

"Golden Autumn", "Signs of Winter", "Santa Claus Assistants", "Fire Brigade", "Health", "Save the Spring", "Animal World" and "Traffic Rules".

Here are examples of the content of quest-game tasks aimed at forming coherent speech of students with intellectual disabilities. During the quest game "Animal World", children receive an itinerary from the fairy-tale character Lesovichka, during the passage of which stations it is necessary to complete tasks for the development of coherent speech: - answer questions in full sentences; - describe the animal according to the proposed scheme; - finish the sentence and repeat it in its entirety; - make sentences from words, etc.

By completing the tasks of the quest game "Signs of Winter" (held on the street), students with intellectual disabilities become "detectives" investigating the disappearance of a fairy-tale character - Kolobok. Following the prompts in the envelopes, children perform various tasks for the development of coherent speech: - make up a story based on a story picture made up of parts; - talk about signs of winter, winter holidays and traditional games; - answer questions about migratory and wintering birds; - select words to complete the lines of a poem, etc.

Conclusion. Thus, gaming technologies are traditionally considered as a means of education, upbringing and correction. One of the effective options for gaming technologies are quest games that promote the comprehensive development of children, create a positive emotional mood, develop social and communicative qualities by collectively solving common tasks, encourage cognitive research activities by solving problematic situations and ensuring the integration of the content of different educational fields.

The organization of children's activities through the quest game has a number of advantages, which allows us to solve the following tasks: comprehensive development of children in various directions; creation of a positive emotional mood; development of social and communicative qualities through collective solving of common tasks; encouragement to cognitive research activities by solving problem situations; ensuring the integration of the content of different educational fields.

The use of quest games for the development of coherent speech of primary school children with intellectual disabilities is an independent and promising area of correctional and pedagogical work with this category of children.

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OPPORTUNITIES AND CHALLENGES FACED BY MUSIC EDUCATION IN COLLEGES AND UNIVERSITIES IN THE DIGITAL ENVIRONMENT

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Music education in colleges and universities is the main part of cultivating students' artistic quality, and it also plays a positive role in constructing the humanistic environment of colleges and universities. The development of digital technology has brought new opportunities and challenges to music education. Under the rapid development of the Internet, digital technology has been widely used in various industries, and the application of digital technology to college

education is of positive significance for accelerating the reform and development of college education in the new era. At the same time, digital technology also puts forward higher requirements for teachers' literacy, teachers' need to actively learn different types of music at home and abroad and advanced educational concepts and teaching techniques in their daily learning, and continuously improve students' music literacy through the improvement of teachers' literacy. In the new era of education reform, colleges and universities should correctly use the positive role of digital technology in music education, so as to lay a solid foundation for the innovative development of music education in colleges and universities.

Material and methods. Combining qualitative and quantitative approaches can provide a comprehensive understanding of the opportunities and challenges in music education in the digital environment. Utilizing multiple methods may yield richer data and more nuanced insights, allowing for a thorough exploration of the subject. The author used literature review method with the objective to gather existing research to understand the landscape of music education in the digital age. The approach of review academic journals, articles, and books that discuss digital tools, pedagogy, and the impact of technology on music education was implemented. Comparative analysis was used with an objective to compare traditional music education approaches with digital methods.

Results and their discussion. Music education in colleges and universities is the main part of cultivating students' artistic quality, and it also plays a positive role in building a humanistic environment in colleges and universities. The development of digital technology in the new era has put forward different opportunities and challenges for the teaching reform of colleges and universities. Under the rapid development of the Internet, digital technology has been widely used in various industries, and the application of digital technology to college education is of positive significance for accelerating the reform and development of college education in the new era. Different from traditional media, digital technology can enrich classroom teaching content by applying pictures, videos, audios and other forms in college education. The core of music education in colleges and universities is to complete the dissemination of music knowledge, including the communication subject, communication media, communication process, communication content, etc., and the application of digital technology in all aspects of music education has high teaching efficiency.

Music education in colleges and universities should strengthen the innovation of teaching theory and practice, improve aesthetic ideas and aesthetic concepts, and promote the innovation, reform and development of music education and improve students' musical literacy by accurately grasping the development situation of music art in the context of the digital environment. In traditional teaching work, teachers are the main body of classroom teaching, and students' learning is passively and singularly accepted by the teacher's knowledge transmission, and there is a lack of cultivation of students' thinking ability and practical teaching for students in this learning process. The application of digital technology has changed the form of subjective relationship between teachers and students, and emphasizes the cultivation of students' autonomy and initiative in classroom learning under the new educational concept. Music teaching is different from other subject education, and music pays more attention to the artistic literacy of students such as hearing, melody, and beat, so as to strengthen the improvement of students' artistic ability [1]. The integration of digital technology and classroom teaching makes the expression of music more abundant, continuously enhances the experience of teachers and students for music teaching and learning, and continuously promotes the reform and innovation of music education by building a new model of music classroom in colleges and universities, forming a diversified and diverse form of music art teaching [2].

The development of digital technology has brought more development opportunities for music education in colleges and universities, and digital technology has made the form of music knowledge more three-dimensional, giving students a more intuitive knowledge experience by combining text, pictures, video and audio and other forms. Music knowledge is relatively abstract, and it is difficult for students to understand and memorize, while the diversified music forms deepen students' memory and understanding, make music classroom teaching more comprehensive, intuitively help students better understand knowledge, and stimulate students' en-

thusiasm for music learning and desire to explore knowledge. The reform of education not only requires teachers to learn advanced educational concepts, but also promotes the innovation of teaching content and teaching methods, creates a better classroom learning environment for students, helps students improve learning efficiency, and builds an efficient music classroom.

In the digital environment, in order to further build music classrooms in colleges and universities, it is necessary to pay more attention to the development of music education in colleges and universities, and music teaching can be divided into professional discipline music education and public music teaching courses. In order to strengthen the improvement of students' artistic literacy, it is necessary to improve the school's attention to music teaching, and build a complete music teaching system in combination with the characteristics of colleges and universities, so as to strengthen the improvement of students' comprehensive quality and ability. In order to create a good music atmosphere on campus, students can be regularly organized to participate in art performances, music festivals, concerts, etc., and combine the characteristics of the campus to establish a unique culture of the campus and develop students' artistic literacy. Rich and diverse forms of campus activities can also strengthen students' enthusiasm for music learning. For music art groups in colleges and universities, schools should also be equipped with professional music instructors to provide artistic guidance to students' various artistic activities. The most important feature of digital technology in teaching application is that it enriches students' learning channels, breaks the limitations of communication between teachers and students, and establishes a learning system that combines online and offline. Students can learn knowledge online in their daily practice, and students can consolidate their knowledge system by completing music exercises independently, which can effectively improve students' learning efficiency [3].

Conclusion. The sharing of online teaching resources provides students with more learning opportunities, and teachers can also use digital technology to integrate teaching content to help students improve their self-directed learning ability. Digital technology also puts forward higher requirements for teachers' literacy, and teachers need to actively learn different types of music and advanced educational concepts and teaching technologies at home and abroad in their daily learning, and continuously improve students' music literacy through the improvement of teachers' literacy. When colleges and universities further strengthen the quality of music teachers, they should first build a complete teacher team system and a comprehensive teacher quality training system. Teachers should continuously improve their teaching literacy and guide students of different learning levels to meet their developmental requirements. In the education reform work of the new era, universities should correctly utilize the positive role of digital technology in music education, laying a solid foundation for the innovative development of music education in Chinese universities.

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