

enriched and developed. The result is that students learn more interesting, and finally make the enthusiasm of learning improve.

The purpose: to understand how information technology is applied to strength the classroom, which brings innovation and transformation, what are the positive influence, and there is what still needs to solve the problem.

Materials and methods. This paper uses the case analysis method, questionnaire survey method . First of all, take "A Big River" and "Peacock Dance" as examples, analyze how they use information technology to transform into video courses, and how to use information technology to decompose dance movements, show more aspects of the body amplitude, and how to apply it to the actual course, and how to play an excellent effect. Secondly, questionnaire survey was adopted to sample the students and teachers in the national dance class using information technology, and to ask them whether their satisfaction with the class was improved or decreased before and after the use of information technology.

Results and discussion. The application of information technology such as multimedia teaching and online teaching platforms can effectively improve the teaching effectiveness of ethnic dance. Teachers can use rich audio-visual materials, such as videos and animations, to help students better understand dance movements and performance techniques.

The application of information technology makes the classroom more lively and interesting, enhancing students' awareness of participation. Through online interactive platforms and social media, students can continue to communicate and learn after class, promoting interaction between teachers and students as well as among students.

Information technology has promoted the transformation of traditional dance teaching models. Teachers can adopt new teaching models such as flipped classroom and blended learning to make teaching more flexible and personalized, meeting the learning needs of different students.

Conclusion. Information technologies such as multimedia teaching and online teaching platforms can effectively improve the teaching effectiveness of ethnic dance. Teachers can use rich audio-visual materials, such as videos and animations, to help students better understand dance movements and performance techniques. The application of information technology makes the classroom more lively and interesting, enhancing students' sense of participation.

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APPLICATION OF INFORMATION TECHNOLOGY IN MUSIC PERSONALIZED TEACHING IN THE FUTURE

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In the future, the application of information technology in personalized music teaching aims to use intelligent algorithms, big data, virtual reality and other advanced technologies to provide students with customized learning resources, real-time feedback and evaluation, enrich teaching methods, and promote teacher-student interaction, so as to meet the

diversified learning needs of students and improve the personalized and interactive music education [1].

The purpose of this article is to analyze the the future application and influence of information technology on music teaching, learning process

Methods and materials. AI technology, big data analysis and intelligent music software were used. AI technology can identify students' music preferences and learning styles; Big data analyzes students' learning behaviors and predicts their learning needs; The smart music software provides personalized music creation and instruction.

Results and discussion. Explore personalized teaching model. Study how to use future information technology (such as artificial intelligence, big data analysis, etc.) to build a personalized music teaching system, which can provide customized teaching content methods and feedback according to students' learning characteristics, interests, progress and other factors.

To promote the improvement of students' independent learning ability, in the practice of personalized music teaching mode we found that students' independent learning ability has been significantly improved under the guidance of customized learning content and intelligent feedback. Students began to actively explore the field of music they are interested in and made use of the resources provided by the system for self-learning and challenges forming a positive learning atmosphere. This ability to learn independently is not limited to musical skills, but extends to time management, goal setting, and self-assessment.

Improve the teaching effect. Through empirical research, evaluate the application effect of personalized teaching model in music teaching, including the changes in students' learning interest, participation, skill improvement and other aspects, as well as teachers' acceptance and satisfaction of this teaching model [2].

Optimize the music teaching process. Explore the integration of virtual reality and augmented reality technology in music teaching, and how to optimize the music teaching process through virtual instrument teaching, music scene simulation and other ways to improve students' learning efficiency and interest.

Using AI technology to collect students' music preferences and customize personalized learning plans. Using big data analysis, dynamically adjust the teaching content and difficulty to ensure the high efficiency of learning. At the same time, smart music software assists students in their creation, providing real-time feedback and guidance.

Enhancing the inclusiveness and fairness of music education, the implementation of personalized music teaching system has effectively enhanced the inclusiveness and fairness of music education. By intelligently analyzing students' learning characteristics and needs, the system provides tailored learning programs for students with different backgrounds and ability levels, ensuring that each student can learn music at a pace and difficulty that suits them. This personalized learning support makes music education more accessible and equitable, giving more students the opportunity to access and enjoy the charm of music [3].

Conclusion. The students' music accomplishment and creative ability improved significantly, and their learning interest and enthusiasm increased. Personalized teaching programs effectively meet the needs of students and promote the diversified development of music education.

In the future, we should continue to deepen the application of information technology in music teaching and explore more innovative teaching models to achieve comprehensive personalized and intelligent music education. At the same time, we focus on technology ethics and privacy protection to ensure the safety and compliance of technology applications.

1. Information technology will greatly enrich the means and resources of personalized music teaching and improve the teaching effect.

2. Through accurate data analysis and feedback, information technology can help students better master music knowledge and skills.

3. Information technology will promote the innovation and development of music education and promote the modernization process of music education.

4. In the future, information technology will become an indispensable part of personalized music teaching.

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ART EDUCATION AS A MEANS OF EMOTIONAL SUPPORT FOR CHILDREN WITH SPECIAL NEEDS

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This study focuses on emotional support strategies in the art education of children with special needs. It is aimed at studying effective methods of increasing the psychological stability and social adaptability of special children through art pedagogy. Based on the humanistic theory of education, the principles of art pedagogy and positive psychology, this study combines case analysis and empirical research to systematically analyze the emotional needs of children with special needs in art education and support mechanisms. Through the practice of art intervention with special groups such as children with autism and intellectual disabilities, it has been found that strategies such as structured art activities, individual learning, and collaboration between home and school can significantly improve children's emotional expression and social interaction abilities. The results of the study provide theoretical support for the wider application of art pedagogy in special education. At the same time, it calls for increased investment in resources and teacher training at the policy level to promote the equitable development of the education system for children with special needs.

Methods and materials. This study uses a mixed research method that combines qualitative and quantitative data to build a multidimensional analysis system. Theoretically, it combines the systematic development by Rogers (1969) of emotional support in the humanistic theory of education, the mechanism of non-verbal communication in art pedagogy by Malchiodi (2012) and the positive psychology of Seligman (2002) in terms of strengths, forming a three-dimensional theoretical model of a "personality-oriented approach", artistic self-expression as a means and positive development as a foundation". The empirical study consists of two stages: during a 12-week structured art experiment conducted at a special school in Zhejiang. The researchers observed changes in social interaction and anxiety levels in children with autism through means such as painting and pottery. At the same time, data was collected from observation records, parent surveys, and psychological scales. For children with intellectual disabilities, a qualitative analysis was conducted of the results of using colored and tactile materials (such as clay and sandpaper) in drawing courses at two schools, combined with teacher evaluations and student work. At the same time, a