

# The Role and Significance of Braille Notation in Music Education for the Blind

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**Annotation:** The positive results of reforms in the field of education in our country are increasingly reflected in the achievements of the younger generation. Young people with visual impairments also have the opportunity to learn and choose a profession alongside their healthy peers. This article discusses the role and significance of braille notation in the musical education of blind students.

**Keywords:** Music, blindness, braille notation, method, teacher, literacy.

## Introduction:

In shaping the upbringing of the younger generation in accordance with our national traditions, it is very important to teach them not only our musical culture and art, but also our national musical instruments. After all, the magical sound of musical instruments penetrates deeply into the child's psyche and transforms all the feelings that are formed in his mind into feelings of goodness. The role of musical instruments is unparalleled, especially for blind youth to find their place in public life. Because the melodies emanating from the instruments are an ointment for their sorrowful hearts.

To study instruments and create in any direction of music in general, it is necessary to acquire knowledge of musical literacy and theory. To this end, the issue of teaching braille notation to the blind and its widespread promotion throughout our republic reveals the true essence of the dissertation.

The materials and methodology of the research: The ideas of the President of the Republic of Uzbekistan Shavkat Mirziyoyev at a meeting with representatives of the creative intelligentsia of Uzbekistan on the topic "Development of literature and art, culture - a solid foundation for raising the spiritual world of our people" serve as a practical guide to attract blind youth to musical art and increase reading culture. After all, the head of our state cares about providing comprehensive support to the highly talented and visually impaired youth.

Based on Articles 8, 38, and 40 of the Law of the Republic of Uzbekistan "On the Rights of Persons with Disabilities" No. ZRU-641, adopted by the Legislative Chamber of the Republic of Uzbekistan on July 22, 2020, approved by the Senate on September 11, 2020, [2.] today, our state pays great attention and opportunities to the education of blind children. Also, in accordance with the

Based on the principle of respect for the developmental abilities of children with disabilities and the right to preserve their individuality, as outlined in Article 8, in order to comprehensively and harmoniously develop children with disabilities, increase their social activity, promote their interest in work, attract them to education, science, technology, art, and sports, the interests of children with disabilities are clearly prioritized in all actions taken towards them.

According to Articles 38 and 40 of this Law, projects that support persons with disabilities through the development of languages, methods and means of communication more suitable for each person with disabilities, mastering Braille, alternative letters, speech and oral communication skills, as well as training teachers and school staff in inclusive education, employment of teachers with disabilities who know sign language and Braille in educational institutions deserve praise.

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The Resolution of the President of the Republic of Uzbekistan Shavkat Mirziyoyev No. PP-112 "On Additional Measures to Further Develop the Sphere of Culture and Art" adopted on February 2, 2022 states the following: "In general education institutions: students are taught the skills of performing music on at least one of the national musical instruments listed in the list in Appendix 1 to this resolution, and this is recorded in their educational document (certificate) " [3.].

The Head of the state paid special attention to the education and upbringing of blind youth and signed several resolutions in this regard.

In particular, in the Decree of the President of the Republic of Uzbekistan No. PP-209 of April 18, 2022 "On Measures to Improve the Quality of Education in Specialized Boarding Schools for Blind and Visually Impaired Children and Further Improve Their Activities": "The Ministry of Culture (O. Nazarbekov) together with the Ministry of Public Education (B. Saidov), the Council of Ministers of the Republic of Karakalpakstan, the khokimiyats of the regions and the city of Tashkent, within two months, in order to develop the art.

Furthermore, in accordance with the Decree of the President of the Republic of Uzbekistan dated December 21, 2021, No. PP-57 "On Additional Measures to Provide Comprehensive Support to Persons with Disabilities, Support Their Employment, and Further Increase Their Social Activity," the President of the Republic of Uzbekistan instructed the Ministry of Culture to "Ensure the free delivery of alternative forms of text and musical notation for blind and visually impaired persons to children's music and art schools until the end of 2022" [5.]. In order to contribute to the implementation of such auxiliary tasks, we researchers are also launching our scientific research.

Due to the lack of literature on the topic, many of the information presented in the study was formed by observing the work process of institutions and organizations that currently operate in connection with the education and upbringing of the blind and their social life. Information about the way of life of the blind in the past, great figures who grew up from the blind, their life and work, discoveries, the history of the origin and methodology of braille notation is analyzed based on the following literature:

Sunnatilla Dangalov's "History of Philopedagogy and Its Significance" [6. 7.] in the first chapter of the book of European blind poets, writers and scientists: Homer, Nickolas Sanderson, Thomas Blacklock, Louis Braille, Valentin Gaius; Eastern thinkers Ahmad Yugnaki; Historical and scientific information about Uzbek professors Sanjar Sadikov and many other scientists and educators is presented. The title of Chapter I of this book is "Masters of the Sun of the Heart, or the Blind Geniuses" itself is a sign of the author's deserved attention and respect for the blind. The second chapter of the book is titled "Educational Systems and Institutions for the Blind," which provides information about boarding schools in our republic where blind students receive education. However, since these data are based on activities conducted before 2010, they need to be updated based on the results of our research.

Chapter III of S. Dangalov's book discusses the teaching aids for the blind and the practical methods used in their training.

"Special Pedagogy" recommended by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan as a textbook [7.5.] The first section of the book is titled "Oligophrenopedagogy," the second section is titled "Deaf Pedagogy," and the third section is titled "Typopedagogy," which reflects pedagogical recommendations such as methods and the degree of disability of children, psychological relationships with them during lessons, and an individual approach to the child.

Discussion and results: To learn musical instruments, it is first necessary to master the theory of musical literacy, and then the elementary theory of musical literacy. Today, it is clearly felt that the musical education of the blind in this matter lags significantly behind the requirements of modern education.

As we know, the written literacy of the blind is based on the unique "Braille" script recognized throughout the world, in particular, in our country, many scientific textbooks, fiction, and magazines are published in special printing houses.



Solving the unresolved problems of blind youth in the field of music remains relevant in the matter of braille notation.

The introduction and widespread promotion of Braille notation in the system of music education and the introduction of a methodology for teaching it to students, as well as the achievement of the full formation of musical literacy of blind students through this, is the goal of the research, and its tasks include the following theoretical, practical, and methodological works that need to be carried out.

1. Study and analysis of foreign literature on Braille notation;
2. To find ways to develop musical literacy in braille notation;
3. Creation of a teaching and methodological manual for teaching the braille notation alphabet;
4. To establish the use of typhoid-pedagogical methods in teaching Braille notation to blind students.

Although more than half a century has passed since the introduction of Braille notation into our country, the fact that this script is still not used in the practice of music education for the blind, and that it is left out of the attention of scholars, is rich in scientific innovations as an unexplored field due to the lack of necessary conditions for scientific research by specialists (blinds).

There are very few sources on Braille notation, and they are only manuals published abroad.

These manuals are difficult for schoolchildren, that is, they do not correspond to the study of basic musical knowledge and do not allow them to be used. Therefore, in-depth study of this field, conducting scientific research in this regard, finding various methods of teaching Braille to blind students, and implementing them in practice after successful experimental work is considered the scientific novelty of the research.

It is necessary to fundamentally study the existing foreign literature in braille notation and gradually introduce this notation into the system of continuous education in accordance with the state educational standard. First of all, it is necessary to create special methodological and educational manuals (Music Alphabets and Theory) for blind students studying in specialized boarding schools "Nurli Maskan," Children's Music and Art Schools, and these manuals should serve to solve problems related to musical literacy, music theory, and solfegiology for educators working in various fields of music and students. Also, in this manual, all necessary knowledge such as sound and its types, features of the musical sound, key signs, note writing and lengths, rhythm, measurements, alteration and dynamic signs, intervals, signs that lengthen the length of the note and shorten the note recording, pauses, a set of ladles, and chords should be explained in typho-pedagogical language. In musical literacy, it is assumed that the five-line notation system and all symbols are reflected in the form of convex points consisting of only one line of the instrument. Some inconvenient features will need to be revised, adapted, and those that do not exist will need to be created.

In conclusion, it should be noted that the results of our research will open up a wide path for many scientific innovations to be discovered after it. This will help blind children reach great heights in the future, become mature representatives of musical science and great masters of art.

The dissertation employed methods of observation, comparison, conversation, pedagogical experience, mathematical, statistical, and generalization. The research aims to contribute to the ongoing work in Uzbekistan to promote the cultural, educational, and aesthetic upbringing of blind students by enhancing their musical knowledge.

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