

**PEDAGOGICAL FOUNDATIONS OF INCLUSIVE EDUCATION IN ORGANIZING  
MUSIC LESSONS**

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**Abstract**

The article analyzes the role of music as a subject in the process of working with students who have diverse educational needs, as well as its pedagogical and psychological significance. The methods and technologies used for the effective organization of music lessons in inclusive classrooms, individual approaches, differentiated instruction methods, and approaches aimed at developing creative activity are widely discussed.

**Keywords**

inclusive education, music lessons, methodology, pedagogical approach, differentiated instruction, educational process.

**Introduction.** Today, the development of inclusive education in the education system of Uzbekistan has become a priority direction of state policy. In particular, нормативно-правовые documents aimed at developing inclusive education are being adopted and implemented in practice. Issues of inclusive education and music pedagogy have been studied by many local and foreign scholars. In particular, Uzbek researchers have widely covered the theoretical foundations of inclusive education, its practical aspects, and its importance in the educational process.

For example, Abdullayeva emphasizes the role of the teacher in the process of inclusive education, the importance of an individual approach, and the necessity of pedagogical competence [3]. Hasanov highlights the role of innovative technologies in improving music teaching methodology [4].

Foreign researchers have also provided important scientific conclusions about the role of music education in an inclusive environment. For example, Hallam analyzes the psychological aspects of music education and substantiates its impact on students' cognitive and emotional development [6]. Elliott evaluates music education as an important factor in personal development [7].

**Main part.** Organizing music lessons in an inclusive educational environment requires a specific methodological approach. In this process, the teacher must organize the lesson taking into account the individual characteristics of each student.

First, a differentiated approach is important when working with students who have low musical achievement. By dividing students into groups according to their abilities and assigning tasks appropriate to them, it is possible to increase the effectiveness of education.

Second, music theory should be taught in harmony with practical activities. That is, knowledge and skills are strengthened through singing, rhythmic movements, listening to music, and performing on musical instruments.

Third, the use of modern pedagogical technologies is essential. Interactive methods, multimedia tools, and game-based technologies increase students' interest and ensure their active participation [5].

In the development of musical abilities, musical hearing, sense of rhythm, and memory play an important role. Research shows that these abilities are developed through regular practice.

The term "inclusive" originates from the English word "inclusive," meaning "including," "covering," and "integrating." In education, this concept expresses the inclusion of all children in a

unified educational environment regardless of their individual characteristics and needs. The French term “inclusif” also conveys the meaning of “togetherness” and “unity,” revealing the social essence of inclusive education [3].

Inclusive education is a process in which students with special educational needs learn together with their healthy peers and is recognized as one of the most humane and effective forms of modern education. This approach promotes equality, mutual respect, and cooperation among students.

Today, supporting children with special needs has become a global issue. In particular, the “Convention on the Rights of Persons with Disabilities” adopted by the United Nations and the “Education for All” program are important foundations for the development of inclusive education.

In the Republic of Uzbekistan, the development of inclusive education has been defined as one of the priority directions of state policy. In particular, presidential decrees and resolutions pay special attention to supporting children with special educational needs, integrating them into society, and improving the quality of education. Specifically, Decree No. PF–5712 defines tasks for the development of inclusive education, training of pedagogical personnel, and the introduction of modern technologies [1]. Also, based on Resolution No. PQ–4860, a concept for the development of inclusive education was adopted, which outlines the creation of a favorable educational environment for students with special needs, ensuring their social adaptation, and improving the quality of education [2].

Music education holds a special place in an inclusive environment. Through music, not only students’ aesthetic taste but also their emotional state, social adaptation, and creative abilities develop. Music lessons based on inclusive education technologies should be organized in such a way that all students, regardless of their physical, intellectual, or psychological characteristics, can actively participate. This requires a high level of methodological preparedness and a differentiated approach from the teacher [4].

The main goal of inclusive education is to ensure that students with special needs receive quality and full education in general secondary schools and to create appropriate conditions for them. In this process, music lessons are organized according to students’ abilities, using special pedagogical approaches and adapted educational technologies [6].

Organizing music lessons in the inclusive education system requires specific methodological approaches. In this process, students are grouped according to their abilities, but they work together based on a common goal. Unlike special education, inclusive education is implemented based on an individual approach and adapted curricula.

Particular attention should be paid to the following aspects when organizing music lessons in general education schools:

- taking into account students’ individual characteristics;
- applying differentiated and individual tasks;
- using visual, auditory, and kinesthetic methods;
- teaching through game technologies;
- developing social skills through collective performance.

**Conclusion.** Organizing music lessons in an inclusive educational environment is a complex but effective pedagogical process. In this process, the teacher’s methodological skills, individual approach, and ability to use modern technologies are of great importance. Through music education, not only students’ musical abilities but also their aesthetic taste, social activity, and personal development are ensured. Therefore, the development of inclusive music education is one of the urgent tasks of the modern education system.

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