

PAPER

INCLUSIVE EDUCATION AND MUSIC: THE PROSPECTS OF YESTERDAY AND TODAY

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Abstract

Inclusive education plays an important role in modern education systems, ensuring the integration of people with disabilities and other students with special needs into the general educational process. Music, as an effective means of inclusive education, contributes to the social, emotional, and cognitive development of students. This article analyzes past experiences, current state, and future prospects of inclusive education and musical art. The article pays special attention to the possibilities of developing inclusive education through musical art in the context of the education system of Uzbekistan.

Key words: Inclusive education, UN and UNESCO, music therapy, individual approach, modern technologies, rhythmic exercises, psychological stability.

Input

Inclusive education is a system that ensures equal access to education for all students, regardless of their physical, mental, or social status. Music, with its universal language and emotional impact, occupies an important place in inclusive education. Music not only develops the creative potential of students, but also helps to strengthen their social adaptation, the ability to express themselves, and psychological stability. This article examines the role and importance of musical art in inclusive education from the perspective of past experiences,

current practices, and future prospects.

Yesterday: The historical development of inclusive education and musical art The roots of inclusive education were laid in the second half of the 20th century, in particular in the 1970s, when international organizations, such as the UN and UNESCO, adopted declarations on the protection of the rights of persons with disabilities. In Uzbekistan, the first forms of inclusive education began to develop from the 1990s through cooperation between special educational institutions and general education schools.

Music was initially used in inclusive education as

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a means of rehabilitation for children with special needs. Music therapy, in particular, has yielded significant results in working with children with autism spectrum disorders, hearing and vision impairments. Uzbek folk music and traditional musical instruments (for example, the doira, dutar) had a positive impact on the motor and emotional development of children with special needs. However, during this period, the inclusive education system was organizationally limited, as children with special needs were often educated in separate institutions.

History of inclusive education and the development of musical art. Inclusive education is a pedagogical approach aimed at ensuring that children with different needs in physical, psychological, intellectual, or social development receive an equal education in general education institutions. This concept emerged in the second half of the 20th century as a result of the strengthening of the ideas of human rights, social justice, and equality.

First of all, separate educational institutions have been created for persons with disabilities. Over time, it was discovered that such an approach leads to their isolation from society, and an integrated education model emerged. The process of transition from integration to inclusion was legally and conceptually substantiated by the Salamanca Declaration adopted in 1994. This document emphasizes the need for all children, including children with special needs, to be educated in the general education system. Currently, inclusive education is developed in close connection with pedagogy, psychology, defectology, and social sciences, and is based on the principles of personality-oriented, differentiated, and flexible education. Historical development of musical art.

Musical art is considered one of the oldest forms of human culture. Its roots go back to the period of primitive society, originating in close connection with labor processes, rituals, and religious customs. In the Ancient East (Egypt, Mesopotamia, India, China) and Antiquity, music was considered an art form of philosophical and educational significance. In particular, the ancient Greek philosophers Plato and Aristotle scientifically substantiated the strong influence of music on the spiritual development of a person. In the Middle Ages, music was connected with religious teachings,

and monodic and polyphonic genres developed in Europe. During the Renaissance, Baroque, Classicism, and Romanticism, musical art reached a high stage of development in terms of artistic expression, form, and genre. In the 20th century, music began to move to a new stage based on the synthesis of modernism, avant-garde, and national styles.

The role and importance of musical art in inclusive education

Music is recognized as an important pedagogical and therapeutic tool in the process of inclusive education. Music develops emotional perception, enhances communication skills, and has an effective effect on overcoming psychological barriers. From the mid-20th century, a direction of music therapy was formed, which began to be widely used in working with children with special needs. The harmony of rhythm, melody, and movement through music has a positive impact on the speech, motor, and cognitive development of the child. In inclusive music education, pedagogical systems such as Orff, Kodály, Dalcroze are of great importance, which help to reveal the creative potential of all children. Through these methods, each student is involved in musical activities based on their abilities.

We can conclude that inclusive education and musical art have historically been formed on the basis of humanistic ideas, and today they are harmoniously developing together. In inclusive education, musical art is not only a means of aesthetic education, but also one of the important pedagogical factors ensuring the social adaptation of the individual, self-awareness, and integration into society.

Today: The current state of musical art in inclusive education

Currently, inclusive education in Uzbekistan is developing on the basis of the Law "On Education" (2020) and the Law "On the Rights of Persons with Disabilities" (2020). These laws support the integration of children with special needs into general education schools. Music is used in inclusive

classes in the following areas:

1. Music therapy: Music therapy is used as an important tool in the development of speech, motor and social skills of students with special needs.

For example, rhythmic exercise increases the ability of children with autism to concentrate and communicate.

2.Group musical activity: Music lessons serve to strengthen cooperation and social connections between students in inclusive classes. Activities such as performing in choirs, ensembles, and on folk instruments increase students' self-confidence.

3.Individual approach: Music lessons are tailored to the needs of each student. For example, sound-based exercises are used for visually impaired children, while visual and touch elements are used for hearing-impaired children.

Although musical art is actively used in inclusive education in Uzbekistan, there are a number of problems:

Music teachers lack special training in inclusive education. Lack of music textbooks and equipment adapted for children with special needs.

Due to the large number of students in inclusive classes, it is difficult to implement an individual approach.

Prospects: The future of inclusive education and musical art. The future development of inclusive education and musical art is envisaged in the following areas:

Training of teachers: It is necessary to organize special courses on inclusive education and music therapy for music teachers. In Uzbekistan, special areas of inclusive education may be opened in pedagogical universities.

Technological solutions: Modern technologies, such as virtual reality (VR) and specialized music applications, can make music lessons more effective in inclusive education. For example, 3D sound music programs can be developed for visually impaired students.

Folk music and traditional art: Increases students' national identity and creative activity through wider application of Uzbek folk music and instruments in inclusive education.

International cooperation: Studying global experience, in particular, adapting advanced methods of music therapy and inclusive education from Europe and the USA to the conditions of Uzbekistan, is of great importance.

The current state of musical art in inclusive education.

Currently, inclusive education is recognized as

an integral part of the modern education system. The main goal of inclusive education is to involve children with various limitations in physical, mental, sensory, or psychological development in the same educational environment as their healthy peers, ensuring their full participation in society. In this process, musical art acquires special pedagogical, social, and therapeutic significance.

The role of music in inclusive education

Current scientific research shows that musical art serves as a universal pedagogical tool in the context of inclusive education. Music is a common communicative space that is understandable to all children, regardless of language, culture, or physical capabilities. Music is an effective alternative form of self-expression, especially for students with speech, hearing, or motor impairments.

Today, the following main directions are of priority importance in inclusive music education:

Differential and individual approach: organization of musical activity in accordance with the capabilities, needs, and interests of students;

Adapted use of pedagogical systems such as Orff, Kodály, Dalcroze, in which rhythm, movement, and improvisation serve as the main means.

Application of music therapy elements, especially when working with children with autism spectrum disorder and intellectual disabilities;

Facilitation of musical activity through digital and assisted technologies (special applications, touch instruments, visual notes). Psychological and social impact of music. Scientific sources emphasize that musical art has not only an aesthetic, but also a strong psychological and socio-pedagogical impact on inclusive education.

music lessons: stabilizes the emotional state of children;

increases self-confidence;

develops social adaptation and team communication skills;

fosters empathy and tolerance.

Healthy peers, on the other hand, learn social responsibility and humanistic values through musical activity together with children with special needs. Current situation in the education system of Uzbekistan. In recent years, regulatory legal acts aimed at the development of inclusive education have been adopted in the Republic of Uzbekistan, and an inclusive approach is being

gradually introduced in general education schools. Music, as a flexible and integrative discipline, has special opportunities in this process. However, in practice, such problems as: the shortage of specially trained music teachers; the lack of methodological manuals and adapted curricula; the insufficiency of the material and technical base remain relevant. Currently, in inclusive education, musical art manifests itself not only as an educational discipline, but also as a powerful pedagogical tool that comprehensively develops the individual, ensures social integration, and has therapeutic significance. Its effectiveness is closely related to the professional competence of teachers, methodological support, and a systematic approach.

Conclusion

Inclusive education and musical art, in their mutual synergy, make a great contribution to the social, emotional, and cognitive development of students. With the development of inclusive education in Uzbekistan, musical art is finding its place as an important tool in this process. But even greater progress can be achieved in this area by eliminating systemic problems, training teachers, and introducing modern technologies. In the future, the art of music is expected to become an integral part of inclusive education and serve the realization of the potential of each student. From a theoretical point of view, the art of music is reflected in the process of inclusive education not only as a means of aesthetic education, but also as a means of social integration, the formation of empathy, and the development of cultural skills. Such a pedagogical approach strengthens students' self-confidence, positively influences their emotional and cognitive development, and also increases respect and solidarity among students with different cultural backgrounds and/or abilities. In addition, barriers such as a lack of methodological resources, a limited number of specially trained teachers, and an inadequate learning environment hinder the widespread introduction of effective inclusive practices.

This situation creates the need to revise educational policy, pedagogical training, and didactic tools. As for future prospects, there are prospects for the introduction of advanced pedagogical approaches, modern technologies, and

methods adapted for students with complex needs in the field of integration of inclusive education and musical art. In this process, it is important not only to increase the effectiveness of educational processes, but also to develop scientifically based strategies aimed at ensuring the socially active participation of students and improving their quality of life. At the same time, the prospects for the implementation of global pedagogical standards and innovations in the national context are expanding by studying international experience in inclusive music education and adapting them to the national education system.

This, in turn, serves the formation of a scientifically based, sustainable education policy on the path to building an inclusive society. In general, it is scientifically substantiated that the relationship between inclusive education and musical art has high pedagogical potential to ensure equal education in society, fully reveal the personal and social potential of the individual, and strengthen cultural harmony.

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