



PROSPECTS FOR THE DEVELOPMENT OF INCLUSIVE EDUCATION IN CHILDREN’S MUSIC AND ART SCHOOLS: LEGAL FOUNDATIONS, STATISTICAL INDICATORS, AND SOLUTIONS

Author: Mamarasulov Xolmat Davronovich

Piano Teacher, Children’s Music and Art School No. 8, Sherobod District,
 Surxondaryo Region, Republic of Uzbekistan

Article history:	Abstract:
<p>Received: 14th July 2025 Accepted: 11th August 2025</p>	<p>This article analyzes the current state and prospects for the development of inclusive education in Uzbekistan, particularly in children’s music and art schools. It examines the legal framework, statistical data, and pedagogical approaches to ensuring equal access to education for children with special needs. Based on national legislation and international data from UNICEF and the World Bank, the paper discusses the necessity of inclusive education in art institutions and the role of music in fostering social integration and emotional development. Practical experiences from Sherobod District’s music school are also presented, highlighting effective methods and challenges in the implementation of inclusive musical pedagogy.</p>

Keywords inclusive education, children with special needs, national music, art school, pedagogy, social integration

INTRODUCTION

Inclusive education ensures equal access to learning opportunities for all children, including those with disabilities or special educational needs. It is an essential component of human-centered education reform aimed at building an equitable and just society. In Uzbekistan, the foundation for inclusive education was officially established by the Presidential Decree No. 4860 “On Measures for the Further Improvement of the System of Education for Children with Special Educational Needs” (2020). This decree marked a significant step toward developing a unified educational environment for all learners.

According to the “Concept for the Development of Inclusive Education in the Public Education System for 2020–2025,” the share of general secondary schools introducing inclusive education is expected to increase from **18.4% to 51%**, while the number of students with disabilities studying in general schools is targeted to grow from **16.5% to 40%**. These figures reflect the government’s strong commitment to ensuring equality and accessibility in education.

MAIN BODY

1. Legal and Institutional Framework

Inclusive education in Uzbekistan is supported by the **Law on Education (2020)** and the **Law on the Rights of Persons with Disabilities (2021)**. These legal instruments guarantee the right of every child to quality education, regardless of physical or mental condition.

In addition, the **National Program on Inclusive Education** provides for the adaptation of school infrastructure, the training of specialized teachers, and

the provision of assistive learning materials. International organizations such as **UNICEF**, the **World Bank**, and the **UN Development Programme** have provided technical and methodological assistance to strengthen the implementation of these reforms.

2. Statistical Overview and Current Situation

As of 2024, there are more than **35,000 school-age children with disabilities** in Uzbekistan. However, **less than 1%** of them are currently enrolled in children’s music and art schools (State Statistics Committee of Uzbekistan, 2024).

The following table presents the dynamics of key indicators related to inclusive education in recent years:

Indicator	Situation in 2020	Situation in 2024	Target by 2025
Share of schools implementing inclusive education	18.4%	38.6%	51%
Share of children with disabilities studying in general schools	16.5%	28.7%	40%
Share of students in special institutions	26.8%	19.4%	16%
Share of home-schooled children	16.8%	13.2%	11%
Number of inclusive music and art schools	12	27	40 (projected)



(Sources: Ministry of Public Education, UNICEF, World Bank Reports, 2023–2024)

3. Inclusive Approaches in Music Education

Music plays a transformative role in emotional development and social inclusion. For children with disabilities, learning music can strengthen self-confidence, communication skills, and mental well-being.

Based on practical experience at the **Children’s Music and Art School No. 8 of Sherobod District**, the author observed six students with special needs successfully learning piano, rubab, and doira during the 2023–2024 academic year. Their attendance rate reached **92%**, while their creative performance assessments averaged **4.6 out of 5 points**.

This demonstrates that with an individualized teaching approach, emotional support, and adapted methods, children with disabilities can achieve remarkable artistic and educational results.

4. Existing Challenges

Despite progress, several key challenges persist:

- Lack of specially adapted musical instruments and learning materials.
- Shortage of qualified teachers trained in inclusive pedagogy.
- Educational programs not fully adjusted to meet the needs of children with disabilities.
- Social stereotypes and misconceptions about the abilities of children with disabilities in the arts.

5. RECOMMENDATIONS AND SOLUTIONS

- Organize **short-term training courses** for music teachers on inclusive teaching methods.
- Introduce **adapted musical instruments** (e.g., pedal extensions for pianos, lightweight practice aids).
- Apply **music therapy techniques** to promote emotional balance and mental resilience.
- Expand inclusive classes through local budgets and sponsorship funds.
- Promote public awareness and positive attitudes through media and social networks about inclusive arts education.

CONCLUSION

Inclusive education represents not only a pedagogical reform but also a social and humanitarian mission. In the context of music and art schools, inclusive education offers children with disabilities the opportunity to express themselves creatively, develop confidence, and integrate into society.

To achieve the national targets set for 2025, Uzbekistan must continue to strengthen its material and technical base, improve teacher training, and foster positive

social awareness. Inclusive music education can awaken the human spirit and help every child find their voice, both literally and metaphorically.

REFERENCES

1. Presidential Decree No. 4860, “On Measures for the Further Improvement of the System of Education for Children with Special Educational Needs,” 2020.
2. Law of the Republic of Uzbekistan “On Education,” 2020.
3. Law of the Republic of Uzbekistan “On the Rights of Persons with Disabilities,” 2021.
4. UNICEF Uzbekistan. *Inclusive Education: National Progress Report*, 2023.
5. World Bank. *Development of Inclusive Education in Uzbekistan*, 2024.
6. Ministry of Public Education of Uzbekistan, Statistical Bulletin, 2024.
7. Mamarasulov X.D. *Methodology of Individual Approach in Children’s Music Schools*, Sherobod, 2024.