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MUSIC AS A PEDAGOGICAL RESOURCE IN THE LITERACY PROCESS OF CHILDREN WITH SPECIFIC NEEDS

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Abstract: In the context of school inclusion, research has indicated that multisensory methodologies are more effective. Music can be used in this context, mainly exploring cultural, motivational and linguistic aspects that involve phonetic-phonological aspects. The objective of this study is to select a set of songs with explicit literacy content in order to provide a basis that supports the teacher in the intentional approach of these elements. This is an exploratory, descriptive and qualitative research. A web search was carried out using the descriptor music and literacy and as an inclusion criterion the explicit teaching of reading/writing. Ten songs were selected in order to establish post-fixed categories of analysis, organizing the content from its direct link with the development of reading and writing skills. The results pointed to elements related to pictorial representation, lip/gestural reading, phonetic-phonological awareness, word segmentation and phoneme/grapheme conversion. The importance of intentionality and explicit presentation of the content was discussed. Music constitutes an accessible resource in a double sense, in relation to its availability and for integrating various pragmatic, linguistic and affective aspects.

Keywords: Literacy; literacy; song; school inclusion.

INTRODUCTION

Learning literacy and literacy are complex processes that involve social opportunities, educational policies, teacher qualification, as well as a contextualized curriculum that takes into account the motivations and specificities of students. Promoting reading learning presupposes the knowledge of significant situations that precede formal literacy and the intentionality of systematized practices that characterize school education. In the case of children with specific needs, additional support is required. According to Soares,

dto dissociate literacy and literacy is a mistake because, in the context of current psychological, linguistic and psycholinguistic conceptions of reading and writing, the entry of the child (and also of the illiterate adult) into the world of writing occurs simultaneously through these two processes: through the acquisition of the conventional writing – literacy – and the development of skills to use this system in reading and writing activities, in social practices that involve written language – literacy. They are not independent processes, but interdependent and inseparable: literacy is developed in the context of and through social practices of reading and writing, that is, through literacy activities, and this, in turn, can only be develop in the context of and through the learning of phoneme–grapheme relationships, that is, depending on literacy. (SOARES, 2004, p.5)

This way, the school must value all social practices as a starting point for school learning. Music is a highly available and fundamental resource in human development, involving intellectual, cognitive and motivational aspects. (CAIXETA, 2021; LIMA et al., 2019; OLIVEIRA & MORINI, 2021). Evidence-based literacy has indicated that learning to read and write must be practiced explicitly (Hughes et al., 2017; ALVES & LEITE, 2020).

Teachers must, therefore, observe cultural, cognitive and linguistic aspects in the presentation of contents aimed at developing this skill. Studies have indicated that since the linguistic code is conventional, it needs explicit teaching. In the context of school inclusion, research has indicated that multisensory methodologies are more effective (ARAÚJO, 2020; NICO & GONÇALVES, 2020). Music can be used in this context, mainly exploring cultural and motivational and linguistic aspects that involve phonemic and phonological aspects. The teacher's knowledge of the set of processes involved in literacy can help to

select resources that act towards the specific needs of students.

Thus, pictorial (visual) representation is a highly used resource (VALLE, 2005) and the combination of visual and sound resources (JARDINI, 2004) as in the mouth method, which is characterized by gestural/lip reading, has found evidence in the presentation content for children with intellectual disabilities and/or deafness.

Abundant evidence has been indicated from the identification that phonetic-phonological awareness (CAPOVILLA; CAPOVILLA; MACEDO, 2006; LEITE, 2021; POLLO, 2021) concerns the understanding that writing is represented by phonemes and that the linguistic code writing is a process that involves decoding (reading/conversion of grapheme into phoneme) and encoding (writing/conversion of phoneme into grapheme). Likewise, word segmentation, including spelling and syllableation, are consolidated processes and especially relevant when it comes to children with specific needs (ALVES; LEITE, 2021; ARAÚJO, 2021; NADALIM, 2021).

The objective of this study is to select a set of songs with explicit literacy content in order to provide a basis that supports the teacher in the intentional approach of these elements, especially with regard to additional support for children with specific characteristics and needs.

METHODOLOGY

This is an exploratory, descriptive and qualitative research. A web search was carried out using the descriptor music and literacy. Hundreds of nominations were reached. A quick audition of the content was carried out, placing as an inclusion criterion the explicit teaching of reading/writing. Ten songs were selected in order to provide a database with this explicit content. We also sought to

establish post-fixed categories of analysis, organizing the content from its direct link with the development of reading and writing skills.

RESULTS AND DISCUSSIONS

Table 1 presents the post-fixed analysis categories based on the selection of effective songs.

Aspects that can be decisive in the presentation of content were highlighted, especially when children with specific needs (deafness and intellectual disability) need additional resources: pictorial representation (VALLE, 2005), gestural/lip or sign reading (JARDINI, 2004), phonetic-phonological awareness (CAPOVILLA et al 2006), training in word segmentation (POLLO, 2021) and repeated exposure of the phoneme/grapheme conversion (LEITE, 2021).

FINAL CONSIDERATIONS

Finally, the importance of intentionality and explicit presentation of the content is highlighted. Music is an accessible resource in a double sense, in terms of its availability and for integrating various pragmatic, linguistic and affective aspects. The teacher must always favor the rhythms that are preferred by the students.

Song	Representative pictorial	Lip reading/ gesture	Conscience Phonetic/ phonological	word segmentation	Conversion phoneme/ grapheme
The lyrics speak (ZORZI & FERREIRA, 2016)	x	x	x	x	x
Monica's ABC (ARAÚJO, 2009)			x		x
AEIOU (PATATI PATATÁ, 2021)	x		x		x
The music of the phonetic alphabet (GUGU DADA, 2019)	x		x	x	x
What is the letter of your name? (THE CLASS OF YOUR LOBATO, 2019)			x	x	x
Where are the vowels (BENTO E TOTÓ, 2019)	x				x
Change letter (BENTO E TOTÓ, 2020)	x		x		x
Vowels for early childhood education (MUNDO INFANTIL, 2020)	x		x		x
Xuxa's Alphabet (XUXA, 2011)	x	x	x	x	x
AEIOU (BOTANA, 2020)	x		x		x

Table 1 – List of songs and classification according to post-fixed analysis categories.

Source: Prepared by the authors.

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