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THE BENEFITS OF MUSIC IN INCLUSIVE EDUCATION

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. The principle of inclusive education is one of the key international principles and is based on several declarations and statements of UNESCO, UNICEF, and UN (UN, 1948, 1966, 1991, 1994; UNESCO 1991, 1994, 2000, 2001; UNICEF, 2000). Inclusion in the regular primary schools is a part of one huge global movement for human rights which calls for full inclusion of all the people with special needs in all aspects of the livelihood. Although the inclusion is often related to the children with special needs, in terms of the deficit on the intellectual plan, and hereupon neglecting other development fields, it actually represents the sum of procedures, strategies, methods, ideas, processes, and it can be said that the inclusion is a movement which today has a well-established practice (Pašalić -Kreso, 2003: 6).

Therefore, 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 (Booth, Ainscow, 2000, 2002, 2011).

All this shows that the generally known factors have influenced on the status of this type of education, relevant to any education (social, economic, political, cultural), but also various ideologies from which derive different concepts and models. In that direction, there is a need to raise awareness and to overcome negative attitudes, which represents the key for the provision of inclusive teaching (Miles, 2007). Therefore, achieving of the principle of universal design is guided by the principle of humanity, accessibility and socialization through adapting to the school environment, the flexibility of the program, engagement of expert staff, providing adequate didactic material, implementation of ICT methods and so on. 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. Thereby, 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 Republic of Macedonia has joined these modern tendencies, especially from 2006 with the introduction of the approach of the Child-Friendly School (CFS) by the Ministry of Education and Science (MES) and the office of UNICEF. Thus, the country joined the countries in the world and led the initiative in Eastern Europe to introduce a holistic approach, oriented towards the child in the reform of education in several schools and the entire education system.

Starting from the numerous benefits of music education, in this text will be represented 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.

1. 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.

In addition to these, for a good quality teaching practice are used general strategies, and therefore we will firstly take a brief overview of part of the scientific findings that investigate this area. Remain cognizant that every student learns differently. The emotional immaturity and lack of communication skills of behaviorally challenged students can mask the reality of their high intelligence. It does not mean they do not understand. Understanding the special learner's own particular style of communication reigns paramount.

1.1. General strategies

The well-known educators Melvin Ainscow, Alan Dyson and Tony Booth state that the inclusive education covers seven areas in which is reflected culture and life in the inclusive schools:

- The interaction between the participants of inclusive education, as the cornerstone of interaction and communication paradigm of education.
- Nature of the relationship of family and community, as a reflection of the social partnership of school and social environment.
- Inclusion, diversity and democratic values, which reflect the multifactorial nature of upbringing and education.
- The immediate level of upbringing-educational practice, which is certainly an area of assessment and planning.
- Strategy of teaching, which is a logical continuation of learning environment and professional development,
- (Last two fields) Aimed at the professional role and lifelong continuing training of teachers (Ainscow, Booth, Dyson, 2006).

Susan Winebrenner, in her work on teaching children with disabilities in regular teaching, highlights the importance of implementing strategies and techniques that are appropriate for each child in the classroom to be successful (Winebrenner,1996).

The educational leader in teaching more than 30 years, Kathleen Gould-Lundy indicates the importance of sustainable communities in the classroom in which is valorized the contribution of each student, and stresses the importance of feedback and emphasizes respecting differences among students. The author underlines the importance of engaging the students and increasing their interest in contents that are provided by the curriculum, and emphasizes the role of the teacher as a helper that encourages students to "perceive better and think more deeply." (Gould-Lundy, 2004).

The characteristics of the teacher in the inclusive classroom are: continuity (not stopping of the class because of disciplinary problems), maintenance of the pace and course of the class, focusing the attention on the techniques that will motivate and increase students interest, inducing the responsibility of students, using different methods and strategies by which is individualized and differentiated the approach in accordance with the characteristics of children, cooperation with parents, cooperation of an expert team which determines and evaluates the criteria, methods and purpose of education.

3. Conclusion

General conclusion of what has been found on this topic is that children with special needs in inclusive classrooms have a particularly positive approach to music, which in children incites 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. In addition, the nature of music allows shifting the focus of the teaching contents towards children as the center of the teaching process, so that curricula serve only as a framework for planning in order to realize the goals and tasks.

However, 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.

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