

Features of Musical Education of Children with Intellectual Disabilities

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Abstract

At the moment in the Republic of Kazakhstan children with disabilities are under special attention. Care for children with developmental disorders is defined by the following state documents: Message of the President to the people; Law on Education; On support of children with disabilities through social, medical and educational adjustments; and others. These documents contribute to the development of effective assisting system in development of this kind of children, teaching, education, accustoming to the work, as well as solving the problem of their professional training, identification of problems of developing correctional and educational character, variety of actual problems, aimed at preventing disability of children are placed in number of priority tasks.

1. Introduction

Training and education of children with disabilities introduced into the state educational system of the Republic of Kazakhstan. This problem, in recent years, has become the object of investigation, not only of scientists, but also special education teachers, who are in practice use developing methods and techniques in correctional educational process aimed at personal development of children with disabilities. At the moment the following scientists and teachers concern the problem of musical education of children with a low level of development of intellectual abilities - I.V. Yevtushenko (Russia), M.Vidmer, R.Virshinga (Austria), H.Maute (Finland), A.Sandzhordzhio (Italy), D.Gudkina (USA).

At the moment, special domestic education on problems of training, education and development of children with disabilities is developing in accordance with the leading direction of the world's practices.

At the present day special (correctional) education authorities are actively working in all regions of Republic. Currently, there are 102 specialized companies. In connection with the introduction of the Law - On the support of disabled children through social, medical and pedagogical adjustment, the specialized companies of the new sample are opening in all regions of our country.

Today in the Republic of Kazakhstan, the orphanages for children with disabilities, aimed on protection of health and social protection, where the required correctional assistance is provided in accordance with the requirements, are actively working.

One of the achievements of special education is extension of learning opportunities for disabled children in special schools. For this purpose the developed special education programs are studied in practice.

The adoption and introduction of the law - On support of disabled children through social, medical and pedagogical adjustment, into the education system is a proof of the many positive changes in the organization of the various

psychological, medical and educational consultations. Their number reached 114. According to the data of 2011, 149453 children with disabilities were educated in specialized education authorities in the Republic, i.e. 3.2% out of the total number of educated. 72.1% out of them are educated in special correctional schools.

At the moment, the public of Kazakhstan are faced with the vital task of stable development of the system on provision of quality education for children with disabilities. Domestic specialists after familiarization with the foreign practice of teaching of children with disabilities, and based on scientific data, have carried out the necessary research. Now, the innovative directions (program) are improving in the country, in order to create the most appropriate conditions for the preliminary and effective correction of defects in development, education and training, social adaptation, association with the society of children with disabilities.

Modern special psychology and pedagogy in research of effective means of correction are increasingly oriented on use of art in the process of training and education of children with problems. Scientists note that art, and especially music, is a source of new positive experiences for child, creates new creative needs and ways of their satisfaction in one or another form of the artistic activities. And increase of the aesthetic needs of children with different disabilities, activation of potential opportunities of the child in practical activities - it is the realization of social and educational function of art. The main task of musical training and education is provision of optimal support to the pupil in correction and rehabilitation of his/her personal qualities, comprehension of his/her life tasks, the development of creative abilities to restore his/her identity, which is an important task in his/her preparation for independence and labor activity.

Even in ancient times people paid attention to the influence of music on the formation and development of personality. Even at the dawn of human society, the music was used as a means of ideological and psychological impact. Music is an aesthetic education tool that can directly affect the emotional feelings of a person. Learning to play at musical instruments, performance of music compositions develops the aesthetic, emotional feelings, educates perception of beauty, contributes to the development of personal qualities. Music forms the aesthetic taste and aesthetic ideals of personality, which is the main purpose of aesthetic education, teaches the conscious perception of the manifestations of real life and the beauty artwork, develops creative abilities. Pedagogy - the science about the content, form and methods of education, which is the basis of theoretical, practical actions in the field of general and special education. In accordance with this, existence of musical education section studying the pedagogical problems of a certain sphere of education is regular.

The art of music is a centuries-old companion of mankind, and musical training and education has its origins in the depths of the human civilization, in this connection the comprehension and assessment of its role in education and music teaching experience, formed in the process of development of society and culture, is directly related to the consideration of stages of its formation and development.

Even in ancient times, the antique scholars paid attention to the mechanisms of influence of art on the formation of person's inner world and the knowledge of its nature. According to the historical and archaeological data, the music occupied a significant place in the life of Greek society, the Greeks gained considerable experience in musical education. It is known that the concept - catarsis was used in the theory of early Pythagoreanism (VI - IV centuries BC) to indicate the purification of the human soul under the influence of music. Philosopher and mathematician - Pythagoras, who lived in the VI century BC, discovered the laws of acoustic music. In the III century BC, Ktesibyo, mechanic invented aqueous electronic instrument (gidravlos - water organ), which was the prototype of the modern organ. Evidence of availability of formed system of musical education in the ancient Greek country is content of the Homer's poems - Iliad and Odyssey; statues and paintings on Greek vases representing singers and musicians, who play the lyre and cithara; ancient terms used in music theory at the moment (Music, melody, harmony, gamma, etc.); conclusion about music, and its impact on people of such geniuses as Damon (taught music for Pericles and Socrates), Plato, Aristotle (44.45).

Information about the art of music, the music education can be found in historic monuments in Africa, Latin America and the East countries. The world-famous - Musical treatise of the great philosopher Al-Farabi is one of the fundamental work of musical art that not lost its relevance to the present day. (23) All this indicates that in ancient times in various parts of the world the preconditions for establishing the forms and methods of music education and training, as well as the ways of their organization, began to form. With the development of society and culture, education and science, the musical pedagogical worldview are formed as well.

Summing up, it can be said that the history of the formation and development of musical education and training indicates about origin and formation of independent interscience branch of science at the intersection of pedagogy, psychology, aesthetics, musicology and culturology.

In recent years favorable changes happen in the field of education of children with intellectual disabilities. The theoretical basis of special education is established, psychological and pedagogical classification is expanded, typological features are clearly marked, the mechanisms of differentiation of children with such features of development are

determined (L.B. Baryaeva (30), S.D. Zabramnaya (41, 42), and other).

However, the necessity of improvement of the content of some academic subjects and conduction of educational directions do not lose their actuality.

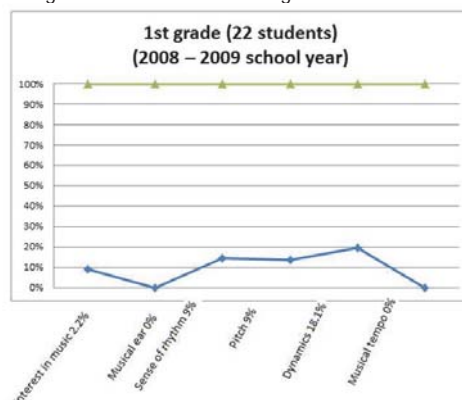
Musical art is endowed with great educational opportunities. We can say that music plays an important role in the awakening of the best human qualities and in the formation of the aesthetic worldview of children. Special mission on solution of many burning issues is intrusted on music in special correcting schools. Among the issues raised by teachers and scientists, there are issues on the impact on the relationship between children with intellectual disabilities and surrounding world, the formation of abilities to make good decisions in different situations. There is work devoted to study of the impact of music on children with intellectual disabilities (A.A. Aydarbekova (22), I.V. Yevtushenko (39), G.A. Volkov (355), I.P. Volkov (34) and other).

Children who are living in special institutions, have a poorly developed attention to the music. Insufficient emotional perception of musical art saves til the end of educational system. Children poorly make a difference between the monotonous music and rhythmic music or march. In the perception of musical plays and songs that express different thoughts, their subconscious produces unexpected feelings and emotions. All of this is due to the emotional and volitional disorders, decreased interest about the surrounding world, as well as with surrounding pedagogical conditions, including the musical environment.

In Almaty in a specialized boarding school No.7, designed for the correction of children with intellectual disabilities, there are more than 230 students. School refers to the establishment of VIII-type. Majority of students have significant intellectual disabilities. Children entered the school under the direction of urban medical and pedagogical committee, starting their education from the internal regulations of the school, adapted to different levels of training and education in the classroom. Music Lesson is carried out once a week in 1-6 grades. Education is carried out in two languages (Kazakh and Russian classes).

2. Methodology & Results

Since the early days, the music lessons are conducted in accordance with the mental characteristics of children. At the beginning, they have the time for adaptation to school life. It is possible that the adaptation of children to school can be longer due to the characteristics of their environment and family. Therefore, tasks at the music lessons are not given for children. They are listening their favorite music, performing familiar songs. In our work we had cases where most of the children refused to listen to the music. They absolutely did not react emotionally, did not show any interest. At the beginning of the year, students of the 1 grade showed the following results at music lessons:



With the achievement of school-age there is increase in the emotional development of children with intellectual disabilities. (48) Since the elementary grades, thanks to the activities of constant development, formation of a stable interest in music begins.

In elementary school, the children are starting to have a favorite songs, exercises, instrumental plays. Children learn to distinguish the mood of a simple musical work and express their feelings. Children acquire skills to express their feelings in relation to music through rhythmic movements. In the course of musical games, children with intellectual disabilities learn to express different emotional state. Due to the fact that children have not reached the level of development required to go to the training activities and the leading type of activity for them is a game, they do not assimilate the knowledge provided by the program in regular school. Because they are characterized by low levels of self-

control, they do not know how to plan and implement a concerted effort, leading to achieving this goal, which is appeared in truancy, not execution of school tasks, the lag in learning. Children, with intellectual disabilities, entering in special institutions can be seen with a sharp decrease in attention to the musical sound. The untrained children oligophrenics save the lack of emotional responsiveness to the music til the end of pre-school age. They are indifferent to the sound of soothing and lyrical melodies, dance, and march music. Some of the children have inadequate emotional expressions in the perception of the different features of plays and songs. This is due to general disruption of emotional and volitional sphere, weak interest in surrounding objects and phenomena in general. But to a large extent, it depends on the nature of the pedagogical environment, in particular from the musical environment that surrounded the child before entering the institution. An important task of musical education of children with intellectual disabilities is development of auditory attention. At first they did not know how to listen to the most simple and short plays of music. To ensure proper focus in the process of listening to the music, the quality of the representations on surrounding reality that children already have shall be taken into account in all cases. Therefore, music education is carried out in close connection with the work on the organization of introducing the world for children, with the formation of object-game actions and games of reflectivity character. The programmatically of musical repertoire is offered to listen, self-performance, music games is very important. Music does not only attract children's attention, rouse interest and gives pleasure (which especially important from the viewpoint of musical development) but also significantly enriches the emotional colors even the most initial perceptions of the child about difficult material and social world that surrounds him/her.

Introduction to the perception of the mood of music plays provides an opportunity for emotional development of children with intellectual disability. An important part of the musical education of children with intellectual disabilities is the development of the perception of musical sounds and attention. At first the children are not able to listen to even the most simple and short musical sketches. Stability of attention during the hearing of music is formed on the basis of experiences and ideas about the surrounding world. During familiarizing with the music the skills of perception of melody (pitch), tone (color), dynamics and rhythm of music are developing. Children's attention is directed to the differences in the color of musical instruments (piano, noise instruments, metallophone, asatayak, hooves, bells, triangle, dangyra, drum, rattle, etc.), children's voices, the sounds of nature, etc.

The main and most efficient form of organization of the educational process is a lesson. As in a regular school, a lesson in a special school, along with cognitive activity allows to realize developmental function as well.

At the lesson the teacher creates effective conditions for the perception of fundamentals of subject, requiring the development and organizes the necessary types and methods of activity, equipment, cognitive and other types of activities. This type of training activities educates students, allows to reveal their creative abilities, correct deviations in development. During the lesson, teacher conducts individual and group work, as well as work with a full class. Features of lesson consist firstly in the constancy of the composition of the class, and secondly, having regard to the development of students resulting from their limited abilities and capabilities, the teacher provides guidance for every step of the lesson, and thirdly, the development of knowledge is carried out directly in the classroom.

All components of the educational process (aims, tasks, content of knowledge, principles, methods of education) are realized at lessons in special schools.

The lesson is an activity organized according to specific requirements, aims and tasks. For the proper organization of the lesson it is necessary to ensure the general pedagogical, socio-pedagogical, psycho-pedagogical and organization conditions.

The tasks of education are: familiarization with knowledge in the amount of scientifically based training program, development of skills required for life. Constantly the tasks of educational activities for students are developed in the classroom, as a teacher shall clearly imagine what kind of knowledge students shall learn and know. Educational tasks of the lesson provide opportunities for formation of a worldview of students, human values and personal qualities, awakening of cognitive interest and creative abilities.

During the lesson, all tasks are implemented in the conjunction. Each music lesson consists of four of closely interrelated parts. All parts of the lesson, in addition to the observance with requirements according to the structure of the lesson, complement each other and realize general tasks of music lesson. For example, listening to the music in the classroom along with the formation of semantic, emotional perception of a musical work extends the musical literacy. Similarly, during the singing, children are able to perform creative tasks.

It is known that in the last century, upon the issues of musical education of children, the various methods were collected. In this regard, a method of musical education of Carl Orff, the German composer, is of interest not only for schools but also for children, who have later mental development.

Our practice showed that for students of the VIII type school method of Carl Orff is very acceptable and effective. Because for children with special mental development, introduction to music through the game on the simple noise

musical instruments at music lessons or school events gives good results. Children have positive effects for the simplest of their emotional perception of music plays of Carl Orff, and their musical and rhythmic development of the game on the noise instruments.

The next method which is successfully used in our practice - is phono-pedagogical exercise of V.V. Yemelyanov. Using of phono-pedagogical exercise at music lessons during working with children with intellectual disabilities, badly speaking, or mute children has a positive effect. Exercises conducted in the form of games, aimed at the development of tongue, jaw, facial muscles. These exercises due to the game elements cause a lot of interest among students, as well as gradually contributes to their vocal and phonetic development.

Good results are also obtained by the use of breathing exercises of A.N. Strelnikova at the music lessons. This method helps to study how properly take your breath not only in the process of singing the songs and exercises, but improves the health of children.

Singing a song is one of their main tasks. The voices of special children are not generally euphonious. Most of the voices of these children raucous, nasally or children can not pronounce the sounds properly. Melodic performance of the song does not occur or extremely rare. Breathing of children is irregular, intermittent. Skills of learning the lyrics is low, since these children starting to talk later. Therefore, during performance of song with musical accompaniment it is necessary to sing it by syllables, phrases. Since music accompaniment plays an important role in the performance of the lyrics, despite the difficulty in remembering of words, the song is taught with the help of humming along with the melody.

Exercise of V.V. Yemelyanov has a positive impact on the performance of melodies on *staccato*, *non legato*, *legato*. Positive results were obtained from this method in working with high school students in the educational process of their performance of the high notes in falsetto.

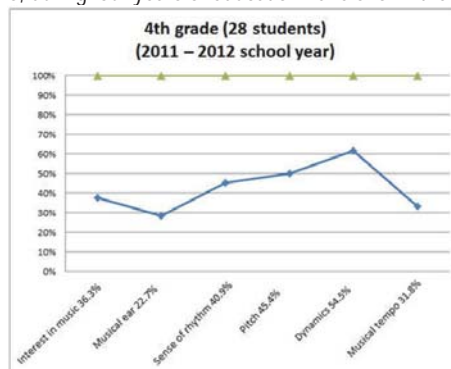
It is known that the understanding and perception of the mood of various works depends on the manner of performance. In this regard, for example, cheerful music depends on rhythm and tempo.

Understanding and perception of different works depending on the means of performance. In this regard, for example, energetic cheerful music depends on the rhythm, from the strong and weak beats of tact. In the future, the children will learn skills distinguish songs from the rhythm of the march. Can be said that children with intellectual disabilities the auditory perception of rhythm is not developed. They do not hear the two beats in the simplest tact, so they can not demonstrate rhythmic movements to the music. Here they can achieve the level of performance of some of the exercises with the help of music teacher.

It is possible to give to listen small parts and short samples of music works or songs for children. During selection of amusical repertoire, the music teacher is based on the characteristics of mental development of children with mental disabilities, namely: the distraction of thought, emotional instability, fatigue, etc.

Therefore, the repertoire is composed of short and simple meaning, easily understandable music works and songs. Musical expression and artistic brilliance of the works should be clear and bright. In the process of education musical repertoire is became complicated, increases the size of the product and its rhythmic structure is complicated. Work with children with intellectual disabilities begins with the familiar musical material with a gradual transition to the new works. Children quickly perceive the familiar music, receive from her positive emotions and tend to hear it again. The preparatory phase is an important aspect. If for normally developing child is enough to tell the content of the song or show the toy, for the child with intellectual disabilities it is required to carry out of pre-preparation work, i.e. the clarification through a variety of visual objects, exercises to train movements.

During the school year the control over development of musical abilities and activities of students in elementary school (1-4) grades at music lessons, during four years of education have shown the following results.



I.e. within the period 2008-2012 school years, students of the first grade before the end of the first stage, up to 4 grade, showed interest to the art of music, as well as showed an increase of musical abilities in the process of musical activity. These results can be seen in the following table.

Musical activities of children	2008-2009 school year, 1 grade	2011-2012 school year, 4 grade	Index of increase of musical activity
Interest in music	22 %	36.3%	34.1%
Musical ear	0%	22.7%	22.7%
Sense of rhythm	9%	40.9 %	31.9%
Pitch	9%	45.4%	36.4%
Dynamics	18.1%	54.5%	36.4%
Musical tempo	0%	31.8%	31.8%

Full development and formation of knowledge and skills, opinions and worldview about the world of children with intellectual disability is not limited by the lessons, since after them child met with other phenomena, learning to build relationships with others. This particularly important function is assigned to extracurricular activity. Extracurricular activity - an important part of educational work on the organization of leisure time of children.

In pedagogical literature (L.R. Bolotina, D.I. Latyshina (32), G.F. Suvorov (37), R.B. Bainazarov (5), etc.) this form of work is considered in close connection with the formation of the spiritual world of students, deepening knowledge of academic subjects and their application in practice, a deep understanding of educational opportunities of knowledge, the development of philosophy, personality traits through the knowledge gained through educational subjects.

According to some researchers (L.R. Bolotina, D.I. Latyshina (12), G.F. Suvorov (56), R.B. Bainazarov (28) extracurricular work complements some fields of the curriculum, reviewing and implementing undigested material training program.

Extracurricular work has great potential for diverse effects on the child, namely:

- allows comprehensive disclosure of the personal qualities of the student undisclosed at the lesson;
- enriches the experience, complements the knowledge on types of activities, forms professional qualities and skills;
- awakens interest to types of activity, increases the activity;
- accustoms to collective activity.

Feature of extracurricular work consists of its creative and educational nature.

This feature can be observed upon the formation of the child:

- self confidence in the course of development of types of activities;
- self confidence in the course of development of skills of collective activity;
- personal qualities of the child.

Extracurricular work on the one hand contributes to the educational process, on the other hand has the educational influence on the child.

Extracurricular work executes *training, developing, and educational* functions. Among them, the particular importance have the developing function.

The content of extracurricular work aimed at improving the skills and abilities of different directions. Through the club activities the skills on performance of vocal exercises are improved (independent performance of short passages, etc.), different forms of work and the ability to work independently, mutual relations skills and collective work (plot-role-playing games, the analysis of the simplest music work).

Extracurricular work is a part of unified pedagogical process. Feature of extracurricular work in a special school is that it is not limited to the constraints of the lesson. Extracurricular work can be conducted in a free form, based on creative abilities and the collective opinion of students. In the course of this work the features of character, children's abilities are described that are not noticeable on a normal lesson.

Extracurricular work, related to musical art in a special school, is organized in the following direction:

- Solo singing or vocal club;
- Choir;
- Dance club;
- Playing at musical, noise instruments.

Depending on the number of students of the institution, its location and the procedure of implementation of the educational activities are organized in various forms. Experience in teaching of children and teenagers with disabilities

takes its origins from individual teaching. Currently, individual training allows you to find specific educational and methodical methods for each particular case. Usually, in special education the individual education is implemented in the following cases:

- in cases of severe and multiple abnormalities in the development, requiring only individual teaching and educational impact, as well as in cases when the features of cognitive process require continuous individual psycho-pedagogical support, control and supervision;
- in cases when the features of the development of the child require special psychological, educational, speech therapy and remedial assistance;
- in cases when the child has to be educated at home.

The development of the children's ability to sing is an important task. It is known that the voices of the children with intellectual disabilities in most cases have a very discordant tone: they often speak through nose, monotone, voice are characterized by throatiness, not modulating. Breathing is irregular, intermittent, insufficiently full. It shall be noted that students of the special remedial schools have very little experience of using independent speech (for most of them it starts to be formed only on the fourth, and most often in the fifth or sixth year of life). Therefore, music lessons are important for the development of their voices, and for the development of speech. During the singing of the children their speech acquires a certain rhythmic organization, occurs the timely switching and the transition from phrase to phrase, etc. Even children, who with great difficulty reproducing the texts of a poem, can sing a song. During a special work on the development of performing skills of students with intellectual disabilities, the melodic ear is significantly developing, voicings become possible, expressive singing, as well as expressive of independent speech. The voice itself is also improved: it becomes clearer, more flexible, sonorous, longer. The condition of speech motility is significantly improved: that is more conducive to special exercises, rhythmic singing to warm up with syllables, individual words, singing of individual phrases, etc.

Singing is an important part of the musical and aesthetic education. In this part the work on systematic and serial formation of the singing culture, starting with the correct posture, ending with a highly artistic manner of execution. Education of collective of singer - is the work on the formation of the unity of sound, harmony of voices (unison, phrasing, ensemble). The training on perception of movement of conductor, formation of proper breathing, attention, etc. are provided. Mandatory performance of sound between mezzo-piano, mezzo-forte, without pressure, formation of middle voice range (E-A - 1st octave), the gradual increase and expansion of the sound (C-D 1st octave, to 2nd octave) to the end of the school year. Work on development of skills of expressive performance of the song (fun, gentle, playful, high) are carried out with particular attention to the quality and beauty of sound, the content and nature of the song. Exercises on the performance with accompaniment are carried out (weekly load of the Choir - 2 hours per week).

The main aim of education in vocal and choral work - formation of human values, desire for beauty and goodness through the world of sounds, songs art, awareness of the phenomena of life through artistic means. The Choir shall have the following functions:

- analysis of the content of musical works;
- performing skills training;
- expansion of musical horizons;
- literacy development;
- creation of conditions for the formation of vocal-choral performance

School age of the child with intellectual disabilities - is the perfect time to be attached to the music. A child of that age is ready to listen to music, singing, remembering, discrimination, solo and collective performances of the song. Stepping over the threshold of the school, the child meets the new world. Training activities in the classroom (listening, formation literacy, performance, rhythmic movements, creative assignments, etc.) strengthen and develop creative and logical thinking of the child, pushing for awareness and understanding of the category of beauty. During familiarization with the different characteristics of plays the children's attention is attracted to the fact that a certain character, mood of music depend on the means of expression, which are used in it. For example, the cheerful, happy nature of march music depends on the volume of sound, rhythm, accentuation downbeat. Gradually, they develop the ability to distinguish songs and marching music. It is observed that the untrained students-oligophrenics have a gross maldevelopment of rhythm hearing. They do not hear even the most basic pulsation in tact of two quarters, which affects the quality of their singing and movement to music. At the beginning of training the dissociation of music and rhythm of movement are observed among them: they can not agree the movement with music, do not begin and end the singing and movement at the end of the melody. Gets the impression that the music just accompanies the movement, and not organizes them. This often makes teachers in all age groups to work together with the children, showing them what and when to perform. But if this is justified in the early stages of learning, in high school it is necessary to pay special attention to ensuring that the

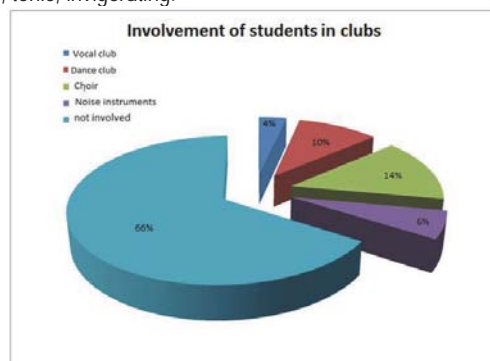
children listen to the rhythm of the music is playing, the rhythm of the music acts, so that they can independently perform certain movements to the music: play successive movement sequences using these skills in dancing, when you create a musical game of images, as well as the singing songs.

School age is the most sensitive period for the development of creative skills, which contributes to the formation of children's aesthetic attitude towards the surrounding world. The richness and beauty of the surrounding world is gradually opened to the child if he listens to the sounds of nature, peering into its changing images and pictures, if an adult is constantly drew his attention to the beauty of the surrounding world.

Children of this age are involved in listening and delimitation of solo performance, sound color of musical instruments. These are the first baby steps to develop the skills of analysis. During the lesson the child receives an overview the musical works, learns the musical idea, gets information about the authors, the history of origin of the work. Not limited to obtaining information, children learn certain skills performance. In the performance of the product is important to understand its meaning and content. Children learn to perceive the pitch, rhythm, and play speed. Another feature of the lesson is that the child at this age is not limited to the reproduction of sounds, trying to accompany the sound performance of dance movements. This is - one of the most enjoyable activities for children. The main methods and techniques of working with children on musical lessons are as follows:

- visual-auditory (singing a songs by the teacher, playing at musical instrument, the use of audio-video materials);
- visual-motoring (showing of toys and bright pictures that reveal the content of the songs, showing of actions reflecting the character of the music by the adult, showing of dance moves:
- joint action of child with an adult;
- imitation of adult actions;
- gestural instruction;
- child's own actions by verbal instructions of the adult.

Aesthetic education ensures the harmonious development of the child's personality. It allows him to rethink the meaning of the world of things in life, to show its secondary to the spiritual and moral values. Stimulating the emotional experience of the child, developing his artistic empathy. Art helps educate humanity creates the ability to accept and understand the other person, feeling the beauty of his feelings and emotional experiences. It is known that music has beneficial effects on personality development. With having of special means of expression, the ability to directly express emotions, music has a positive effect on the emotional state and develops a sense of beauty. Under the influence of music child is capable to be involved in the multiple contacts with the outside world, to reveal their ability to demonstrate the possibility to strengthen their cognitive and motional skills. Musical activities can accelerate and slow down mental activity of the problem child. This is an important feature of its that used in the selection of works for private listening with the personal characteristics of the child: soothing, relaxing music are used for hyperactive children soothes music; for inhibited and flaccid - stimulating, tonic, invigorating.



Musical education in special schools - one of the most important sectors of education and training. Music lessons at school meet the social needs of the society and involve children in traditional (national) and the world classic music. Musical art images help expand thinking and worldview of children, contribute to a better perception of the real phenomena of the surrounding world. (4)

It is clear that the conduction of the music subject is not an easy task. The music teacher must not only be a qualified teacher, owning music literacy, but also shall have a fully developed personality, playing at several instruments, armed with advanced teaching methodology, with creativity, aimed at searching and development (3).

3. Discussion

Responsible approach to the diverse and volume activity for training and education of children with disabilities shall be the main priority of modern teachers. During school work, i.e. pedagogical activity the teacher must be prepared to demonstrate the pedagogical skills, the best business and professional qualities.

In the search for effective ways of social adaptation of children with intellectual disabilities, in addition to the above mentioned, the following suggestions and relevant ideas can be distinguished:

1. During the school year a unified system planning of various events, especially holidays, competitions, festivals, at the city level, since the simultaneous participation of children with intellectual disabilities in several events had a profound impact on their emotional state, behavior and thinking. In particular, significant changes in the behavior of these children occur in spring and autumn, and participation in concerts and festivities causes difficulties.
2. In schools for children with disabilities, the master classes shall be carried out as more as possible.

Musical education is a part of the correctional and educational work that carried out with children with intellectual disabilities. Smoothly fit into the system, namely, in its aesthetic unit, it decides how the actual music, and correctional and educational tasks. Classification of the latest advances in teaching practice, the appropriateness of the new educational technologies and innovative directions, taking into account features of the national pedagogy in the process of teaching and education of children with disabilities, is one of the most important tasks for the moment.

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