

**DEVELOPMENT OF INCLUSIVE COMPETENCES OF FUTURE MUSIC EDUCATION  
TEACHERS**

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**Abstract:** Today, inclusive education is one of the urgent issues in all areas of education, including music education. The reason is that there are many students who have special educational needs among the students studying the art of music. In this sense, it is a great responsibility of professors and teachers working in pedagogical higher education institutions to train qualified personnel who effectively conduct inclusive education and prepare them for professional activities. This article describes the content of developing the competence of future music education teachers by means of inclusive education.

**Key words:** inclusive, inclusive education, future music education teachers, competence.

The word "inclusive" is derived from the English word "inclusive", which means "includes", "including", "combining". In French, "Inclusif" literally means "we are with you".

"Inclusive education" means joint education of students with special needs and healthy students. Inclusive education is cooperative education, which is considered by the whole world community as the most humane and effective education. In such a teaching process, inclusive educational technologies are important.

A music lesson conducted on the basis of inclusive educational technologies is an educational process in which all students, regardless of their physical, mental, intellectual and other problems, are generally included, all conditions in the classroom are suitable for their needs. is an educational technology that is created and implemented. This requires a great skill from the music teacher and a differentiated approach to all students in the class.

The goal of inclusive education is to ensure that students with special needs receive full education in general education institutions based on their capabilities, to create the necessary conditions for each student in educational institutions. It consists of the unique use of educational technologies in the course of the lesson for students with disabilities.

In the world, special attention is paid to the education of children who need social protection. The Convention on the Rights of Persons with Disabilities was adopted by the UN. In addition, in accordance with the "Education for All" plan adopted on the basis of the Dakar Declaration, attention is being paid to the application of the technology of teaching children with special needs to the general education system. Adequate conditions are being created for social adaptation of children in need of social protection in our country.

Education of children with special needs is carried out to a certain extent in the preschool education system. Diagnosing children with special needs from an early age, strengthening their health will serve to prepare personnel who will meet certain requirements in the future. In particular, in the Action Strategy for the further development of the Republic of Uzbekistan, "...state support for persons with disabilities, a system of providing medical and social assistance to the disabled population and other needy categories in order to ensure full life activity for them tasks such as further development and improvement" were defined. In our country, the issue of strengthening the nation's gene pool and educating the young generation as mature personnel has become one of the priority directions of our state policy. Honorable.

President Sh.M. Mirziyoyev said that no matter what field we choose, we cannot achieve any changes or a prosperous life without educating modern mature personnel. The preparation of such personnel in order to provide healthy education to the nation depends first of all on pedagogical higher education institutions.

The research work on "Professional training of future music education teachers with the help of inclusive educational technologies" serves to fulfill the tasks set by a number of regulatory documents.

Decree of the President of the Republic of Uzbekistan No. PF-5270 of December 1, 2017 "On measures to radically improve the system of state support for persons with disabilities", No. PF5712 of April 29, 2019 "People "On the concept of the development of the transport system until 2030", No. PF-6108 dated November 6, 2020 "On measures for the development of education and science in the period of new development of Uzbekistan", No. PF-60 of January 28, 2022 "Development strategy of New Uzbekistan for 2022-2026 on" decrees, dated October 13, 2020 No. PQ-4860 "To children with special educational needs Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 638 dated October 12, 2021 "On measures to further improve the education system" The decision "On approval of legal documents" and other documents serve to implement the tasks of personnel issues, modernization of educational content, methodical and didactic provision of the process [5, 5b].

Development of inclusive education in Uzbekistan in accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" No. PF-5712, in order to improve the system of education and upbringing of children with special educational needs and to improve the quality of educational services provided to them 3. in points a and b the following given.

qualified pedagogues for the inclusive education system are trained, retrained and retrained; modern information and communication technologies and innovative projects are introduced into the field of inclusive education; in the process of inclusive education, measures are taken to educate students spiritually and morally, to make them physically healthy and strong;<sup>1</sup>

Based on the decision of the President of the Republic of Uzbekistan dated October 13, 2020 "On measures to further improve the system of education for children with special educational needs" PQ-4860 2020-2025 Concept of development of inclusive education in public education system was approved in - years. The following results are expected by performing the tasks defined within the framework of the concept:

the role of inclusive education as a strategic factor in the development, rehabilitation, and integration into society of persons with special educational needs is confirmed;

the integrity of the educational environment of children with special educational needs is strengthened, the necessary conditions for their integration into society are provided;

mechanisms for coordinating the interests of the state, society, and individual in the field of inclusive education will be created;

the general convenience, continuity, quality of education, as well as the level of development, flexibility and variability of students' characteristics of the inclusive education system are achieved;

cooperation relations within the framework of international relations in the field of inclusive education will be strengthened;

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<sup>1</sup> *Decree of the President of the Republic of Uzbekistan, dated 29.04.2019 No. PF-5712*

they are supported by the state so that students receive quality education, taking into account the specificity of educational needs;<sup>2</sup>

In this sense, I believe that the research work on the topic "Preparation of future music education teachers for professional activity by means of inclusive education technologies" is a relevant and promising topic, and inclusive education is one of the main directions of global education policy today. is one, and its adaptation to music education allows to solve current problems in teaching music education. Including:

- the development of professional training of future music education teachers through inclusive educational technologies serves to make them a staff that meets social demands.
- the topic includes the use of innovative technologies of inclusive education, the development of musical creativity, and the development of new pedagogical approaches for students with disabilities, and provides wide opportunities for conducting theoretical and experimental research. It is known that in inclusive education, children with special educational needs are grouped together with all children according to different abilities for a specific purpose. If special education is carried out according to mental and physical appearance, inclusive education is determined according to the abilities and capabilities of the child. While special education is taught through special and alternative education programs, inclusive education is taught through a child-centered and customized, guided, inclusive curriculum. An important aspect of inclusive education is that children and teachers learn from each other and solve problems together [3].

#### **Used literature.**

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4. F.U.Kadirova, D.A.Pulatova Inclusive education: theory and methodology. Chirchik 2022.
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<sup>2</sup> *Concept of development of inclusive education in the public education system of the Republic of Uzbekistan in 2020-2025. (<https://lex.uz/docs/-5044711>)*