

THE BENEFITS OF MUSIC IN INCLUSIVE EDUCATION

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Introduction

Inclusion refers to the possibility of children with special needs to participate completely in all the educational, working, recreation and social activities that comprise the contemporary living

Creating an inclusive culture leads to the creation of the safe and stimulating community that accepts and cooperates, where everyone is respected and which is the foundation for future achievements of all members of the community

It develops common inclusive values, which are transmitted to all new employees, students and parents and members of the school administration in order to develop organizational learning school

One of the most important postulates in the inclusive classroom is the quality planning of teaching and to adjust the already existing program to all children

The leading role has a teacher, who is expected to demonstrate the universality which implies, in addition to:

- knowledge of the general pedagogical-psychological rules,
- a necessary knowledge of special education and psychology,
- methods of the subjects and skills in using the resources and other didactic materials

The aim of the paper

Representing part of the strategies which are used in the inclusive classes on the subject of music education

Most of them refer to the school methodical-didactic principles implying a special program, a special pace and special forms of work which in the optimal extent are individualized

Sharing of these various findings in the field of music can encourage rising of the level of awareness about equal rights for all children, which represents one of the basic ideas in the modern education system

Music education in inclusive classes

The subject of music education has an important role in the education of this category of students due to the benefits of music education as part of the educational curriculum which lies in the multi-sensory quality of music

Music education is intended to help children through listening to music, through visual stimulation, motion, and dancing, through stimulation and development of different senses

Strategies (methods) in music education

The function of music in inclusive classrooms is important because it is not dependent on verbal interaction and can easily be adjusted to various forms of restrictions in learning

Thanks to the rich treasury and the flexibility of music, even the simplest activity allows participation of all children regardless of their abilities

The curriculum should be well planned and organized, in order to encourage motivation and to encourage individual music activity of children in the classroom

All that requires disclosure of different teaching methods and strategies that contain multiple repetitions and individualized approach to all the teaching subjects, i.e., an individual educational plan

Strategies in the inclusive music education are based on what has been found for the benefits of learning music, primarily the development of basic and necessary skills, as well as cognitive and motor skills

Music helps exceptional children to learn how to process and react to sensory stimulation.

Feeling, visuals, movement and listening music fosters psychomotor skills and sensory perception as well reinforce the achievements of special learners

Singing might trigger conversation, thoughts, and feelings for a normally inarticulate child, in addition, to help with breathing. Music advances developmental skills for cognitive, affective and psychomotor functions

Effective and adaptable didactic and methodical approaches in music education:

- Find ways to avoid behavior problems; make the student be the 'helper' for you and to be involved in a positive way
- Use of children's rhythmic instruments such as bells, drums, triangle, castanets, and others that motivate the student
- Clapping hands and singing
- Accompanying a well-known song with musical instruments or with a dance

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- An independent selection of musical instrument for performance
 - Conducting the song by the student
 - Active participation in children's music dances
 - Find a musical activity the student carries out well and let him develop leadership
 - Have students perform musical tasks separately – read lyrics or clap a rhythm
 - Use brilliantly colored visual aids to denote tempo, rhythm, words, and notes

Music education in the inclusion also enables all children to participate in the group music activities

This encourages:

- pleasantness because of the feeling of belonging,
- greater self-confidence,
- self-control, and adaptation towards others,
- greater motivation for learning and understanding

Conclusion

The general conclusion is that children with special needs in inclusive classrooms have a particularly positive approach to music because of joy, pleasure, sense of belonging and self-confidence

This creates the impression of the need for even greater presence of music in the curriculum, and not only as a means of entertainment, but also as a challenge for overcoming the limitations through practicing musical contents and activities

Successful inclusion in music education implies gradualism in methodical approaches, as well as a greater commitment in function of quality education and independence of these children who in their own way can give their contribution to the society.