



## METHODOLOGY OF ORGANIZING LESSONS FOR STUDENTS WITH DISABILITIES IN THE SCIENCE OF MUSIC CULTURE

**Nazarova Gulchexra Hamidovna**

(in the case of visually impaired children)

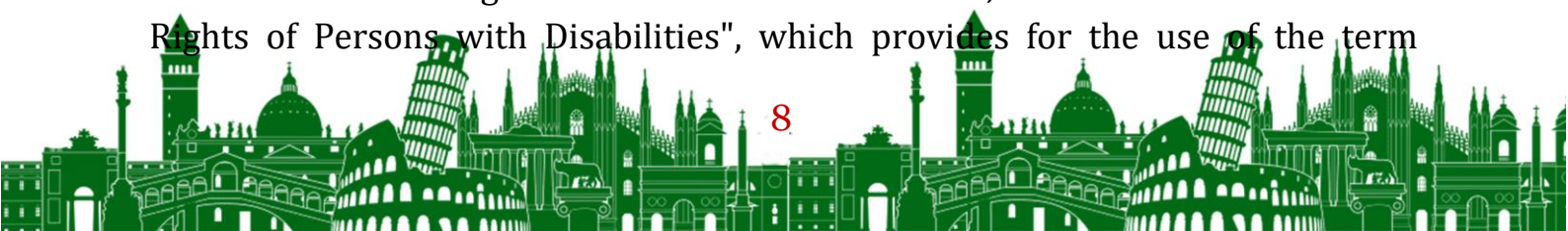
<https://doi.org/10.5281/zenodo.8419881>

**Abstract:** This scientific article explores the development and implementation of a methodology for organizing lessons in the science of music culture tailored to the unique needs of visually impaired children. Music education is a crucial component of their holistic development, and this paper discusses various strategies and adaptive techniques that can enhance the learning experience for these students. By considering their specific challenges and abilities, educators can create an inclusive and enriching environment that empowers visually impaired students to engage with music culture effectively.

**Keywords:** Visually Impaired Children, Music Education, Inclusive Learning, Adaptive Techniques, Science of Music Culture, Special Education.

Today, the Republic of Uzbekistan, relying on the experience gained during the years of independent development, strives to implement the most basic tasks of state and society building in the way of renewing and reforming our lives. In this case, the main strategic goal is to establish a free democratic state based on the market economy, and to form the foundation of the civil society. Development of the economic consciousness of young people in the conditions of transition to market relations is one of the urgent tasks. The creation of the great future of Uzbekistan mainly falls on today's young generation. It is the responsibility of every educator and teacher to shape them into educated, cultured, hardworking, inquisitive and inquisitive.

A disabled person is defined as a person who has been recognized as disabled in accordance with the procedure established by law and is in need of social assistance and protection due to the limitation of life activities as a result of impairment of physical, mental, psychological and emotional activities. The term "disabled" is now considered an outdated and vulgar word. That is why it is correct to refer to such persons as "disabled persons" or "disabled persons". Currently, in Uzbekistan as well as in many countries, opportunities are being created for children with disabilities to receive education and training, to receive medical treatment, and the rights of such people and children are strengthened and protected by legal documents. The international standards of the UN Convention on the Rights of Persons with Disabilities, as well as the Law "On the Rights of Persons with Disabilities", which provides for the use of the term





"person with disabilities" instead of the word "disabled" in our country serves to represent the rights and interests of persons belonging to the above category. On October 13, 2020, the President adopted Resolution No. PQ-4860 "On measures to further improve the education system for children with special educational needs." This document was published in the national database of legal documents and entered into force on October 14, 2020.

In order to make life easier for blind youth, our state is creating opportunities for them. There are 12 Nurli maskan specialized boarding schools in the republic, where more than 3,000 visually impaired students study. Inclusive education has wider opportunities for socialization of children with special needs. The new principle will be effective only when organizational and pedagogical conditions are created and implemented for the full and effective functioning of the inclusive education system in general education schools, because the limited opportunities of students prevent them from mastering the general education school program. does.

A comprehensive school, we emphasize that the music lesson is the most complete, providing favorable opportunities for organizing conditions for working with disabled teenagers. The reason for this is: firstly, music occupies a special place in the life of a modern teenager, it becomes a constant background of a teenager's life, music is not only entertainment, but also participates in the life of a teenager, helps to form moral qualities. Secondly, the need of teenagers is easily fulfilled in connection with the very important need of communication, which music is not always, and communication is the leading activity. Adolescence, communication with friends, preparation of lessons, walks are most naturally combined with listening to your favorite records, sometimes it is difficult to determine how much time is spent on this hobby. Thirdly, the beneficial effects of music on human health have been known since ancient times. Fourthly, the structure of the music lesson, as an art lesson, is very flexible, which allows you to use the interaction and interrelationship of musical instruments with corrective methods, without changing the main purpose of the lesson - the disabled allows to organize work on the basis of formation of general musical culture of teenagers.

The study of this problem made it possible to identify contradictions between:

- the interest of the pedagogical community in organizing work with the following has increased.





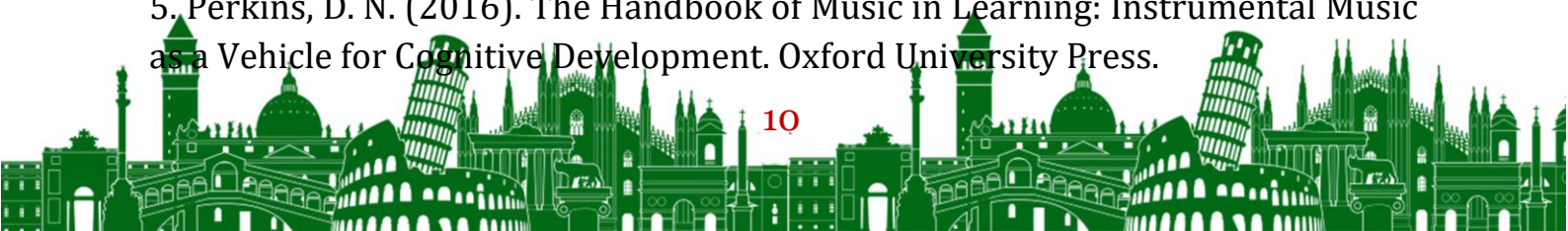
- insufficient scientific, organizational, technological, methodological, instrumental development of this problem in the theory and practice of music education for the disabled and in the context of school music classes;
- the need for the teacher's innovative activity in organizing work with disabled teenagers in music lessons and in actual pedagogical practice;
- requirements for the student's creative development based on the lack of development of appropriate technology and methodology for working in the classroom, which activates the development of the creative component of the personality of the disabled, and the integration of a wide range of musical tools with correction methods.

In general, it can be concluded that the identified contradictions allow us to formulate a research problem: what are the scientific, methodological and pedagogical conditions for organizing work with people with disabilities in music lessons, the work of a teacher-musician in a general education school, in a school for disabled children specific tools and features that distinguish the work have not been defined, the main components that should be included in music lessons have not been defined.

It is known that playing by heart in musical performance expands the performance possibilities of a musician. Musical memory can be divided into the following types: action, emotional, visual, auditory and logical memory. Each musician relies on the type of memory that is most convenient for them, depending on their individual abilities. The activity of musical imagination is closely related to the concept of musical hearing. This concept develops on the basis of musical perception, which gives a direct impression of the music being played during the listening process.

### References:

1. Brown, S. (2017). Music and the Mind. Harvard University Press.
2. Gardiner, M. F., Fox, A., Knowles, F., & Jeffrey, D. (2015). Learning improved by arts training: Evidence from a Longitudinal study of school-aged children. *Journal of Educational Psychology*, 107(3), 778-787.
3. Goble, C., & Brown, J. M. (2017). Music as a tool for promoting social engagement and academic achievement in visually impaired students. *Journal of Visual Impairment & Blindness*, 111(4), 297-309.
4. National Association for Music Education. (2018). Inclusive Practices in Music Education: A Comprehensive Guide for Educators. Retrieved from <https://nafme.org/inclusive-practices-in-music-education/>
5. Perkins, D. N. (2016). *The Handbook of Music in Learning: Instrumental Music as a Vehicle for Cognitive Development*. Oxford University Press.





6. Piaget, J. (2014). *Psychology of Intelligence*. Routledge.
7. Thompson, W. F., & Graham, P. (2017). *Music and Learning in the Special Needs Classroom: A Guide for Teachers*. Oxford University Press.
8. UNESCO. (2006). *Road Map for Arts Education: The World Conference on Arts Education: Building Creative Capacities for the 21st Century*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000148100>
9. World Health Organization. (2019). *World Report on Vision*. Retrieved from <https://www.who.int/publications/i/item/world-report-on-vision>

