

SECTION 17.

PEDAGOGY AND EDUCATION

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**NALYSIS OF THE INITIAL STAGE OF
EXPERIMENTAL WORK ON THE METHODOLOGY
OF FORMING MUSIC LITERACY THROUGH
BRAILLE MUSICAL NOTATION**

In modern inclusive education systems, working with students who have special educational needs is one of the most urgent pedagogical issues. In particular, the development of music literacy among visually impaired learners and the enhancement of their creative and intellectual potential represent important directions in educational practice.

In this process, Braille musical notation serves as a key tool, enabling tactile perception and facilitating the acquisition of musical knowledge. It allows visually impaired learners to perceive, read, and interpret musical structures independently.

This research was conducted at Boarding School No. 3 for the Blind in Kokand city. At the initial stage, students' musical literacy levels, knowledge of Braille writing, and auditory abilities were diagnostically assessed.

The experimental work was carried out in two groups:

Experimental group – instruction based on Braille musical notation methodology was applied

Control group – traditional music teaching methods were used

Each group consisted of 8 students, totaling 16 participants.

*Table 1***Composition of Participants**

Group Type	Number of Students	Teaching Method
Experimental	8	Braille-based music instruction
Control	8	Traditional music education
Total	16	

The main objective of the initial stage was to determine the current level of

students' musical literacy, assess their readiness for Braille notation learning, and diagnose their auditory-rhythmic abilities.

The following methods were used during diagnostics:

- questionnaire survey
- test tasks
- practical exercises
- pedagogical observation

Students were given a questionnaire consisting of 20 questions related to musical interest, music theory knowledge, Braille literacy, and auditory perception.

Table 2

Initial Questionnaire Results (Average Indicators)

Criteria	Experimental Group (%)	Control Group (%)
Interest in music	62	60
Music literacy knowledge	45	47
Knowledge of Braille system	58	56
Auditory perception	65	63
Rhythmic perception	50	52
Overall average level	56	55

The data indicate that there are no significant differences between the experimental and control groups. This confirms that both groups had an equal starting level, which is crucial for the validity of the pedagogical experiment.

At the initial stage, students' music literacy was analyzed based on the following components:

- a) understanding of musical notes
- b) rhythmic perception
- c) recognition of tempo and dynamics
- d) identification of simple melodies

Table 3

Music Literacy Levels

Level	Experimental Group	Control Group
High	1 student	1 student
Medium	4 students	4 students
Low	3 students	3 students

The results show that medium and low levels dominate in both groups, while the number of high-performing students is very limited. This indicates that music literacy among visually impaired students is not yet fully developed.

Students' initial knowledge of Braille notation was also separately assessed.

Table 4

Knowledge of Braille Writing

Level	Experimental Group	Control Group
High	2	2
Medium	3	3
Low	3	3

The results again show similar indicators in both groups, confirming the necessity of implementing a specialized Braille-based instructional methodology in the next stage.

In visually impaired learners, auditory perception is considered a key compensatory mechanism; therefore, this component was analyzed separately.

Table 5

Auditory and Rhythmic Perception

Indicator	Experimental Group	Control Group
Hearing level	65%	63%
Rhythm reproduction	50%	52%
Music recall ability	55%	54%

The results show that students have relatively well-developed auditory perception; however, rhythmic perception and music recall skills remain at an average level.

During observation, the following were identified:

- a) students' interest in lessons is moderate
- b) independent learning skills are insufficient
- c) high dependence on teacher assistance during tasks
- d) slow Braille reading speed

The results of the initial stage show that there are no significant differences between the experimental and control groups. This confirms an essential methodological requirement of the experiment—equal baseline conditions.

Furthermore, the dominance of medium and low levels in music literacy, Braille knowledge, and rhythmic perception highlights the need for a specialized instructional methodology.

The experimental work conducted at Boarding School No. 3 for the Blind in Kokand city provides a strong scientific foundation for developing a Braille-based music literacy formation methodology. The obtained results will serve as a basis for

implementing pedagogical technologies and evaluating their effectiveness in the subsequent formative stage of the experiment.

References:

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