

Developing The Activity Of Children With Disabilities Through Dance Classes

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Abstract

This article provides detailed information on the changes and innovations in the field of higher education, various methods, and tools for educating children with disabilities. The practical significance of increasing the participation of children with disabilities in society through choreography has also been studied.

Keywords: Education, work, study, choreography, training, science, art, education system, projects.

Introduction

Following the resolution adopted by the 37th Plenary Session of the United Nations General Assembly on October 14, 1992, December 3 was declared the International Day of Persons with Disabilities.

The main goal is to take into account the programs, projects, interests, and rights of people with disabilities around the world, to participate on an equal footing with non-disabled people, to introduce laws and procedures to protect the dignity of all countries together with the need to improve their lifestyles, radically improve them, create the necessary conditions for them to live a full life, work, study and restore their health regularly, and to celebrate this day on a large scale around the world. recommended. From this day, every year in our country, December 3 is celebrated as the International Day of Persons with Disabilities.

In addition, since the early days of independence of the Republic of Uzbekistan, a great deal of attention has been paid to the social protection of persons with disabilities. In this regard, the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated August 1, 2017 "On radical improvement of the system of support for persons with disabilities" was signed, and this decree is of great joy to thousands of people with disabilities.

Every year on this day, the President addresses the people of Uzbekistan on the occasion

of the International Day of Persons with Disabilities. In his congratulatory message this year, Sh. Mirziyoyev said: "I am convinced that December 3, the International Day of Persons with Disabilities, has a strong place in the socio-political life of our country. remains one of the important dates that will serve to make an in-depth decision.

Honoring human dignity and honor, regardless of nationality, language, and religion, attention and care for every citizen, kindness, generosity, and nobility are the hallmarks of the New Uzbekistan Society we are building. remains the rule of life. I urge all of you to take an active part in such a noble cause. " – said (Sh. Mirziyoyev, 2021).

In the past, children with disabilities and their families have always faced obstacles in exercising their basic human rights and joining the society. Their abilities were ignored and their needs were given little attention.

The radical reforms that have been carried out in our country over the years have begun to bring about significant changes in the education system. In particular, several large-scale measures have been taken to further develop higher education. In our country, unlimited opportunities are created for young people and children with disabilities in every field.

One example is the learning process. To date, "the implementation of the education development program has begun, and more than 300

schools have created the necessary conditions for the education of children with disabilities. To ensure the development of new areas of education, various professions, and disciplines, master's specialties have been introduced.

To maintain permanent employment and improve the skills of staff, part-time and evening education has been restored, and some educational institutions have been established in cooperation with foreign countries. Most importantly, the curriculum has been radically updated.

In addition, there are positive results in increasing the participation of children with disabilities in society. Life itself calls for "increasing the coverage of the population in need of social protection, including people with disabilities, with higher education, and improving the infrastructure conditions for them."

In this sense, the education of children with disabilities, their social protection, regular health assessments, and assistance in their place in society are high on the agenda. is moving. Various methods and tools for educating children with special needs are being developed and put into practice.

According to statistics and medical research, the use of arts, including choreography, is very effective in increasing the activity of children with disabilities in society, positively affecting their psyche, maintaining a healthy level of health.

Because the simultaneous performance of choreographic movements and physical exercises such as dance, rhythm, music, creates a favorable opportunity for the physical, mental-psychological, and mental development of a child with disabilities. It helps to strengthen the child's self-confidence and determination.

Through choreographic movements, a person with a disability or a disability undergoes medical and physiological changes, develops skills of understanding the world, enhances aesthetic taste, and most importantly, feels that he is a necessary person for society. Repeating each movement many times during the study will help the child to develop such qualities as the desire to move independently, to move towards the goal, to sharpen his patience.

The art of choreography in the rehabilitation of children with disabilities has a positive effect on all systems of the body. Acceleration of the heartbeat as a result of exercise leads to an increase in the volume of the lungs,

improves blood circulation in the body, activates blood circulation in the body, resulting in improved oxygen supply.

Skeletal muscles and joints are strengthened, flexibility, agility, coordination are developed. Children learn to pay attention to body positions, keep the body upright and balance, control muscle contraction, and the control arm, leg, and head movements.

Creating a choreographic text or its appearance is one of the features of creating a choreographic work. There is a "formula" for creating a dance work. A dance formula is an opportunity to generalize large shapes by highlighting specific dance combinations. It is primarily useful in the creation of choreographic works, helping to identify certain laws of the art of dance, teaching dance, and understanding the choreographic works by the audience in different eras and different cultures.

It is also a traditional way of forming dance movements and compositions, moving from movement to movement, from one direction to another (Erkinovna & Kamarbekovna, 2020). These aspects should be considered in dance performances, especially for children with disabilities. The complex process of mastering every movement in dance activates the brain. It also has a positive effect on the formation of many new neural connections and the development of the child's ability to read (Nasiba, 2020).

The sound of figurative and expressive music during specially selected dance movements and exercises can calm emotionally affected children, as well as activate sedentary children.

Children with communication problems, psychological barriers, emotional disorders do not allow themselves to be touched in normal conditions, and in dance, they hold each other's hands, their behavior is different from other children. in harmony with the executive, that is, imitates behavior (Cronin et al., 2020). This situation creates new prospects for the development of their cognitive characteristics.

In developing a project to involve children with disabilities in choreographic activities, it should be borne in mind that, unlike a dance group with healthy children, a dance group with children with disabilities requires a special approach.

Literature Reviews

One type of art therapy is dance therapy, which activates a person's body movements and emotions. The first use of dance as a means of rehabilitation began in Sweden in the 1960s. In those years, Austrian choreographer Hilda Holger was engaged in dance lessons with her son, who had Down syndrome. Since the 1990s, integrated ballroom dancing in Russia has been used as an adaptive tool for individuals with musculoskeletal system injuries (Binon et al., 1986).

Integrated communities are usually organized in specialized boarding schools or rehabilitation centers for people with a single type of disability: musculoskeletal system or vision, hearing, or neurological disorders. In such communities, people communicate with each other faster, understanding each other better.

Research methodology

Special methodologies are being developed for them to make it easier for them to master a certain type of creativity. For example, several dance groups for children with hearing impairments have been successfully operating in Uzbekistan. In particular, there is a dance club at the specialized boarding school for deaf children No. 101 in Tashkent.

Analysis and results

According to statistics, 15% of the world's population is disabled. 2-4% of them are patients with severely limited mobility. In almost all countries, there are regular benefits for people with disabilities, such as benefits, pensions, health care.

Following the Resolution of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated October 13, 2020 No PP-4860 "On measures to further improve the system of education for children with special educational needs" was implemented, opportunities were adequately distributed (Mirziyoyev, 2020).

A group of volunteers was formed to work with children with disabilities. All science and art teachers began to discover new stars one after another. It should be noted that children with disabilities are mainly brought up in boarding schools, receive special education, and engage in creative and technical work to the best of their ability. At the same time, if they receive additional training, it will affect their health, psychodynamics,

and increase the consistency of data encoding and decoding processes.

Recognizing that people with disabilities in Uzbekistan participate in all aspects of social and political life, expand opportunities, support their aspirations, increase their participation in society and have a positive impact, participate in arts and cultural events. The Uzbek State Academy of Choreography has developed a grant project on "Creating a multimedia product to increase the participation of children with disabilities in society through the art of choreography" and various seminars on the art of choreography for children with disabilities in all regions of the country. and training is being conducted.

The main goal of the seminar is to increase the participation of children with disabilities in society, in addition to teaching classical ballet, modern dances, or folk dances, depending on their age, readiness, goals, and, of course, their wishes.

This grand project will help children with disabilities to realize their dreams, happy impressions, and events, to develop their abilities to the fullest, to make their dreams come true.

The main goal of the grant project is to provide children with disabilities with hope, interest in life, a foundation for all-around development and proper body formation, flexibility, and the art of choreography so that they can feel and understand classical music. granadilla. It also develops hearing, standing, and a sense of balance. includes It teaches her to work on herself and overcome difficulties, and to keep the children informed of the school of choreography.

With the help of this choreography, many girls achieve their dreams, and boys try to prove once again that they are agile and healthy. That is why it is necessary to establish rhythmic and dance subjects in boarding schools for children with disabilities in the country, to train enough teachers, to prepare special curricula and manuals. Consequently, rhythmic and choreographic movements serve not only to boost physical energy but also to lift the mood.

The idea is that no matter what body a person has, the most important thing is his mental qualities, his ability to empathize, to understand, to be compassionate, to be sensitive, to be able to feel, hear and hear the pain of another person on a spiritual level.

The actors of the Lik Theater have chosen for themselves a modern, bright plastic improvisation technique. This technique allows a special category of actors to take into account their physical abilities and inner feelings, while at the same time expressing deep ideas embedded in the dance (Čoh, 2021).

Dance is a style of external expression of inner feelings, moods, thoughts, experiences associated with music. It doesn't matter how the emotions are expressed through the behavior - suggested by the stage director or invented by the performers themselves.

The value of each person's soul, his physical abilities, state of health, regardless of social status, told the audience about performances such as "Sorry", "Birth", "Meeting", "White seagulls on the Blue Lake", "Brother", "Scream" gives.

According to the head of the theater, although the content and form of the performances are different, they represent one idea: each participant can fill in the gaps of the other participant with his dignity.

Actors learn to work together as a couple, to feel a partner, to be responsible for him. The theater community is dominated by an atmosphere of unseen care, attention, awareness, mutual assistance, support, advice.

In some cases, people with disabilities may show selfishness, indifference, resentment, jealousy of healthy people, a tendency for a healthy society to be indebted to them.

Engaging in the creation of choreography leads to the rebirth of the individual from a psycho-emotional point of view. As a result of participation in choreographic practice, people with disabilities re-understand the concept of "I", their worldview, attitude to the world around them changes, self-esteem rises.

As a result, a person's attitude towards himself as a disabled person changes. Life is filled with new content, new goals, new connections, a person focuses on learning a new type of activity from the disease, seeks to establish effective communication with the outside world in search of friends and like-minded people (Rutkauskaitė, 2018).

Every participant of the creative team feels that he is not rejected by society, but rather accepted and understood, he sees interest in his destiny, not

indifference. In such a community, a person with disabilities realizes his dignity, the need for society, behaves freely, gets rid of negative qualities such as loneliness, insecurity, fear.

Interaction in the choreography team helps to solve interpersonal communication problems, teaches to overcome conflict situations and misunderstandings, to compromise, to subordinate personal interests to the overall work efficiency, to move forward purposefully.

Positive emotions, delicate emotions representing the aesthetics of dance plasticity, music, fine arts, form a positive mood and contribute to the successful solution of the problem of socio-cultural adaptation of the disabled.

The healing, therapeutic function of dance has been known since ancient times. Today, the art of dance is strengthening its high position, maintaining its relevance, demonstrating to the world that it is an important type of social activity.

The importance of the art of choreography in the rehabilitation of children with disabilities is undeniable. Dance has a positive effect on the entire body system of both healthy children and children with disabilities. Acceleration of heart rate as a result of exercise leads to an increase in lung volume, improved blood circulation in the body, activation of blood circulation in the body, resulting in improved oxygen supply to them.

Motor skills are improved, skeletal muscles and joints are strengthened, flexibility, agility, coordination are developed. Children learn to focus on body positions, keep the body upright and balance, control muscle contraction, and the control arm, leg, and head movements (Čoh, 2021).

Motor activity manifests itself as a means of increasing the child's level of mental and intellectual development. The complex process of mastering movements, which have their characteristics in each dance, activates brain activity, leads to the formation of many new neural connections, resulting in a positive impact on the development of the child's ability to read.

Personal description and psycho-emotional performance are improved in the process of regular participation in dances. Specially selected dance movements and

exercises, the sound of figurative and expressive music when they are performed can calm emotionally affected children, while also activating motionless children (Khairova & Sayfullaeva, 2021).

Children learn to be patient, hardworking, diligent, disciplined, independent. Positive changes are observed in their discipline, their attitudes to the prohibitions and restrictions required of their behavior soften (Медведева et al., 2019).

Children with communication problems, psychological barriers, emotional and volitional disorders do not allow themselves to be touched in normal conditions, and in dance they hold each other's hands, perform their actions in coordination with other children, that is, learn to imitate their behavior. This situation creates new prospects for the development of their cognitive characteristics.

Participation of teams in concerts, celebrations, festivals, preparatory processes associated with these events (dressing, applying makeup, shaving, etc.) enriches children with special needs with new impressions, gives brightness, variety, and emotional feelings to their lives (Лимонов et al., 2013).

In the process of developing a project on the involvement of children with disabilities in choreographic activities, it should be borne in mind that, unlike a dance group with healthy children, a dance group with children with disabilities requires a special approach (Dosmetova, 2020).

A coach who engages in any type of activity with children (macrame, chess, vocals, dance) is always seen as an educator concerning them, and a coach who deals with children with disabilities should also be a rehabilitator.

Establishing cultural and development centers for children with disabilities and focusing on the art of choreography is one of the important humanitarian tasks facing the state and society.

From choosing a music tune to creating a sequence of exercises, it takes a great deal of perseverance and knowledge from the coach. Because it is wrong for children with disabilities to have the same kind of singing or dancing (Кольцова et al., 2019).

This process is more complicated and requires careful consideration of the child's medical and psychological condition. If music is an emotional weapon, a coach's mistake can be devastating.

In some cases, people with disabilities may show selfishness, indifference, resentment, jealousy of healthy people, and a tendency for a healthy society to be indebted to them (et al., 2021).

A choreography is a form of emotional rebirth. As a result of participating in choreographic practice, people with disabilities re-understand the concept of "I", their worldview, attitudes to the world around them change, self-esteem rises (Erkinovna & Ismetovna, 2021).

Rhythm lessons for children with disabilities are the first step in learning to dance. It is known that in rhythmic lessons various light movements are performed to the accompaniment of music. Rhythmic training develops agility in children with disabilities, including maintaining body balance, relieving stress and depression. In rhythmic lessons, students learn to understand their body, their body movements.

Rhythmic lessons in the form of games increase the child's interest in the lesson. Assignments and exercises are also based on didactic principles: from simple to complex, from easy to difficult. Rhythm lessons should be based on fairy tales, stories, or popular poems. Children's participation in school events, festivals, and concerts gives them a sense of joy and pride, and as a result, they learn to be bold and courageous in life (Erkinovna & Ismetovna, 2021).

Among the arts, the choreography does not require special skills for children with disabilities. By applying didactic principles, the body's movements become easier and more adaptable to dance over time. Dances that reflect nonverbal communication act as a bridge between the student and the teacher. Provides normalization of children's psychodynamics.

While respecting the personality of each child with a disability, we accept it as such, without comparing or evaluating it with others. We care about his development, the child's self-improvement and his inner creative world, the discovery of his talent.

Choreography teachers teach as much as they can. Our specialists diagnose and forecast individual results in the development and upbringing of each child with disabilities.

This technology inspires all participants in the process, helping each child succeed. For them, the art of choreography is the basis for the formation of a strong personality in life. We do not ignore their problems, but together we learn, rejoice, grieve, and meditate with children with disabilities to win and succeed together.

Developed in many foreign countries, this industry is gradually expanding in our country. In the United States, France, Italy, Norway, the Russian Federation, and many other countries, special groups and organizations regularly organize choreography classes for children with disabilities (Erkinovna & Ismetovna, 2021).

Professors constantly emphasize the positive effects of music and choreography on the child's mind and consider it a therapeutic therapy, rehabilitation. To develop this field, it is planned to train choreographers-teachers (Erkinovna & Kamarbekovna, 2020).

The issue of directing students with disabilities, disabilities, and children with cerebral palsy to choreography is currently being considered by higher education institutions and health organizations (Fayzievna, 2012).

In addition to medical, industrial, and domestic adaptations, people with disabilities also need social adaptation. Social adaptation means not only adapting to the environment through the formation of a "barrier-free space", but also maximizing one's ability to express oneself in social life. For example, people with disabilities are involved in various sports, successfully participate in various competitions, contests, Paralympic Games.

Conclusion

Another type of adaptation is a socio-cultural adaptation, which enables people with disabilities to enjoy cultural and spiritual enrichment through meaningful leisure activities.

People with disabilities are active in various fields of art - literature, singing, theater, applied arts. The nature of art is psychotherapeutic and developmental. Therefore,

art therapy can be considered one of the most effective means of socio-cultural adaptation.

One type of art therapy is dance therapy, which activates a person's body movements and emotions.

The first use of dance as a means of rehabilitation began in Sweden in the 1960s. In those years, Austrian choreographer Hilda Holger danced with her son, who had Down syndrome.

Since the 1990s, integrated ballroom dancing has been used in Russia as an adaptive tool for people with musculoskeletal injuries. Integrated communities are usually organized in specialized boarding schools or rehabilitation centers for people with one type of disability: musculoskeletal system or vision, hearing, or neurological disorders.

In such communities, people communicate faster and understand each other better. Special methodologies are being developed for them to make it easier for them to master a certain type of creation. In Uzbekistan, for example, several dance groups for children with hearing impairments have been successful.

Choreographers' methods of working with deaf or hard-of-hearing children have been used successfully for several years. The deaf does not hear the music but feels its vibration and rhythm. In dance, the movements merge into a combination, the combinations merge into figures.

Each combination and figure is given a number. During the dance, the leader shows the dancer a number and helps him not to get lost in the sequence of movements. Unfortunately, dancers cannot express their emotional feelings in dance music using plastic means.

For more than 30 years, Tashkent has had an integrated creative team, the Lik Movement Theater, which brings together people with various forms of disabilities. Its organizer and leader are Lydia Pavlovna Sevastyanova.

The theater's dance performances feature blind and deaf children, children with various mental and neurological disorders, cerebral palsy, oligophrenia syndrome, and developmental disabilities. Professional actors and studios of the Tashkent Youth Theater also work here. A total of 40 participants gathered at the theater.

The actors of the "Lik" theater have chosen for themselves a modern, bright plastic improvisation technique. This technique allows you to take into account the physical abilities and inner feelings of a special category of actors, as well as the deep ideas embedded in the dance (Грищенко et al., 2016).

Establishing cultural and development centers for children with disabilities and focusing on the art of choreography is one of the most important humanitarian tasks facing the state and society. According to the decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev, the main goal is to restore social equality and the effective allocation of time and regular monitoring of the health of children with disabilities.

In addition, Presidential Decree No. PP-4860 of October 13, 2020 "On measures to further improve the system of education for children with special educational needs" was adopted. The concept of development of inclusive education in the public education system for 2025, the "road map" for its implementation in 2020-2021, and the goal of developing education for children with special educational needs until 2025 indicators were confirmed.

In a few years, we want to organize these choreography courses for children with disabilities in all districts of the region, not only to restore their health but also to bring them joy.

Participation of children with disabilities in creative competitions, festivals, concerts, and exhibitions, their joy and pride of parents in their children - this is our main victory!

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