, pedagogical technologies are used that are adequate to the child's existing developmental disorders, and various visual and didactic material is included. Correction of disorders in children is carried out through their participation in various activities:



- listening
- singing
- chants, nursery rhymes, jokes,
- finger gymnastics,
- logorhythmic exercises and musical-rhythmic movements,
- playing children's musical instruments, dramatizing songs, musically active games.

A very important area in correctional work is singing. Singing develops children's vocal hearing, the ability to distinguish the pitch of sounds, their duration, rhythm, sense of harmony, the ability to determine correct and incorrect performance, listen to themselves while singing and hear others, introduces them to performing activities, and develops artistic and aesthetic taste. In the process of learning and singing songs, children learn to distinguish between good and evil, respect the work of people, treat the surrounding nature and animals with care, communicate with loved ones with love and respect, the ability to empathize and support other people.

The inclusion of gaming techniques in music classes is of particular importance, since playing is the main form of children's activity. Games develop attention, memory, observation, imagination, creativity, strengthen movement skills that become more accurate and coordinated, children learn to navigate in space, cooperate, and reduce psycho-emotional stress.

From work experience, I would like to say that a child's stay in class should be made interesting, evoking elevated feelings. Psychologists have proven that knowledge acquired without interest, not colored by one's own positive attitude and emotions, does not become useful - it is a dead weight.

To identify the achieved results of students, intermediate and final certification is carried out in the forms determined by this program and in the manner established by the educational institution. The structure of the program includes, in the form of appendices, assessment materials that reflect a list of diagnostic techniques that make it possible to determine whether students have achieved the planned results. Based on the monitoring results, stable dynamics can be



observed in the formation of children's interest in musical activities, love for singing, playing music, and awareness of the connection between musical art and the outside world. Maximum development of the personality of each student is carried out in the process of creativity and cooperation between teachers, students and parents.

Thus, based on all of the above, we can conclude that music lessons are an effective and efficient means in organizing correctional work with children with disabilities, promoting the development of a positive psycho-emotional state, increasing interest in the world around them, allowing the child to feel successful and comfortable.

From the skill of the teacher, his culture, love to feel the world around him, she allowed him to hear all the diversity of sounds existing around him. The comprehensive upbringing of children and the happy childhood of each of them depends on children. By developing a child's musical abilities, we develop his inner world, his memory, coordination of movement and rhythmic activity, phonemic hearing, organization and attention. All these qualities are needed by every person in the modern world. By immersing yourself in the world of music, experiencing various feelings and emotional states, the child will become self-confident, learn understanding and compassion.

His musicality depends on the child's interest in music. With the development of musicality comes joy and an extraordinary desire for new encounters with music. Of great importance for preserving the physical and psychological health of children is the activation of their creative potential, the creation of an atmosphere of search, joy, pleasure, the development of children's individuality, and the satisfaction of their individual needs and interests.

Today, it is simply necessary for the teacher to have a new view of the child as a subject (and not an object) of education, as a partner in joint activities.

Modern special psychology and pedagogy are largely focused on the use of music in correctional work as an important means of nurturing the harmonious personality of a child with problems and his cultural development. Numerous methods of music therapy provide for both the holistic use of music as the main



and leading factors of influence (listening to musical works, playing music), and the addition of musical accompaniment to other correctional techniques to enhance their impact.

In musical correctional activities, the main elements are aimed at solving problems that are significant for the child's life: the development of cognitive processes, motor skills, emotional-volitional and personal spheres, stimulation of speech activity.

All types of artistic activities that expand communication capabilities, increase the child's self-esteem, and develop his creative abilities, imagination, and speech help play an important role in the correction of speech pathology. I would especially like to draw attention to musical activities. Music and movement occupy a special place in the development and correction of deviations in children with various problems.

We can highlight the main tasks facing the music director when carrying out correctional and educational work.

Develop the articulatory apparatus.

Develop phonemic awareness.

Develop grammatical structure and coherent speech.

Develop breathing.

Develop coordination of movements and motor functions.

To educate and develop a sense of rhythm, the ability to sense rhythmic expressiveness in music and movements. Form correct posture

To develop the ability to perceive musical images.

Improve personal qualities

Elementary music playing is a creative activity in which music, speech and movement are inextricably linked. In this case, musical instruments play a crucial role as a musician's instrument. Carl Orff's concept is called "Schulwerk" (learning by doing). This is playful pedagogy: children are played with, but they do not realize that they are being taught. One of the modern technologies in the system of correctional care for children with WHO is, of course, the most important pedagogical principle of Carl Orff ("Schulwerk") - improvisational and



creative play in a wide variety of forms, combining music, speech and movement. The word “Schulwerk”, understood without translation by educators around the world, was created by Orff himself and means “learning in action”. The main principle of this pedagogy is “learning by doing and creating.”

Elementary music playing is a form that allows you to play multifacetedly: play instruments and play with elements of music and speech: rhythm, timbre, dynamics, texture, etc.; play with each other, acting out the plots of songs, and play together, creating that unique atmosphere of communication in which everyone is comfortable and joyful.

The essence of introducing children to elementary music-making is determined by the following formulation: “teach less - interact more.” This motto helps create conditions for the development of children's creative abilities. In my teaching practice, I use techniques aimed at maintaining interest, activating the child’s independence and initiative, and his creative abilities.

Musical education according to Orff is not just about introducing children to performance. “The teacher’s task is to put the necessary exercises into the form of a game so that they become accessible to children” (E. Jacques-Dalcroze). Children should not repeat, but create their own children's elementary music. Therefore, for education today it is more important than ever to “develop individuality in play. By playing, a child learns to reproduce his impressions and ideas, so play is a powerful weapon for strengthening his thinking abilities and for the development of consciousness.

Within the framework of this technology, I set myself the following tasks:

- develop children's musical abilities;*
- develop in children the ability to listen and observe;*
- give each child the opportunity to freely improvise on noise instruments;*
- get children interested in musical instruments;*
- develop creative imagination and auditory imagination;*
- develop children’s abilities for organized play in an ensemble;*
- make the educational process more fun for children.*



The Orff system of musical education is completely built on the development of the child's creative abilities, skills "We learn by doing and creating," therefore, the basis of this system is the emancipation of the child's individual creative powers and the development of natural musicality.

The "Music for Children" method by Carl Orff is of great interest due to its undoubted advantages:

- *the system is easily combined with other methods of early childhood development due to its versatility and cost-effectiveness; in addition, high adaptability to diverse national conditions allows the use of the best examples of folk culture;*
- *takes into account the individual characteristics of the child and allows children with different skills, abilities and needs to interact effectively;*
- *provides enormous potential for the development of young children and further creative activity*

Education of children within this system includes the following elements:

- *Speech exercises.*
- *Rhymedecclamation*
- *Poetic music-making.*
- *Noisy fairy tales*
- *Musical and motor exercises.*
- *Games with instruments by K. Orff.*

Let us consider in more detail the tools of the "Elementary Music-Making" method, which contributes to the correction of speech disorders.

One of the main methodological ideas in working with children is rhythmic speech as the basis for the development of musical hearing. Therefore, work on the development of musical ear is carried out not only through singing, but also through teaching children from the first steps to have a meaningful attitude towards any manifestations of intonation. It is based on the commonality of expressive means of speech and music, especially rhythm.

Speech rhythmized and sounded by instruments is, in fact, wonderful music. As practice shows, speech music-making opens up great opportunities for children



to master almost the entire range of expressive means of music at a very early stage. From their very first experiences, children draw and learn to use expressive means common to speech and music. These include: tempo (agogics), rhythm, register, timbre, pitch pattern (line), articulation, strokes, dynamics, tessitura, texture, phrasing, accentuation, form.

At the beginning of any musical exercise, both rhythmic and melodic, there is a speech exercise. Speech exercises are the basis of the fundamentals of the “elementary music-making” technology.

Almost all expressive means of music are available for study and practical use in speech exercises by children of very early age. At the beginning of any musical exercise, both rhythmic and melodic, there is a speech exercise.

- These are rhythmic recitations of poetic and prose text. In relation to music, speech exercise means, first of all, rhythmic and timbre-sound training.

Speech exercise also serves as an effective means of developing intonation hearing; it is the most accessible and primary means for developing the prerequisites for the ability to improvise.

The development of musical hearing in preschoolers with speech impairment causes certain difficulties. It is very important to pay attention to the complex combination of words, music and movement. Speech exercises should be considered not only as the basis of initial musical training, but also as a means of correcting speech disorders in children. After all, a child who does not hear the meter moves poorly, does everything “across the beat”, intonates inexpressively, does not feel the form, does not feel the movement of the melodic line. Therefore, the tasks: feel the meter, mark it in different ways in singing, instrumental music, speech and motor exercises so important in the correction and prevention of speech disorders in preschool children.

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