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Music as a Pedagogical Strategy for the Integration of Children With Special Educational Needs in Initial Education

ABSTRACT

Music represents a fundamental educational factor in the education of boys and girls, because through it the student develops different aspects in his significant learning, especially in the first years of life. In view of the lack of pedagogical tools to integrate children with special educational conditions, this research arises, which had music as a scientific concern as a pedagogical strategy for the integration of children with Special Educational Needs. Under the theoretical argument, music tells us that it is a tool that should be constantly used by preschool teachers, in order to guarantee the present and future success of students. The methodology used is Participatory Action Research, which was framed in the qualitative paradigm, since this research complied with the collection of information through interviews and observation sheets. To all this, the results achieved were notable with the acceptance of children with special needs, where music brought endless benefits such as: participation, incorporation and assimilation. Concluding that music was established as an essential activity and a connection bridge between the child and his needs. For the validation of the information, tools such as the elaboration of resources, records, compositions, photographs, among others, were applied. Finally with each application of the activities there was the transformation of what was expected, generating what was promised in the boys and girls such as: integration, motivation and participation.

Descriptors: Pedagogical strategies, Integration, Special educational needs

Biographical Review: Specialist in Initial Education "Samuel Robinson" National Experimental University of Teaching, Director of the "Menca de Leoni" National Bolivarian Initial Education Center