

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.

Reference list

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2. Information technology and primary school music education integration research [Электронный ресурс] // Northern Music. – 2016. – № 23. – Режим доступа: https://www.zhangqiaokeyan.com/academic-journal-cn_northern-music_thesis/0201245050153.html. – Дата доступа: 17.03.2025.
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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

questionnaire survey was conducted among 50 special education teachers and 30 parents. The data show that 83% of teachers agree that individual learning significantly increases students' interest in participation, but 65% of respondents reported a lack of professional training and suitable educational materials (June 1, 2016). This result confirms the structural contradiction between the supply and demand for art pedagogy resources.

Results and discussion. A review of the literature showed that domestic and foreign studies show that art education has a unique value in the rehabilitation of special children. Zhou Hong (2007) noted that art pedagogy helps children with special needs to release emotions through non-verbal means, and its effectiveness has been widely confirmed in various countries. Yin Hong (2023), in the course of practical research based on museum resources, discovered that art pedagogy courses can effectively promote emotional self-expression and cognitive development of special children. Shao Xueyuan (2018) also suggested that the expressive and playful characteristics of art pedagogy correspond to the psychological needs of special children, especially in terms of improving aggressive behavior and increasing self-efficacy. However, existing research is mainly focused on theoretical discussions. There is still a lack of empirical analysis of localization practices, and cultural differences and limited resources need to be more carefully considered.

Art education demonstrates its unique value in providing emotional support to children with special needs, and its mechanism of action has been confirmed by numerous studies. Creating a low-irritant environment can effectively reduce anxiety in children with autism. For example, using soft lighting and natural materials to create an art space provides them with a safe field for emotional release (Yin Hong, 2023). Individual learning strategies for children with intellectual disabilities, such as turning creative tasks into achievable activities such as creating textural collages and supplementing them with positive reinforcement, can significantly increase their engagement and self-efficacy (Zhou Yuanyi, 2018). Research on home-school collaboration also shows that artistic interactions, such as parent-child drawing together, can reconstruct the model of family communication and promote effective emotional bonding (Liu Yingjun et al., 2018).

However, there are still many obstacles in the way of practical progress. There is a widespread shortage of teaching staff in special education institutions in central and western China. Most schools use general practice teachers as art educators, which limits the professionalism of the activities carried out (June 1, 2016). Some families question the scientific nature of art pedagogy and prefer traditional rehabilitation methods, which leads to a decrease in the effectiveness of cooperation between the home and the school (Feng Wei, 2015). In academic research, existing assessments are mainly based on subjective observations and are not supported by data from standardized psychological scales (Zhou Hong, 2007).

In general, art education creates the basis for the psychological rehabilitation of children with special needs through non-verbal self-expression. The integration of art pedagogy and positive psychology in various disciplines, combined with a mechanism for collaboration between home, school and community, can have a significant effect. Future efforts should focus on improving teacher training, developing on-site assessment tools, and optimizing resource allocation through policy. Exploring the combined use of art education with music and drama therapy will open a new path for building an ecosystem of inclusive education and is of great practical importance for improving the support system for special education.

Conclusion. Art education plays an indispensable role in providing emotional support to children with special needs. Its value lies not only in developing skills, but also in achieving psychological rehabilitation through non-verbal self-expression. Research

shows that a comprehensive strategy combining humanistic care, art therapy, and positive psychology can significantly enhance the effect of intervention. In the future, it is necessary to strengthen teacher training, optimize resource allocation, and explore models of interdisciplinary integration (for example, in combination with music therapy). This study offers new insights for equality in special education. It calls on policy makers and educational institutions to attach great importance to the health-improving function of art education and to create a more inclusive environment for the development of children with special needs.

ОСОБЕННОСТИ ВЛИЯНИЯ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА ХУДОЖЕСТВЕННОЕ ОБРАЗОВАНИЕ

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Информационное общество требует от современного человека способностей быстрого обучения, переобучения в течение всей жизни, адаптации к стремительно меняющимся социальным условиям и жизни в новых условиях информационного социокультурного пространства. Традиционным формам образования сегодня сложно справиться с такой задачей. Поэтому широко внедряется новая его форма – образование дистанционное с использованием искусственного интеллекта.

Цель – проанализировать особенности сочетания искусственного интеллекта с художественным образованием.

Материалы и методы. Материалом для статьи послужили исследования отечественных и зарубежных ученых, посвященные проблемам использования искусственного интеллекта в художественном образовании. В основе статьи лежит аналитический метод исследования.

Результаты и их обсуждение. В момент развития науки и техники интеллектуальные технологии, такие как искусственный интеллект, широко распространились в различных сферах общества. Искусственный интеллект является не только неизбежной тенденцией развития информатизации образования, но и имеет важное теоретическое и практическое значение в коммуникации с традиционным художественным образованием, расширении форм и содержания образования, повышения качества образования и обеспечения образовательного равенства.

«На современном этапе развития общества информационные технологии являются неотъемлемым компонентом системы образования. Реализация данного проекта направлена на повышение качества образования» [1].

В последние годы становятся актуальными исследования, направленные на осмысление и анализ эффективности применения информационных технологий и искусственного интеллекта на повышение художественной грамотности учащихся.

«Искусственный интеллект активно внедряется в процесс обучения и становится, очевидно, что масштабы использования данных сквозных технологий ежегодно будут только увеличивать» [2].

Творческая деятельность в настоящее время постепенно начинает уступать искусственному интеллекту. Компьютерные технологии активно проникают в художественную среду, влияют на творческие процессы, обуславливают феномен цифрового искусства.