

THE EFFECTIVENESS OF USING MUSICAL GAME TECHNOLOGIES IN SHAPING A CHILD'S PERSONALITY WITHIN INCLUSIVE EDUCATION.**N.Kh.Khasanova**Associate Professor, Department
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Annotatsiya: Maqolada Inklyuziv ta'limning musiqa ta'limidagi o'rni o'quvchilarning shaxsiy rivojlanishi, ijtimoiy integratsiyasi va estetik didini shakllantirishda musiqiy ta'limning o'rni va ahamiyati haqida so'z borgan.

Kalit so'zlar: inkluziv sinf, tayanch korreksion sinflar, musiqa ta'limi, musiqiy dasturlar, musiqiy o'yinlar, interaktiv mashg'ulotlar, ritmik mashqlar, musiqiy nutq, musiqiy savodxonlik.

Аннотация: В статье рассматривается роль инклюзивного образования в музыкальном воспитании, роль и значение музыкального образования в формировании личностного развития учащихся, их социальной интеграции и эстетического вкуса.

Ключевые слова: инклюзивный класс, базовые коррективные занятия, музыкальное образование, музыкальные программы, музыкальные игры, интерактивные занятия, ритмические упражнения, музыкальная речь, музыкальная грамотность.

Abstract: The article discusses the role of inclusive education in music education, the role and importance of music education in the formation of students' personal development, social integration and aesthetic taste.

Keywords: inclusive class, basic correction classes, music education, music programs, musical games, interactive classes, rhythmic exercises, musical speech, musical literacy.

Currently, there is an exceptionally high demand for qualified pedagogical personnel across every level of the Republic's education system. In the process of training qualified educators, it is of paramount importance to equip students of non-pedagogical higher education institutions with pedagogical knowledge and to orient them professionally toward the upbringing and education of the younger generation.

Education is a process directed toward providing learners with profound theoretical knowledge, professional qualifications, and practical skills, while simultaneously enhancing their general and vocational knowledge and competencies.

Through education, the opportunities to satisfy fundamental human needs have expanded considerably, fostering continuous personal and social development. [1]

One of the fundamental humanistic characteristics of the educational reforms being implemented in our country is the priority of the principles of ensuring equal opportunities for all learners. Providing education and upbringing for children with disabilities, and creating all necessary conditions for them to study alongside their peers, is considered an integral part of the state policy focused on fostering the younger generation as harmoniously developed and well-rounded individuals.

Based on this perspective, inclusive education is being dynamically implemented in the Republic to facilitate instruction within either special or general education systems, depending on the children's developmental levels, the nature of their impairments, and their individual abilities. To this end, specialized inclusive classes are being established; these classes are designed to ensure that children with special educational needs (SEN) receive an education on an equal and integrated basis with their typically developing peers.

In mainstream schools, students requiring inclusive education attend classes alongside other children and receive instruction based on academic programs that align with the curriculum of a specific grade level. Within this framework, inclusive education and primary basic correctional classes are organized in accordance with the children's age-specific and individual characteristics, their level of cognitive development, as well as their physical and neuropsychological health status. [3]"

Inclusive music education in general education schools serves as a vital instrument for fostering a more equitable and accessible learning environment. It facilitates not only the development of musical proficiencies but also the cultivation of social interactions and a profound respect for diversity.

Supporting inclusive music curricula significantly enhances the learning and life experiences of all students, thereby contributing to the creation of a more harmonious society.

Supporting inclusive music curricula significantly enriches the learning and life experiences of all students, thereby contributing to the development of a more harmonious society. This process involves establishing a barrier-free, adapted learning environment for students with special educational needs (SEN) by implementing specialized tools and methodologies and involving professional special educators. The objective is to ensure high-quality general secondary education that facilitates effective social adaptation and comprehensive integration of these students into society. Furthermore, music lessons play a vital role in fostering students' creative potential, enriching their emotional experiences, and strengthening their social competencies.

Music lessons provide an advantageous platform for the development of social skills during the phase of social interaction. Through collaborative musical activities, students enhance their peer-support and teamwork competencies. Methods such as choral singing, ensemble instrumental performance, choir participation, and organizing students into small groups for collective musical execution are among the most effective strategies in inclusive education.

The foundation of creative expression should be rooted in the authentic and vivid experience of musical imagery through musical games, song dramatization, and musical-rhythmic movements.

An individual approach occupies a critical position in inclusive education. Recognizing that every student possesses unique capabilities, adapting lessons individually and assigning tasks tailored to various proficiency levels significantly enhances student success. For instance, while some students may exhibit an interest in music theory, others might prioritize practical performance. In this context, a student's inability to perfectly master an instrument or sing with flawless technique should not be met with criticism.

Conversely, the teacher should provide positive reinforcement, highlighting the student's progress relative to their previous performance and expressing confidence that continued effort will yield superior results. [3]"

The utilization of game-based scenarios and musical-didactic games in music lessons facilitates student engagement and fosters intrinsic interest. Furthermore, the class-wide (frontal) application of such musical-didactic games serves as an effective method for stimulating and activating students' attention.

Currently, the integration of pedagogical innovations and advanced technologies stands as a key priority within the global education system. Particularly, the use of modern pedagogical technologies in the music education process is recognized as a vital factor in promoting the cognitive, creative, and personal development of students.

A distinctive characteristic of music education is that it not only fosters the acquisition of knowledge and skills but also cultivates the student's aesthetic sensibility, emotional intelligence, and creative potential. [4]"

The application of pedagogical technologies in music education has been extensively studied by numerous scholars and methodologists. For instance, while scholars such as V.V. Kraevskiy, I.Ya. Lerner, and M.N. Skatkin developed the criteria for selecting and organizing educational content, specialists like D.B. Kabalevsky, E.B. Abdullin, and L.V. Shkolyar contributed specifically to establishing the theoretical and methodological foundations of music education.

The competency-based approach plays a vital role in modern music pedagogy. This approach encompasses the development of not only musical knowledge but also practical skills, creative thinking abilities, and the proficiency to analyze musical works.

To implement the competency-based approach in music education effectively, it is appropriate to utilize the following pedagogical technologies. [5]"

An individual approach plays a fundamental role in inclusive education. It is well-established that every student possesses unique capabilities; therefore, tailoring lessons to individual needs and providing students with tasks stratified by their ability levels significantly enhances their academic success.

For instance, while some students may be inclined toward music theory, others might prioritize practical performance.

In this context, a student's lack of proficiency in playing an instrument or singing with flawless technique should not be met with criticism. Rather, the instructor should provide positive reinforcement, highlighting that the student's current effort represents progress compared to previous attempts and expressing confidence that continued practice will lead to superior results.

In conclusion, it is essential to establish all the necessary conditions for the effective implementation of inclusive education within the academic system. Children with developmental impairments often possess talents and capabilities equal to those of their typically developing peers; however, systemic inequalities in opportunity frequently hinder the realization and cultivation of their potential.

It can be argued that, compared to other subjects in the general education curriculum, music lessons provide the most effective environment for organizing educational work with children with disabilities.

The role of inclusive music education is of unparalleled significance in fostering personal development, social integration, and the cultivation of aesthetic taste among students.

An analysis of relevant literature and scientific research further elucidates the necessity for a broader and more effective application of musical play technologies in inclusive settings, advancing the proposition that this pedagogical process requires continuous systematic improvement.

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