

**DEVELOPMENT OF STUDENTS' MUSICAL ABILITIES IN THE CONDITIONS OF
INCLUSIVE EDUCATION**

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Abstract

This article highlights the pedagogical foundations for developing students' musical abilities in the context of inclusive education. It analyzes the organization of music lessons in general secondary schools with students of diverse needs, the importance of differentiated and individual approaches, as well as the use of modern pedagogical technologies and innovative methods.

Keywords

inclusive education, musical ability, pedagogical foundations, music lesson, differentiated approach, individual education, musical hearing, rhythm, vocal-choral skills, creative thinking, students with special needs, innovative technologies.

Introduction. The term "inclusive" originates from the English word "inclusive," meaning "including" and "encompassing," and implies ensuring equal participation of all students in the educational process [8].

The development of students' musical abilities in the context of inclusive education is of particular importance. Music art not only shapes children's aesthetic taste but also positively influences their emotional-volitional, cognitive, and social development. In this regard, music lessons serve as an effective means of uniting all students in an inclusive environment and revealing their potential [5].

In our country, the development of inclusive education has been defined as one of the priority directions of state policy. In particular, the "Concept for the Development of the Public Education System until 2030," approved by the Decree of the President of the Republic of Uzbekistan No. PF-5712, emphasizes the creation of quality and equal educational opportunities for all children, including support for students with special educational needs [1]. Also, Resolution No. PQ-4860 outlines the development of the inclusive education system, improvement of teachers' professional competence, and the creation of an adapted educational environment for children with special needs [2].

Pedagogical and psychological research shows that every child possesses musical ability to some extent, which can be developed through a properly organized educational process. Especially in an inclusive environment, music activities conducted based on differentiated and individual approaches play an important role in developing students' musical hearing, sense of rhythm, creative thinking, and social adaptation [3]. Therefore, studying the pedagogical foundations of developing students' musical abilities in inclusive education, developing effective methods and technologies, and implementing them in practice is one of the urgent scientific and pedagogical problems of today. This article is devoted to highlighting the theoretical and practical aspects of these issues.

Main part. The development of students' musical abilities in inclusive education is a complex and multifaceted pedagogical process that requires high professional competence,

psychological sensitivity, and methodological skills from the teacher. To organize this process effectively, it is necessary to thoroughly study students' individual characteristics, ability levels, psychophysiological conditions, and needs. This is because each student in an inclusive environment has a unique developmental path, and teaching them using a single method does not yield the expected results [6].

The main directions for developing students' musical abilities in music lessons include musical hearing, sense of rhythm, vocal-choral skills, musical memory, and creative thinking. In inclusive education, these components are developed based on a differentiated approach. For example, working with students who have low musical hearing ability through individual exercises, repeated listening, and the use of visual and audio tools yields effective results. At the same time, engaging stronger students with more complex tasks helps maintain balance in the overall development of the class.

Game-based methods, rhythmic exercises, and collective performance activities play a special role in organizing music lessons. Such activities promote students' socialization, develop their collaboration skills, and help overcome psychological barriers. Especially during group singing, students feel more confident, which helps reveal their inner potential.

Assessment in inclusive education also requires a specific approach. Unlike traditional assessment methods, it takes into account students' individual development dynamics, efforts, and progress. Formative assessment, observation, and portfolios are considered appropriate for determining students' level of musical development.

The role of the teacher in inclusive education is extremely important. The teacher acts not only as a knowledge provider but also as an organizer, motivator, and psychologist. The teacher must identify each student's potential, select appropriate methods and tools, and organize engaging and effective lessons. This requires continuous professional development and mastery of modern methodologies.

Conclusion. The development of students' musical abilities in inclusive education not only solves educational tasks but also makes a significant contribution to students' social and personal development. Research shows that an inclusive environment is an effective means of developing social skills, strengthening mutual respect and cooperation, and fostering creative thinking [4].

Applying an inclusive approach in music lessons requires the development of differentiated methods adapted to each student's individual abilities and needs. This demands not only high pedagogical skills but also psychological sensitivity and effective use of innovative technologies. As a result, both students with special educational needs and their peers can learn together, which contributes to faster and more effective development of their musical skills [7].

Another important aspect of developing musical abilities in inclusive education is the use of innovative and interactive methods, audiovisual tools, and multimedia technologies. These tools increase students' interest in lessons and help them better understand complex concepts. At the same time, through musical creative activities, students develop not only technical skills but also self-expression and psychological stability [8].

Assessment also plays a crucial role in inclusive education. Unlike traditional evaluation, formative assessment, portfolios, and monitoring individual progress help ensure development according to each student's abilities and motivate them. Thus, every student feels successful and actively participates in the learning process.

It should be emphasized that the main goal of inclusive education is the integration of students with special educational needs into society and the full realization of their potential.



Developing students' creative abilities through music education contributes not only to their personal growth but also to strengthening social cooperation and stability in society.

As a result, developing musical abilities in inclusive education as a pedagogical process requires consideration of individual characteristics and the use of innovative methods and technologies. This not only improves the quality of school education but also helps raise a generation that is creative, independent, and socially adaptable. Therefore, organizing music education in an inclusive format is one of the most relevant and перспективных directions of modern education.

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