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Music Education for Inclusion: The Call to the Musicians Professional Community in Russia

Victoria Vershinina, Mariia Rubtcova

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Victoria Vershinina, Mariia Rubtcova. Music Education for Inclusion: The Call to the Musicians Professional Community in Russia: The Legal Professions in France and Russia.. Les professions dans le droit et dans la société en France et en Russie/The Legal Professions in France and Russia:Colloque Pluridisciplinaire International Organisé par le Centre de Recherches Versailles institutions Publiques (VIP), l'Institut de Sociologie de Moscou (Académie des Sciences), Centre de Recherches Versailles institutions Publiques (VIP), l'Institut de Sociologie de Moscou (Académie des Sciences), Dec 2012, Versailles, France. halshs-01127810

HAL Id: halshs-01127810

<https://shs.hal.science/halshs-01127810>

Submitted on 8 Mar 2015

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Organisé par le Centre de recherche
Versailles Saint Quentin Institutions Publiques (VIP)
en partenariat avec l'Institut de sociologie de Moscou, le RT1 de l'Association française de sociologie,
le RC 32 de l'Association internationale des sociologues de langue française

Victoria VERSHININA,
Mariia RUBTCOVA
(Saint-Petersburg).

L'éducation musicale pour l'inclusion: l'appel à la communauté d'élite professionnelle des musiciens en Russie. Music education for inclusion : the call to the musicians elite community in Russia.

Abstract. Russian state in the post-perestroika period has come to the need for the economy of knowledge and society of equal opportunity. However this movement had created some contradictions in the professional musical community in Russia. Different teachers are oriented on different values. This situation set at variance between value orientation of elite music community and social oriented music teachers, who give support to children with health problems and disability. Altruistic teachers have got rather strong reasons for their conclusions based on the researches carried out in the frames of musical therapy. Classes of altruistic teachers make it possible to resolve a wide range of problems. The list of main special children's problems, which music lessons may solve, is the following: coordination problems; small motor function movements problems; speech disturbances; delayed response. Then we can demonstrate how these problems are solved during violin classes. Learning playing the violin is considered a hard process. There are several requirements to collective musical performance: communication and emotional contact with peers; the ability to organize their activities; concentration, involvement in the process. Potential of music therapy includes: Emotional contact with the teacher; No side effects from therapy; Violin tone; Development of fine motor skills; Reducing of muscle tension; both a teacher and a student are penetrated with the spirit of elite culture and great achievements. However, the violin is extremely useful for special children. In fact, there are no qualified teachers to work with them. Thus, educational programs require the participation of experts: musicians; sociologists; psychologists; social workers; trainers of special education.

Keywords: sociology of profession, children with disabilities, music inclusive education, Russia

Mots-clés: enfantshandicapés, la communautéprofessionnelle, l'éducation musicale,

Our article is devoted to the actual social problem of music education for children with health problems and disability. Russian state in the post-perestroika period has come to the need for the economy of knowledge and society of equal opportunity. The main problem is the different social actors set different goals. The society see their goal as meeting the needs of population in the area of music education, assistance to disabled people. At the same time, private business considers the music education as a market for commercial services. Non-profit organizations are developing the concept of social enterprise. The state offers old-fashioned forms of music education, which do not include the opportunities for "special" children and music therapy. In turn, consumers require different types of these services from Free State schools to private schools. The need of creation an inclusive music education has been determined by some factors. In this situation of different goals the whole list of problems is out of social attention. For instance, contradictions in the professional musical community in Russia. There are two types of teachers musicians: teachers-perfectionists and so-called altruistic teachers. The first ones posses, teachers-perfectionists:

- The desire to work only with gifted students;
- the need to train mostly the winners of competitions;
- Strict expectations of entering higher educational structures.

On the other hand altruistic teachers:

- Understand the need of work with "special" children;
- Involve the children with special needs in the creative process in the children's musical groups;
- Put into practice customized training programs for the children with special-needs;
- Create the entire system of classes with the use of music therapy.

As a result, these two groups of teachers inside the same professional community set different goals. They are oriented on different values. This situation set at variance between value orientation of elite music community and social oriented music teachers, who give support to children with health problems and disability.

Altruistic teachers have got rather strong reasons for their conclusions based on the researches carried out in the frames of musical therapy. Classes of altruistic teachers make it possible to resolve a wide range of problems.

The list of main special children's problems, which music lessons may solve, is the following: coordination problems; small motor function movements problems; speech disturbances; delayed response.

Then we can demonstrate how these problems are solved during violin classes. Learning playing the violin is considereda hard process.

There are several requirements to collective musical performance: communication and emotional contact with peers; the ability to organize their activities; concentration, involvement in the process.

Potential of music therapy includes: Emotional contact with the teacher; No side effects from therapy; Violin tone; Development of fine motor skills; Reducing of muscle tension; both a teacher and a student are penetrated with the spirit of elite culture and great achievements. However, the violin is extremely useful for special children. In fact, there are no qualified teachers to work with them.

Thus, educational programs require the participation of experts: musicians, sociologists, psychologists, social workers, trainers of special education.

Classes carried out in a form of musical ensemble prove to be the most effective. In such musical ensembles, special children can take part together with the healthy ones.

As a result, two points of view were discovered. The pilot research of the professional musical community of St Petersburg has been carried out.

We have already conducted sociological investigation of the conflict of value orientation inside the music professional community. The sample has been realized through a snowball technique. 15 respondents - the leaders in opinions have been interviewed by a method of a in-depth interview.

The sociological research proved that the members of professional musical community are oriented on the values of elite classical music. They do not oppose to the teaching of disabled children but they do not see teaching of disabled like their specialty. They do not consider themselves to be the ones who should do it. They talk about lack of special training and they are not financially motivated. Their answers show a certain desire to help special children but these programmes need to contain workshops and some financial mechanisms rising status inside the professional community and in a society as a whole. And even the respondents who have disabled children in families don't dare start teaching them music and do not use their skills in other context. They consider special kids as very hopeless.

The professional music teachers possess certain altruistic values but mostly these values refer to classical music culture.

There is a strong pressure inside the professional community, which does not allow them to use music skills outside the frames of profession.

So as we can see in the professional community there is a certain contradiction caused by above mentioned objective reasons. It is a gap between the teachers who understand the need for an inclusive education and teachers, defending elitism of music as an art only for the elite and talented.

Thus we can make the conclusion. If a complex measures (trainings, workshops, financial mechanisms, professional motivation) would be fulfilled a certain promotion of this social idea could be achieved.

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