

Inclusive Music Education: Foreign and Domestic Experience

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Abstract:

Inclusive education and the very concept of "inclusion" today characterize not only the educational process, but also form the ideological basis of a whole range of pedagogical, social, psychological, anthropological and moral tasks. The word "inclusive" means the acceptance or "inclusion" of persons with educational problems, including disabilities, in the environment of general educational institutions.

Keywords: Music education, inclusive education, pedagogy, anthropological, moral.

The relevance of inclusive forms of education is due to a number of factors: the number of children and young people with learning problems is increasing in the world, which is caused by environmental, social, political and economic reasons. Society faces a problem: either to support these people at the expense of the state, or, by giving them an education, to prepare them for a full-fledged labor activity. In addition, the creation of equal conditions in education for all citizens corresponds to humanistic ideas about a society of equal opportunities.

Inclusive forms of education originated in the Western pedagogical school. In the late 1940s - early 1950s. in a number of European countries and the United States, general education institutions began to accept "special" students in groups with "ordinary" children. However, a real start was given to inclusive education in 1994. At the World Conference on the Education of Children with Learning Disabilities, held in Salamanca (Spain), the concept of inclusive education was adopted [4], which was reflected in a resolution supported by participants from 92 leading countries of the world, and then was confirmed in the documents of the World Forum on the Education of Students with Special Educational Needs in Dakar (2000).

The result of the work of the Dakar Forum was the introduction of the term "inclusion" into international use and the proclamation of the principles of inclusive education.

In accordance with the decisions taken at these forums, in many European countries and the United States, inclusive students began to include not only people with disabilities, but also children from orphanages, people from families with difficult social conditions, victims of war, natural and man-made disasters, people who have problems with the language in which education is carried out.

At present, leading states spend significant funds on the education of their citizens with special educational needs (SEN). Italy is traditionally considered the undisputed leader in the development of inclusive education, where boarding schools and orphanages have practically not existed for more than a hundred years. In recent decades, a noticeable movement in this direction has been taking place in a number of other countries, for example, in Finland and

Sweden. The United Kingdom is one of the leading places in the development of inclusive education today.

The experience of teaching music to difficult children and adolescents abroad is associated with the names of K. Orff, M. Montessori, S. Suzuki. Their activities contributed to the formation of conditions for the training of students with special educational needs in secondary and higher professional musical educational institutions of a general type.

However, the prerequisites for inclusive processes in the musical field can be found as early as the 18th century. A special place is occupied by the historical experience of Italy. These traditions are quite solid, it is known that the famous Italian composer A. Vivaldi worked all his life in the monastery shelter "Pieta" (from Italian *pieta* - compassion) for abandoned children, many of whom suffered from severe chronic diseases. Such orphanages, which were essentially monastic orphanages, were called conservatories in Italy at that time. In 1700 there were about nine hundred orphans in the house of God "Pieta". A considerable part of the pupils of the orphanage, where the maestro served, suffered from serious illnesses, and some were disabled, but they left the walls of this house into the world as skilled musicians and in some cases became known in the professional world.

Such an experience was widespread not only in Italy, but also in other European countries, and it was there that the idea that learning music is a necessary part of the educational and upbringing process took root.

At present, in Western countries, inclusive education occupies a noticeable niche and in some cases gives unique results, determining the life prospects of a number of musicians with OEP. Today in the countries of the West there is not a single school, college and university where there would not be pupils and students with special educational needs. This practice is supported by two foundations: on the one hand, it is a sign of a humane attitude, on the other hand, a pragmatic approach to solving the problem of socialization of people with SEN.

Examples of the inclusion of students with SEN in the educational space of musical institutions of the middle and higher levels in Uzbekistan were already noted in the 20s. 20th century In Uzbekistan at that time, a system of general musical enlightenment, upbringing and education was taking shape, which was breathed into life by outstanding teachers and public figures - B.L. Yavorsky, B.M. Teplov, D.B. Kabalevsky and others. Words by A.B. Goldenweiser is characterized by the view of musical education that developed in our country at that time: "Almost every person, with the exception of those who are deaf from birth, has to some extent musicality and the ability to develop it"

This system has paid off. One of the most well-known musicians with a BOP was the blind accordion player I. Panitsky (1906–1967). He studied at the Saratov College of Music and the Conservatory. For 35 years of concert activity, the musician gave more than three thousand concerts in different cities and villages of the USSR, which were held with constant success. No less famous musician-teacher is the famous singer M. Vladimirova (1879–1965). She had a congenital disease of the musculoskeletal system, because of which she was forced to part with her opera career and became the head of the vocal department of the Moscow Conservatory, where she raised a whole galaxy of famous stage masters.

Among the well-known artists who have a BEP, there are also graduates of the Moscow Conservatory: the blind pianist L. Zyuzin, the invalids of the Great Patriotic War, the singers G. Pishaev and V. Besedin.

Issues related to the training of people with mental retardation seriously arose in our country after the end of the war, when a large number of young people who had partially lost their health returned to civilian life. In a number of places, special educational institutions were opened that helped injured fighters find a profession. In Kursk, a special music school was created for soldiers blinded in the war, which later received the status of a school, and then (2004) a music college-boarding school. In the post-war period (1950–1970), a number of musicians with a SEP studied at general music schools.

These examples can be considered as unique, and the system of inclusive music education could not have arisen until the paradigm of general education was changed and legislative acts were adopted that create a favorable atmosphere and a qualitative movement towards inclusion.

The first inclusive educational institutions appeared in our country at the turn of 1980–1990. In Moscow in 1991, on the initiative of the Center for Curative Pedagogics and a parent public organization, the school of inclusive education “Kovcheg” (No. 1321) appeared. Since the autumn of 1992, experimental sites for inclusive education of disabled children have been created in 11 regions of Uzbekistan.

On January 31, 2001 in Moscow, at the International Scientific and Practical Conference on the Problems of Integrated Education, the Concept of the Concept of Inclusive Education of Persons with Disabilities (with special educational needs) was adopted.

A certain impetus for the development of inclusive education was the fact that Uzbekistan signed in 2008 the UN Convention on the Rights of Persons with Disabilities. The provisions on inclusive education are enshrined in Uzbekistan state documents (National Doctrine of Education of the Uzbekistan Republic until 2025, Federal Law "On Education in the Uzbekistan Republic" of 2012)

Thanks to the activities of domestic music teachers (I.S. Belik, D.K. Kirnarskaya, V.P. Kuzovlev, T.B. Yudovina-Galperin, etc.), certain steps were taken to create conditions for educating citizens with system of musical educational institutions. However, it cannot be said that this process is proceeding rapidly.

A big problem for the formation and development of inclusive processes in education for a long time was the lack of a corresponding concept in Uzbekistan legislation. This conflict is finally resolved. In the Federal Law of December 29, 2012 No. 273-FZ "On Education in the Uzbekistan Republic", for the first time at the state level, such concepts as "inclusive education" and "students with special educational needs" are introduced.

Activities related to the musical training of students with special educational needs require a number of special skills and knowledge of teachers in a wide range of scientific disciplines. However, there is no system of courses that would give teachers such knowledge. For teaching children and adolescents with SEN in the musical field, special methods are needed that have not yet been developed. Each music teacher who has accepted a student with SEN into his class goes through trial and error, bit by bit accumulating experience in this area.

Nevertheless, over the past two decades, there have been noticeable changes in the educational sphere, which have also affected music education. Today, in a number of educational institutions of a musical profile, the number of students with SEN reaches 3% of the total number of students.

In the past 20 years, inclusive music education has successfully developed in educational institutions of the Moscow region. More than 150 students studied in the music schools of the region, and about 100 students belonging to the categories of the PLO studied in colleges.

An inclusive educational process in the field of musical art can be considered as a socio-pedagogical phenomenon capable of solving professional and adaptive problems of students with SEN. Creation of conditions for the educational process and professional realization of persons in this category contributes to the solution of social, moral, ethical and economic problems of our society.

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