



MUSIC AS PART OF TEACHER EDUCATION TO ENHANCE LEARNING OF INCLUSIVE CLASSROOMS (A CONCEPTUAL PAPER)

Madhumita Ghosh¹ & Megha Uplane², Ph.D.

¹*M.Phil student .Department Of Education & Extension. Savitribhai Phule Pune University,
Pune.*

²*Associate Professor, Department Of Education & Extension , Savitribhai Phule Pune
University, Pune.*



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Introduction “Music education opens doors that help children pass from school into the world around them- a world of work, culture, intellectual activity and human involvement. The future of our nation depends on providing our children with a complete education that includes music.” - President Gerald Ford . “I often think in music. I live my daydreams in music. I see my life in terms of music”.-Albert Einstein. “Some people think music education is a privilege, but I think it’s essential to being human”.-Jewel . Music is a powerful tool for personal expression within the daily lives. A quote will make the introduction of music more clearer, "Music is the electrical soil in which the spirit lives, thinks and invents." By Ludwig van Beethoven. “Take a music bath once or twice a week for music is to the soul what water is to the body."by-- Oliver Wendall Holmes.All the quotations of the scientists, Educationists and teachers felt the importance of Music in the process of learning. When every child is welcomed, taken into consideration and valued regardless of ability or disability it is inclusion . This is become a slogan of today’s educational system. Music, when applied in a constructive way, can have positive effects on a child's learning and help them in many ways. One of its main features is its ability to generate a spectrum of emotions in listeners as well as learners.

Music Education : “According to The Arts Education Partnership (AEP) reviewed an extensive body of research to identify high quality, evidence-based studies that document student learning outcomes associated with an education in and through music.” The results show conclusively that music education equips students with the foundational abilities to

learn, to achieve in other core academic subjects, and to develop the capacities, skills and knowledge essential for life long success. Physically, psychologically challenged also give responses and the learning outcomes are quite evident. Teachers need to know the degree to use the music as therapy of education in the inclusive classroom. Music Education helps **develop:** Hand-Eye Coordination, Memory Skills Concentration, Problem Solving Skill, Teamwork Self-Confidence/Self Esteem, Standards of Excellence, Time Management Skills. By studying music in school, students have the opportunity to build on skills such as communication, creativity, and cooperation. They enrich their lives by building on these skills and seeing the world from different perspectives. Music training is superior to computer instruction in enhancing children's abstract reasoning skills, those necessary for learning math and science. (El Haj, Postal, & Allain, 2012; Hallam, 2008). Music education Sharpens student attentiveness and Strengthens perseverance . **Background** Music is the arranged, selected and organised patterns of sound and it always has a great influence on mankind . Music is often employed, as a way to motivate ourselves to accomplish certain tasks, and as a means of mood induction. Music is unusual among all human activities for both its *ubiquity* and its *antiquity*. The oldest physical artifacts found in human and proto-human excavation sites are musical instruments: bone flutes and animal skins stretched over tree stumps to make drums. Whenever humans come together for any reason, music is there: at weddings, funerals, graduation from college, soldiers marching off to war, stadium sporting events, prayer, a romantic dinner, mothers rocking their infants to sleep, and college students studying for exams. Even moreso in non-industrialized cultures than in modern Western societies, music is and was part of the fabric of everyday life for accompanying activities throughout the day from gathering and preparing food, to hunting, domestic chores, crafts, and religious ritual. Many people today use music for emotional regulation in the way that they use drugs such as caffeine and alcohol: they use a certain kind of music to help get them going in the morning, another kind to unwind after work. People use music to help make it through their exercise workout or to comfort them during emotional crises. College students study to music and brain surgeons perform their most concentration-intensive procedures while music plays in the background. Music is often employed, therefore, as a way to motivate ourselves to accomplish certain tasks, and as a means of mood induction. Music becomes "a way of organizing one's internal and social world, helping to continually reconstruct the aims of various activities." Just as film soundtracks enhance and emphasise the action on the movie screen, we all have "life soundtracks"— music we listen to that inspires, motivates, calms, excites, and generally moves along the action in our daily lives.

Need And Importance Of The Study

Music training not only helps children develop fine motor skills, but aids emotional and behavioural maturation as well .Music is a science , it needs acoustics, frequencies, volume changes, melody, harmony and intensities. It is mathematical as rhythm and subdivision of time is required. Music is a foreign language with all French, German notations. Physical

education is also present in music as the form of ear, hand, muscles, cheek, voice, motor skill etc are needed to be coordinated. Music has a great effect upon students' attention. The rhythms and tempo of musical sound can assist us in setting and maintaining our attention and focus by perking us up when we are weary and helping us find peace and calm when we are over-energized in some way. Music helps us learn because it will-

- establish a positive learning state
- create a desired atmosphere
- energize learning activities
- focus concentration
- increase attention
- improve memory
- release tension
- enhance imagination
- develop rapport
- provide inspiration and motivation
- add an element of fun

Songs, chants, poems, and raps will improve memory of content facts and details through rhyme, rhythm, and melody. Teaching these to students or having them write their own is a terrific memory tool! Listening to music engages the whole brain, thus stimulating cognitive performance in a range of non-purely musical activities such as language memory tasks.. Education for All Handicapped Children Act (P.L. 94-142) – Implications for Music Education “It is the purpose of the Act to assure that all handicapped children have available to them, within the time periods specified in section 612 (2)(B), a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and 2 to assess and assure the effectiveness of efforts to educate handicapped children.” (P.L. 94-142) When compared with children in "isolated environments," the children who have been successfully included have shown better social and academic adjustment. The sight impaired have shown increased mobility and independence, and children with chronic health and crippling conditions seem to be more tolerant of their limitations and more willing to try alternative activities. A Musical education programs help to develop perceptual motor skills, integration and synthesis, symbolization and abstraction, and physical energy. School records indicate that normally intelligent hearing-impaired children have improved skills in both speaking and understanding language, attributed presumably to day-to-day contact with hearing peers.

Dyslexia is a Specific Learning Difficulty (Sp.L.D.) which means that an individual learns differently. Dyslexia may be inherited and research suggests that it affects up to 10% of the population. Music performance is [thought to be] ... one of the most complex and demanding

cognitive challenges that the human mind can undertake.' (Zatorre, Chen and Penhune, 2007). The British Dyslexia Association's guide to teaching music to students with dyslexia. Christopher Walters, editor At least one in ten people in the world have dyslexia or a closely related condition.. This is the most effective teaching method for everyone and this guide will give you lots of tips and techniques on how to help your students learn music, including those who happen to be dyslexic or have another specific learning difficulty. Sensory stimulation increases attention span ,even ear plugs with motivational music at low level helps in learning. (Ian Bell). This can be one of the strategies of teaching in the inclusive class to motivate the learner. Autism is a developmental disorder that appears in the first five years of life and affects the brain's normal development of social and communication skills. Music provides a positive environment that enhances student interaction and helps develop a sense of community and cooperation. Research indicates the brain of a musician, even a young one, works differently than that of a non musician. "There's some good neuroscience research that children involved in music have larger growth of neural activity than people not in music training. says Dr. Eric Rasmussen, chair of the Early Childhood Music Department . The Johns Hopkins University, where he teaches a specialized music curriculum for children aged two months to nine years. As this is a neuroscience research it can be tried on the children who are disabled or challenged in the inclusive classroom also. The application may help the challenged in Inclusive classroom. **Objectives** 1) To study whether Music is used as a part of teacher education . 2) To develop a Musical Programme for the Inclusive Classrooms. 3) To find out whether the effect of Musical Programmes enhance learning. **Objectivewise Descriptions** All three objectives are conceptual. Concept detail will be worked out based on the indepth study. **Findings** Evidences suggests that music listening can improve verbal memory in a variety of situations, it is still unclear what specific memory process is affected and how. These are useful in the inclusive classrooms where challenged learners are present. The visually challenged learners give responses to the music.

As far as music and movement is concerned Dr. Maria Montessori, the great educationist along with Anna Maccheroni ,conducted many musical experiments with the young learners. Madam Montessori observed the neurological effect of organised motor activity through rhythmic movement. For listening she used sensorial material. A study at the University of California (Irvine) showed that after eight months of keyboard lessons, preschoolers showed a 46% boost in their spatial reasoning IQ. Rauscher, Shaw, Levine, Ky, and Wright **Right hemisphere of the brain** Activated when you *hear melodies with a variety of pitch and timbre* It also "lights up" when people play music by ear. **Left hemisphere of the brain** "Lights Up" when you learn to *read music, understand key signature and notation, and follow the sequence of notes*. Significantly, the brain is activated in the same area that is involved in analytical and mathematical thinking. Luehrisen explains psychological phenomenon in two sentences: "Schools that have rigorous programs and high-quality music and arts teachers probably have high-quality teachers in other areas." This explanation definitely motivates the teachers to include music in the classroom teaching and specially in Inclusive Classrooms. Pruettt says. "People who have had formal musical training tend to be pretty good at remembering verbal information stored in memory." This is quite encouraging for the teachers Inclusion. The above findings encourage that the brain lights up with the help

of Music . Even the slightly mentally challenged , autistic , visually challenged ,children suffering from cerebral palsy can be taught with the help of music in inclusive classroom. "Music learning supports all learning. Not that Mozart makes you smarter, but it"s a very integrating, stimulating pastime or activity," Guilmartin says. If applied in inclusion teachers may find a motivational learner who are having disabilities. Dr. Kyle Pruett, clinical professor of child psychiatry at Yale School of Medicine and a practicing musician says , "Musical experience strengthens the capacity to be verbally competent."For teaching languages in inclusive classrooms application of music may develop the left side of the brain and teaching becomes smoother.

Suggestions for including students with more severe cognitive or physical disabilities are provided in the Model Cornerstone Assessments. (Music Education Resources for Inclusion Abramo, J., (2012). Disability in the classroom: Current trends and impacts on music education. Music Educators Journal, 99(1), 39-45. DOI: 10.1177/0027432112448824 Adamek, M. & Darrow, A. A. (2012). Music participation as a means to facilitate self determination and transition to community life for students with disabilities.) A study by Deborah Sheldon, of The Illinois School for the Deaf successfully implemented a band and music program at the school for many years, showing how music education can be available to all, even with disabilities, such as blindness, deafness, mental retardation, and epilepsy. "W.W. Turner, principal of the American Asylum for the Deaf, and D. D. Bartlett, a teacher at the New York School for the Deaf and the American Asylum, spoke in the mid-19th century of the meritorious qualities of music instruction for deaf and hard-of-hearing individuals. They believed that pleasure and fulfilment is derived by not just the sound, but through regular rhythm and vibrations." **Findings:** The challenges of the teachers in inclusion are many. Heterogeneous and diverse groups are to be involved my music lessons by the teacher. The evaluation may be done in a different way. Disabilities Education Act (IDEA), was passed in 1975, music teachers and administrators began preparing to include special learners in their classrooms. Almost thirty years later, we are still learning how to include special learners in our classrooms! Many school systems are moving toward an inclusion model for teaching special learners in which all students are included in general classrooms.

The inclusion of mentally or physically disabled children into "regular" classrooms has been a topic of discussion for many years in education.Participants ranked their willingness to work with students with multiple impairments and emotional impairments lower than students with mental or physical impairments. (Disabilities and Inclusion in the Music Classroom:A description of the findings of multiple research studies dealing with disabilities and inclusion in music education.by Nicole Davis on 20 June 2011).

Summary/Conclusions/Discussions Teaching special learners requires patience, intelligence and an understanding of the various student disabilities. It is important to remember that in regards to educational needs, special learners with disabilities are more similar than different. Teachers need to develop a musical programme which may include Rhythm sticks ,Clapping, Melody, A Bell,Whistles, Drums. All these are useful for Inclusive classes.Playing Musical Game, Musical Activity, Use of tempo all these activities if are interestingly designed in an inclusive class learning can be enhanced. Teacher has to be a well trained Smart Teacher not a Board Teacher. Teacher needs to master the skill to develop a constructive musical

programme and it should be functional, appropriate and fruitful. Planning and execution of such musical activities in Inclusive Classes need to be in a sequential order.

Music teachers need to adapt their curriculum, materials and activities to include each learner in the classroom. Flexibility, dynamicity are highly required to teach in Inclusive classrooms. The evaluation needs to be different in Inclusive classroom by music teacher. No learner should be excluded. The teacher who teaches in Inclusive Classrooms with the help of Music must plan for individual needs of the child and act accordingly. Research has been conducted that explores the role of music might play in the learning process of students or if music might be a possible teaching strategy. Listening to music while studying, a behaviour observed in some students, and if this listening to music enhances study is another focus of this study. All the above researches and evidences help the researcher to realize the importance to include Music in Teacher Education in the inclusive classroom where every child will be have self confidence regardless of his ability or disability to learn. Students with disabilities have the capacity to participate in music experiences at a variety of different levels of engagement. Educators need to understand the students' abilities as well as areas of deficit to develop effective strategies to support students' success. The music educator should consult with special education teachers to build a repertoire of strategies for inclusion for specific students. Successful inclusive music educators develop creative approaches, maintain high expectations for their students, and utilize principles of Universal Design for Learning (UDL) to create effective learning opportunities for all students.

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