

Information Technologies in Teaching Pop Vocals of Teenagers with Disabilities in Motion

Nataliya G. Tagiltseva¹, Svetlana A. Konovalova¹,

Liana V. Dobrovolskaya², Anna M. Zhukova³, Oksana A. Ovsyannikova⁴

¹Ural State Pedagogical University, Yekaterinburg, Russia
musis52nt@mail.ru, konovsvetlana@mail.ru,

²M. Kozybayev North Kazakhstan State University, Kazakhstan
doliانا@inbox.ru

³The Tyumen State Institute of Culture, Tyumen, Russia
sergeiovsiannikov@yandex.ru

⁴Tyumen state university, Tyumen, Russia
sergeiovsiannikov@yandex.ru

Abstract. The article considers information technologies that can be used by children of adolescence with limited motor abilities. Such children can not often visit music schools, vocal studios and circles, but they, like many teenagers who do not have health restrictions, want to engage in contemporary forms of musical art and, in particular, pop vocals. One of the tools that allows an adolescent with limited motor abilities (cerebral palsy, upper and lower extremity dysplasia, etc.) to engage in this form of music making, to engage in creative communication with other children who are addicted to pop-performance are information technologies. Currently, Internet resources provide ample opportunities for learning pop vocals. But, the use of the abundance of Internet programs, various kinds of Internet teaching resources, however, is not yet a guarantee of its success. Therefore, adolescents who want to master pop vocals need the help of an adult teacher who, through the use of these technologies, will determine the logical sequence and appropriateness of including such resources and technologies in the learning process. The article presents the sequence of introducing teenagers with disabilities into health in the form of interrelated stages in the process of education. Receiving the teacher's advice on Skype, the child can successfully master them. Each stage is aimed at: on the development of a sense of rhythm and purity of intoning (the program "Real piano" and "Absolute Rumor."); on the upbringing of the ability to evaluate one's performance; on the formation of the ability to listen to vocal harmony (the program "Akapella maker"); on the formation of skills of ensemble performance (the program "Smule sing."). The content of the stages of teaching pop vocals of a child with disabilities in health: from elementary vocal skills to the skills of joint vocal playing with other children and is the purpose of this article.

Keywords: Children with limited motor abilities, stages of training, pop vocals, computer programs.

1 Introduction

Nowadays, information technologies are increasingly being included in the educational field. They are also used today in educational institutions that deal with the musical education of children. The review of pedagogical literature suggests that these technologies are also used in teaching children with disabilities and, in particular, with limited motor abilities. These technologies are especially relevant for teenagers. It is known that in adolescence the leading activity of children is communication. Teenagers communicate with each other in certain interest groups. They willingly include in their groups those children who are engaged in the same types of creativity, sports, social, research activities. However, children with limited motor capacity, being at home all the time, often can not realize themselves in these activities, as a result of which they are not accepted into adolescent communities. Therefore, one of the motives to engage in actively loved activities in children with children with disabilities in health is to gain "trust" in healthy children and to join them in a communication group.

A child with disabilities in health who wants to engage in such a favorite business every day can receive certain recommendations from a teacher who will present these recommendations via Skype. However, for the teacher himself, one must have an idea of the certain sequence of stages of such self-training of a disabled child to achieve the success of training, preserve his health and maintain interest in such activities. This training includes the training of the parent. Also, such technologies contribute to the successful teaching of music to children with cerebral palsy through the inclusion of a visual series (notes, pictures associated with the content of a musical work), or through clearly marked instructions for playing an electronic musical instrument that the child receives from the teacher via the Internet [1, 2].

For adolescents with special health abilities, those programs that contribute to the formation of their skills in pop singing are extremely relevant. This dominant of pop vocals over other vocal forms of performing is dominant in the world musical culture, which undoubtedly affects the interests of adolescent children, including those who have limited opportunities in health [3].

2 Theoretical bases of training pop vocals for teenagers with limited mobility

Much less often than the work on the use of ICT in instrumental performance in the literature, there are developments of a theoretical and methodical plan for using the same technologies in vocal training. Especially this disadvantage is manifested in teaching classical vocal, in which the traditions of Italian, German, French, Russian academic singing schools are strong [4]. Vocal creativity is also taught to children with disabilities in health. It is an interesting experience to teach the vocal of a child with autism, which is disclosed in an article by R. Vaiouli, K. Grimmet, L. Ruich [5]. Presented ideas of the authors reveal the possibilities of teaching the child vocals with the help of visual computer tools that contribute to the formation of certain vocal skills, including those in children with disabilities.

3 The introduction of ICT in the process of teaching pop vocals to teenagers with disabilities

The purpose of this article is to present a specific algorithm for the introduction and use of computer programs. At the same time, the article will show not so much the features of such programs, their characteristics and specific usage, but rather the sequence of the stages of introducing such programs for a novice pop vocalist.

In pedagogy there are various definitions of the stage-by-stage learning of one or another activity. We will reveal this technology, which was actively introduced into the learning process of novice pop vocalists- adolescents with limited ability to move. These children were trained in the system of additional musical education in the Children's Art School No. 4 in Yekaterinburg, Russia.

First stage of the work was the introduction of the program "Realpiano" and "Absolute Rumor ". It is known that auditory control is important for any musician-performer. The same control is also necessary for the pop vocalist. The most frequently repeated mistakes in the performance of pop music is not the accuracy of the intonation, when the performer then understates, then overstates the tone or even "leaves" the tone, for example, in the case of a song without accompaniment - a`capella. In connection with the need to eliminate this disadvantage, pop vocalists-disabled teenager need a thorough auditory training, which allows to accurately and purely intone any vocal work. To this end, the program is first introduced into the training (which can be for every disabled teenager in the smartphone) "Realpiano". This program allows to lose the melody of the vocal work, to repeat it in a voice, accompanying himself to "Realpiano", singing those fragments that cause the student intonational difficulties.

The next program, which was actively used to develop intonational accuracy of vocal performance, was the program "Absolute Rumor". The advantage of this program is the development of auditory skills, and not only. It contributes to the development and rhythmic feeling, so necessary to the pop vocalist due to the need to perform jazz works, complex in rhythmic, tempo and metrorhythmic terms. In this program there are tasks for the development of a sense of rhythm, namely, the learner is offered to play the rhythm offered for listening, record this rhythm with music durations, reproduce the complex rhythmic pattern with claps. At the end of the execution of the tasks, the results of the execution of the tasks of each block appear on the display. The next stage of introduction of ICT in the process of preparing of novice pop vocalists is the inclusion of such a program as "Akapella maker". The value of this program is that a children can perform the same melody of a vocal work several times, and "imposing" different performances will give him the opportunity to hear inaccuracies in sounding, in rhythmic design of the vocal work, and reveal melodic and metrorhythmic discrepancies.

At this stage it will be possible to include another, undoubtedly, useful program called Smulesing, which is not even called a program but a social network. For more colorful sounding in the recorded track, the student can include interesting sound effects: claps, flicks, fingers, rumba, maracas, etc. Another advantage of this program is the choice of the form of performance of the chosen composition: solo, duet, trio, ensemble, quartet and even chorus. In the vocal music-making the teenager can involve

several performers, and the association through the program of their sounding makes it possible to create an ensemble or chorus whose participants may be in another city, state or even on another continent.

4 Key Findings

With the introduction of three stages of technology, the following results were obtained. Children - teenagers with disabilities learned to intone well, developed their possibilities in terms of ICT development, and, most importantly, found new friends in the overall creative work, which undoubtedly brings such training to pop vocal as an effective means of socializing these children. This is confirmed by performances at contests for teenagers with disabilities in the movement on vocal competitions and festivals. The pop vocals of these children included elements of the presented technology. The effectiveness of the technology is proved by concert performances of one of the winners of the television project "Voice. Children", the third season - Danila Pluzhnikova.

References

1. Nataliya G. Tagiltseva, Svetlana A. Konovalova, Nataliya I. Kashina, Elvira M. Valeeva, Oksana A. Ovsyannikova, Sergey I. Mokrousov: Information Technologies in musical and art education of children. In: Smart Innovation, Systems and Technologies. Vol. 75, 2017. P. 112-119.
2. Prisyazhnaya, E.A. Tagiltseva, N.G.: Information technologies in professional work of the teacher of an additional education. In: MUNICIPAL Education: Innovation and Experiment, no. 6. pp. 12–16 (2016). (in Russian)
3. Delgado M. , Humm-Delgado. The performing arts and empowerment of youth with disabilities/ Pedagogia Social. Revista interuniversitaria. Youth empowerment and Social Pedagogy. Universidad de Salamanca. , 2017. P. 105-120.
4. Konovalova S.A., Korosteleva N.I. Actualization of the vital experience in the vocal class // Fundamental research. 2007.№ 7. pp.11-14(in Russian)
5. Vaiouli P., Grimmet K. R. Ruich L. Bill is now singing: Joint engagement and the emergence of social communication of three young children with autism// Autism, 2015, №. 19 (1).P. 73-83.