

readiness to process auditory, kinesthetic, visual and visuospatial information; - immaturity of serial organization of movements and actions; - insufficient level of formation of programming and control of arbitrary actions; - difficulties in maintaining working order when writing.

The developed methodological recommendations on the use of neuropsychological exercises for the development of writing in children of primary school age with intellectual disabilities, the cycle of remedial classes "I am friends with writing" are an independent and promising area of correctional and developmental work with this category of students.

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## THE USE OF POP MUSIC IN THE AESTHETIC EDUCATION OF CHILDREN AND ADOLESCENTS

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Driven by a wave of reform in the 21st century, China's current education system is undergoing a profound transformation that focuses on quality outcomes. This direction increasingly emphasizes the role of aesthetic education in primary and secondary schools as part of a comprehensive system for developing students' abilities. However, traditional music education models have shown many limitations and adaptability issues in meeting the requirements of modernity.

In the compulsory educational program, aesthetic education occupies an equally important position with courses such as music and fine arts. However, the frequency of these courses is usually planned once or twice a week. Obviously, it is unrealistic to expect a significant improvement in the artistic improvement of students, not to mention the acquisition of a significant amount of musical knowledge in such a limited time frame.

Popular music, with its unique attributes of being close to life, direct in expression, and convenient in dissemination, has become the main channel for daily cultural consumption and emotional expression among young people. The educational potential and aesthetic value inherent in this cultural phenomenon provide new ideas and possibilities for innovating traditional aesthetic education models. The purpose of this article is to analyze the use of pop music in the aesthetic education of students.

**Material and methods.** The material for this article was personal pedagogical experience as a music teacher at the Vocational School Yantai Nanshan. Methods of analysis, synthesis, and generalization were used.

**Findings and their discussion.** In the process of the continuous deepening of the education system reform in the 21st century, the concept of quality-oriented education has become the core guiding ideology of China's education development. Against this backdrop of educational transformation, aesthetic education in primary and secondary schools, as a key link in cultivating students' comprehensive qualities, is receiving high attention from the education sector and all sectors of society. Aesthetic education bears the historical mission of inheriting excellent cultural traditions, and at the same time shoulders the educational responsibility of cultivating students' aesthetic ability, innovative spirit and humanistic quality.

As Peng Feng pointed out in his research, the core task of aesthetic education in the era of globalization lies in cultivating students' comprehensive quality and artistic accomplishment, and enhancing students' cultural understanding and critical thinking ability through aesthetic education [1]. However, the traditional model of music education in primary and secondary schools faces numerous difficulties and challenges. Traditional music education consists of classical music and folk music, which does not satisfy the diverse aesthetic needs of modern students.

It should be noted that teaching methods are relatively outdated and lack innovative elements. This results in low student interest in music classes. According to studies by Che Shuailin, the proportion of primary school students who enjoy music classes is only 40%, and among primary school students it drops to 33% [2]. This phenomenon fully reflects the essence of the traditional model of music education.

As Wang Shiyao emphasized, popular music is gradually integrating into everyday life and has a profound impact on students. Meanwhile, pop music, as an important part of modern social culture, enjoys extremely high popularity and influence among adolescents with its characteristics of ease of understanding, lively and easy to distribute. Pop music not only reflects the spirit of time and social culture, but also becomes an important way to express your emotions and relieve stress in adolescents [3].

Just as Yao Xuhui suggested, introducing popular music and combining it with student's psychological and age characteristics can effectively increase student's interest in music [4]. The research by Yan Shasha further indicates that teachers need to view the influence of popular music dialectically and select positive and healthy works to introduce into the classroom. On the other hand, it provides a scientific basis for the education management department to formulate relevant policies, promoting the in-depth development of music education reform in primary and secondary schools [5].

**Conclusion.** Based on the above, it can be concluded that popular music has a positive effect on primary and secondary students, relieves stress, creates emotional resonance and restores mental health. At the same time, it can enrich educational content, improve the quality of teaching in the classroom and increase the musical literacy of students. These studies are not only of significant theoretical value, but also of practical and social importance in the context of promoting the innovative development of aesthetic education in primary and secondary schools.

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