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REPLACEMENT OF RHYTHM LESSONS IN THE HEALTH CARE OF CHILDREN WITH DISABILITIES

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ABSTRACT

The article provides information on the role and role of rhythmic classes in the rehabilitation of students with disabilities, ways of using movement exercises, and examples of movement games.

KEYWORDS

Art technology, musical and rhythmic activity, corrective rhythmicity, prevention, society, independent, health care.

INTRODUCTION

The article is devoted to issues of prevention, treatment and correction of developmental defects in children. Particular attention is paid to the features of musical and rhythmic lessons that help attract and arouse interest in the child's activities, activate thinking, relieve psycho-emotional stress, and train behavioral skills in a group. Based on the researched literature on the problem of development of children's general and fine motor activity, we see that corrective

rhythmic classes help the general development of disabled children and correct deficits in general and speech motor skills.

Determining the importance of musical and rhythmic activities of children in a special school with limited opportunities.

1. Review of the characteristics of children with disabilities;

2. Analysis of theoretical aspects of physical activity of disabled students;

3. Determining the characteristics of the correctional rhythmic lesson in a special school with limited resources;

4 Review of the importance of corrective rhythmicity for children with disabilities.

The problem of teaching rhythm in a special school with disabilities in a general education institution is very relevant, because rhythmic training is of great importance for children with disabilities. Correctional rhythmic classes are used to correct the deficiencies in the mental and physical development of children with intellectual disabilities through musical and rhythmic activities. The methods and forms of developing musical and rhythmic activities of children with disabilities are focused on the development of higher mental functions, and the higher mental functions of children of primary school age are taught in a special school. development is of great importance.

"Correctional rhythmic" is a special complex lesson in which, with the help of music and special tools and corrective exercises, correction and development of higher mental functions, improvement of the quality characteristics of movement, personal qualities, self-control and development of movements and behavior.

Musical and rhythmic lessons help attract, activate and awaken interest in the child's activities, activate thinking, relieve psycho-emotional stress, develop group behavior skills, and allow the mentally retarded child to socialize. Organization of activities with the help of musical activities develops attention, memory, internal assembly in children, helps to form purposeful activities.

The main tasks of the correction rhythm are:

1) prevention;

2) treatment and correction of existing deviations in the child's development.

Rhythm classes help children strengthen muscles, form breathing, develop motor functions, develop proper posture, walking, and movements.

In the lessons, the ability to perceive musical images and the ability to act expressively according to a given or invented image are cultivated. It helps to develop creative abilities of students with mental retardation. Rhythmic movements, improving motor skills, developing the ability to control your body, strengthening the muscles, having a beneficial effect on the work of the respiratory organs. Great attention should be paid to skills development exercises, because they not only develop and heal children physically, but can also be used as one of the tools to strengthen musical literacy (dynamics, singing, choir). Many musical works evoke different emotions in children: emotional experiences, under their influence, actions take on an appropriate character. Exercises with children's musical instruments are used to develop finger mobility, muscle tension and relaxation, and the ability to coordinate rhythm and hand movements. Games with these musical instruments are very important because the functions of fine motor skills and muscle strength are often impaired in children with disabilities. Stiffness or lethargy, lack of differentiation and accuracy of movements interfere with the acquisition of writing skills. This type of activity creates lively emotional interest in children, expands their knowledge, and develops auditory perception. Game songs are important in developing

motor skills, rhythm, attention and hearing, they are one of the main types of children's activities and an important means of their education.

Play songs should be understandable for children with intellectual disabilities. Shy, timid children should be involved in more active activities. For example, in the game song "as in our gate", children describe the following: a fly, a dragon, a fly, perform various imitation actions (a fly flaps its wings, a fly plays on a pipe). Such game songs develop children's imagination, memory, speech, and actions. Children who participate in dance later show more confidence, intelligence and courage.

For rhythmic success, a piece of music requires a complete holistic perception. They are bright in nature, but have a certain content, but the volume is small, in the study of rhythm, they are always associated with movement, a certain movement, sometimes with words. At the end of the lesson, it is necessary to perform exercises that relieve muscle and emotional stress, for this you should use such "music" for relaxation as the singing of birds, the sound of the stream, the sound of the sea.

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