

INKLYUZIV TA'LIMGA BO'LGAN EHTIYOJLAR VA SABALAR

Dilbarxon Yuldosheva Turg'unovna

QDPI Maxsus pedagogika

kafedrası katta o'qituvchisi

Xudaynazarova Noilaxon

4-kurs 406-gurux talabasi

Anotatsiya

Imkoniyati cheklangan bolalarning ta'lim-tarbiyasida tenghuquqlilik muammosini hal etish bugungi kunning dolzarb muammolaridan biridir. Ammo bugungi kunda ham juda ko'plab bolalar turli xildagi sabablarga ko'ra ta'limdan chetda qolib ketmoqdalar. Inklyuziv ta'limga jalb qilishning tashkiliy, ilmiy-uslubiy choralarini ko'rib chiqish, ya'ni mutaxassislarni tayyorlash, malakasini oshirishga oid tadbirlarni ishlab chiqish lozimligi ko'tatilgan.

Kalit so'z: Alohida ehtiyojli bolalar, nogironlik, inklyuziv ta'lim, ruhiy salomat.

Har bir shaxsda mehr olish, etiborda bo'lish, himoyalash, shaxsiylik faoliyatini ruxlantirish va shu kabi ehtiyojlar mavjud. Nogiron odamlar bundan mustasno emas, lekin bulardan tashqari ularning alohida shaxsiy ehtiyojlari mavjud. Ularning xatti harakatlari, qiziqishlari, qobiliyatlari kabi jihatlariga asoslangan holda nogironliklari oz bo'lsada o'xshash bo'lgan taqdirda ham ular bir biridan farq qiladi masalan: ikkita nogironligi bir xil bo'lgan bolalarning biri ijobiy, ruxlantiruvchi muhitda yashashi mumkin, ikkinchisi esa salbiy, ko'ngilni qoldiruvchi muhitda yashashi mumkin. Ularning ikkalasi ham nogiron bo'lsada, bu ularga bir xil yordam ko'rsatilishi kerak degani emas. Ularning ehtiyojlari yakkama-yakka holda qondirilishi lozim. Ushbu muammoni muhimligi amaliyotda keng tan olingan.

Har bir bola shaxs sifatida mukammaldir va har bir bola hayotga moslashish va rivojlanish uchun yordamga muhtojdir. Ba'zi bir bolalar boshqalardan ko'ra ko'proq yordamga muhtojdir. Boshqalari esa hayotning ma'lum bir paytida yoki butun hayotlari davomida maxsus yordamga muhtojdirlar masalan, maktabda ta'lim olayotgan chog'larida. Bu kabi maxsus qo'shimcha yordam “Maxsus

ta’limga borib taqaladi”. Hozirgi kungacha umumiy ta’lim maktab tizimi vakillarining “Bular bizning bolalarimiz emas. Ular maxsus ta’limga qarashli.” degan gaplarini juda ko’p eshitganmiz. SHu kabi masalalar bugungi kunda nogiron guruhlariga asoslangan klassifikatsiyasini va maxsus ta’limga muhtoj bolalar tushunchasini o’zgartirishga asos bo’lmoqda. Umumta’lim maktablarida nuqson turiga ko’ra sharoit yaratilsa, ko’pchilik maxsus ta’limga muhtoj bolalarning ehtiyojlarini oddiy maktabning o’zida ham maxsus dastur, darsliklar va yordamchi texnik vositalarni qo’llashi asosida ta’lim olishini amalga oshirish mumkin.

Maxsus yordamga muhtoj bolalarning asosiy muamolarini ular o’zlari yashab turgan muhitdan, oiladan uzoqda ta’lim tarbiya berish bilan hal qilib bo’lmaydi. Jamiyat o’z a’zolariga javobgarlikni o’z bo’yniga olmas ekan, cheklab qo’yilgan huquq va imkoniyatlar qaytarib berilmas ekan, ijtimoiy integratsiyaga erishish qiyin.

Imkoniyati cheklangan bolalarning ta’lim-tarbiyasida tenghuquqlilik muammosini hal etish bugungi kunning dolzarb muammolaridan biridir. Ammo bugungi kunda ham juda ko’plab bolalar turli xildagi sabablarga ko’ra ta’limdan chetda qolib ketmoqdalar. Inklyuziv ta’limga jalb qilishning tashkiliy, ilmiy-uslubiy choralarini ko’rib chiqish, ya’ni mutaxassislarni tayyorlash, malakasini oshirishga oid tadbirlarni ishlab chiqish lozim. Alohida yordamga muhtoj bolalarni umumta’lim muassasalariga jalb qilishning ikki asosiy omili bor:

Birinchidan, maxsus ehtiyojga ega bo’lgan bolalar ham sog’lom bolalar bilan birgalikda o’zaro faoliyat ko’rsatishlari mumkin. Inklyuziv ta’lim maqsadga muvofiq tarzda tashkil etilsa, maxsus ehtiyojli bolalar ijtimoiy tomondan himoyalanaдилar, sog’lom bolalar esa ijtimoiy adolat va tenglikning tan olinishi buyukligini, nogiron bolalarga nisbatan yanada mehribon va e’tibor bilan munosabatda bo’lishni his etadilar.

Ikkinchidan, nogiron bolalar ham sog’lom tengdoshlari bilan yonma-yon o’qish, tarbiyalanish huquqiga ega ekanligi.

Bu ishlarning muvaffaqiyati har bir davlatning qonunlarida aks etilishi zarur. CHunki, qonunlar, ularni kerakli moddiy va ma’naviy resurslar bilan ta’minlanishini amalga oshirishni kafolatlaydi. Imkoniyati cheklangan bolalar-o’quvchilarga ta’lim berishda, ota-onalar, mahallalar pedagoglar, mutaxassislar hamkorligida faoliyat ko’rsatishlari talab qilinadi va majburiy shart hisoblanadi.

Alohida ehtiyojli bolalar ham sog'lom tengdoshlari bilan birgalikda o'z qobiliyati darajasida faoliyat ko'rsatish, ta'lim olishi, kasb-hunar o'rganishi va rivojlanishi mumkin. Inklyuziv ta'lim maqsadga muvofiq tarzda tashkil etilsa, maxsus yordamga muhtoj bolalar ijtimoiy tomondan himoyalanganadilar, ijtimoiy xayotda tenghuquqli ekanligini, o'z tengdoshlari bilan birga bilim olishlari mumkinligini his etadilar.

Alohida ehtiyojli bolalar uchun tashkil etilgan segregatsion-maxsus, yopiq turdagi muassasalarda bolalardagi mavjud nuqsonlar ancha-muncha yuqori darajada korrektsiyalansada, ammo bolalarning maktab jamoasidagi tor doiraga tushib qolishlari natijasida ijtimoiy jamiyatga moslashishi, kelajakda sog'lom bolalar qatori faoliyat yuritishlarida juda katta qiyinchiliklarga duch keladilar. Maxsus maktablar mana shu jihatlari bilan katta kamchiliklarga ega. Bundan tashqari maxsus ehtiyojli bolalarni barcha qatori keng jamoatchilik davrasidan ajratgan holda yashashlari ham demokratiya nuqtai nazariga to'g'ri kelmaydi. Chunki maxsus ehtiyojli bolalar ham barcha qatori haq-huquqlarga ega.

Inklyuziv ta'lim masalasi 90-yillarning diqqat markazida bo'lib qoldi. Janubiy Afrika va Janubiy SHarqiy Osiyodagi integratsiyalashgan ta'lim dasturlari asosida yakuniy ish hujjatlari o'rganilib chiqildi. Natijada barcha davlatlarning Ta'lim vazirliklarida maxsus maktablar qoshidagi alohida bo'limlarga muqobil sifatida inklyuziv ishlash uslublari qabul qilindi.

Inklyuziv ta'limga bo'lgan ehtiyoj uning jamiyatga va maxsus ehtiyojli bolalar uchun quyidagi nafli jihatlari mavjudligidan kelib chiqadi:

- inklyuziv ta'lim maxsus ehtiyojli bolalarga doimo o'z oilasi mahallasi va qarindosh-urug'lari davrasida bo'lishga imkon beradi;
- inklyuziv ta'lim barcha uchun, ta'lim sifatini yaxshilashga olib keladigan katalizator bo'lib xizmat qilishi mumkin;
- bolalarni turar joylaridan uzoqda bo'lgan internatlarga joylashtirish ularning uyi, oilasi, hamjamiyat hayotiga ishtirok etish huquqiga to'sqinlik qiladi;
- o'yidan, oilasidan, ota-ona mehridan uzoqda bo'lgan bola diydasi qattiq bo'lib o'sadi. Chunki oila tarbiyaning bosh markazidir.

Maxsus ehtiyojli bolalarni umumta'lim muassasalariga qabul qilinishi o'quvchilarni yanada bolaga qaratilgan faolroq va ko'proq o'quvchilarni qamraydigan yangi o'qitish uslublari ishlab chiqishga undaydi. Buning nafi esa hamma bolaga tegadi.

Jamiyatda nogironlarga nisbatan yanglish fikr va munosabat mavjud. Ular haqida ma'lumotlarning kamligi va ularga yoshligidan maxsus muassasalarda yopiq tarzda ta'lim-tarbiya berilishi bunga sabab bo'lishi mumkin. Bunday munosabatni yo'qotish yoki kamaytirish ancha mushkul ishdir. Lekin tajribadan shu narsa ma'lumki, kattalarga nisbatan bolalar farqli va o'xshashlik jihatlarni tezroq anglar ekanlar. Agarda maxsus ehtiyojli bolalar normal rivojlanishdagi bolalar bilan birgalikda ta'lim-tarbiya olsalar, bu barcha bolalarni nogironlarga nisbatan o'zlari singari bola ekanliklarini anglab, kamsitmasliklarini ta'minlagan bo'lar edi.

Inklyuziv ta'lim metodik yordam turi, turli xil shakllarda bo'lib, ular kuyidagilarni o'z ichiga oladi:

- sinf o'qituvchisiga maslaxat va yordam berish;
- maxsus o'qitish qo'llanmalari va yordamchi materiallar bilan ta'minlash;
- ota – onalar, ko'ngillilar yoki katta o'qituvchilar tomonidan mavjud bo'lgan yordamlarni ta'minlash;
- o'quv reja dars jadvali, baxolash mezolariga moslashtirish va o'zgarishlar bilan tanishtirish;
- o'qituvchilar bilim va malakalarini oshirish uchun sharoit yaratish;
- faol qo'llab – kuvvatlovchi rahbar vash u kabilarni o'z imkoniyati cheklanganiga olgan ijobiy maktab muhitini tashkil eti shva ta'lim jarayonida do'stona munosabatni shakllantirish;
- ma'muriyatga bolalarning aniqlash va baxolashda yordam ko'rsatish;
- ijtimoiy psixologik va sog'likni saklash xizmatlarini muvofiklashtirish kabi ishlarni amalga oshirishdan iborat.

Inklyuziv ta'limda alohida ehtiyojli bolalarga ta'lim-tarbiya berish bolaning nuqson turiga ko'ra sinfni va dars jarayoinin moslashtirishni talab etadi. Inklyuziv sinf o'qituvchilariga sinf – dars jarayonini samaradorligini oshirishga oid tavsiyalar ishlab chiqdik. Ushbu tavsiyalar har bir nuqson turi bo'ycha alohida tuzilgan.

Inklyuziv ta'lim tizimida o'quv-tarbiya jarayonining tashkil etilishida quydagilarga fikrimizni qaratishimiz mumkin

- Inklyuziv ta'lim tashkil etilgan barcha umumta'lim maktablarda imkoniyati cheklangan bolalar va o'smirlarga nisbatdan do'stona munosabatruhiy shakllanadi.

- Inklyuziv ta’limni amalga oshirayotgan umumta’lim maktablarida davlat ta’lim standartlariga ilova sifatida imkoniyati cheklangan bolalar va o’smirlar uchun korreksion dasturlar ham inobatga olinadi, maxsus korreksion ishlarni amalga oshirish uchun shart-sharoitlar yaratiladi (maxsus jihozlangan korreksion xonasi, maxsus texnik vositalar).
- Inklyuziv ta’limni amalga oshirayotgan umumta’lim maktablarida tayyorlov guruh va birinchi sinflarda 35 daqiqa, yuqori sinflarda 45 daqiqadan darslar olib boriladi.
- Imkoniyati cheklangan bolalar va o’smirlarning bilimlari ularning shaxsiy xususiyatlari va qobiliyatlariga asoslangan holda belgilangan tartibda baxolanadi.
- Ta’lim jarayonida zamonaviy umumdidaktik tamoyillar bilan bir qatorda maxsus tamoyillar ham e’tiborga olinadi.
- Korreksion ta’lim o’quvchilarning ehtiyojlariga ko’ra tabaqalashtirilgan holda tashkil etiladi.
- Inklyuziv ta’lim amalga oshirayotgan umumta’lim maktabiga o’quvchilar ota-onalarning arizasi hamda «psixologo-pedagogik komissiya»lar xulosalari asosida qabul qilinadi va ta’lim muassasalarining rahbarlarining buyrug’lari bilan tasdiqlanadi.

Inklyuziv ta’lim amalga oshirayotgan umumta’lim maktabdagi sinflarda integratsiya qilingan o’quvchilar soni 3– 4 nafardan oshirilmaydi hamda o’quvchilarning umumiy soni 25 nafargacha belgilanadi Inklyuziv ta’lim muassasasida ta’lim-tarbiya olayotgan maxsus yordamga muhtoj bolalarning ayrimlari doimiy ravishda tibbiy xizmatga muhtoj bo’lishi mumkin. Inklyuziv ta’lim muassasasi shifokor-pediatric (psixonevrolog) har bir bolaning ruhiy asab holatini doimiy ravishda tekshirib boradi, zarurat bo’lganda davolash muolajalarini tavsiya etadi, korreksion pedagogik ta’lim jarayonida bolalar sog’lig’ini nazorat qiladi, aqliy va jismoniy yuklamaning me’yorini belgilaydi, ota-onalarga bolaning somatik hamda ruhiy salomatligini saqlash yuzasidan maslahatlar beradi.

Shunday qilib, inklyuziv ta’lim muassasasida ta’lim - tarbiya jarayoni har tomonlama amalga oshirilgan islohotlar asosidagina samarali kechadi.

Foydalanilgan adabiyotlar:

1. Хайитов Л. Р., Уктамова Ш. Г. Осознанный выбор школьников с ограниченными умственными возможностями, а также влияние семейной среды, социальной-психологии //Евразийский Союз Ученых. – 2016. – №. 6-3 (27). – С. 50-53.
2. Хайитов Л. Р., Уктамова Ш. Г. Осознанный выбор школьников с ограниченными умственными возможностями, а также влияние семейной среды, социальной-психологии //Евразийский Союз Ученых. – 2016. – №. 6-3 (27). – С. 50-53.
3. Abdullaeva, B., L. Khaitov, and M. Aziza. "Development of social pedagogical competence of future defectologists." *Journal of Advanced Research in Dynamical and Control Systems* 12.6 (2020): 1139-1142.
4. Хайитов, Лазизбек Рустамович, and Шохиста Гайратовна Уктамова. "Осознанный выбор школьников с ограниченными умственными возможностями, а также влияние семейной среды, социальной-психологии." *Евразийский Союз Ученых* 6-3 (27) (2016): 50-53.
5. Khaitov, Lazizbek. "Essence and structure of socio-pedagogical competence of the future logopeda teacher." *European Journal of Research and Reflection in Educational Sciences* Vol 8.2 (2020).
6. Nurkeldiyeva, D. A., M. Y. Ayupova, and Z. M. Ahmedova. "Barmoqlar mashqi va logopedik o'yinlar." T.: Yangi asr avlodi (2007).
7. Ayupova, M. Yu. "Speech Therapy Publishing House of the National Society of Philosophers of Uzbekistan." (2007).
8. Ayupova, M. Y. "Logopediya. Ozbekiston Respublikasi Oliy va orta maxsus talim vazirligi." T.: Ozbekiston faylasuflari milliy jamiyati nashriyoti (2019).
9. Ayupova, Mukarram Y., and Shahnoza M. Amirsaidova. "Meaning of Speech in Mental Development of Child." *Eastern European Scientific Journal* 2 (2018).
10. Ayupova, Mukarram, and Aziza Jumabayeva. "Pedagogical and psychological characteristics of speechimpaired children in preschool education." *Science and Education* 2.5 (2021): 544-549.
11. Ayupova, Mukarram Yu. "Speech Preparation of Preschool Children with Speech Deficiency for School Education." *Journal of Pharmaceutical Negative Results* (2022): 2345-2353.

12. Ayupova, Mukarram Y. "CHARACTERISTICS OF GENERAL AND SMALL MOTOR FUNCTIONS IN CHILDREN WITH DYSARTRIAN SPEECH DEFICIENCY." CURRENT RESEARCH JOURNAL OF PEDAGOGICS 3.02 (2022): 13-21.
13. Ayupova, Mukarram. "On the basis of games for children with speech deficiency literacy teaching." ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL 11.2 (2021): 1496-1501.
14. Yuldashevna, Ayupova Mukarramxon, and Rakhimova Khurshidahon Sodiqovna. "CORRECTION-PEDAGOGICAL WORK SYSTEM OF PREPARATION OF CHILDREN FOR INDEPENDENT ACTIVITY AFTER COCHLEAR IMPLANTATION." Archive of Conferences. Vol. 10. No. 1. 2020.
15. Azimjon o'g, Oppoxo'jayev Xojixuja. "INCLUSIVE EDUCATION SYSTEM PROGRESS OF THE PROCESS." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 199-206.
16. Raximovna, Teshaboeva Feruza. "METHODICAL CLUSTER-AS AN INNOVATIVE MECHANISMS TO INCREASE THE EFFICIENCY OF HIGHER EDUCATION." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 100-106.
17. Rakhimovna, Teshaboeva Feruza. "IMPROVING THE EFFECTIVENESS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER TONGUE" IN HIGHER EDUCATION AS A PEDAGOGICAL, METHODOLOGICAL PROBLEM."
18. Тешабоева, Ф. Р. "ТЕХНОЛОГИИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРЕПОДАВАНИЯ МОДУЛЯ «СПЕЦИАЛЬНАЯ МЕТОДИКА ПРЕПОДАВАНИЯ РОДНОГО И РУССКОГО ЯЗЫКА» В ВЫСШЕМ ОБРАЗОВАНИИ." Образование. Наука. Культура: традиции и современность. 2022.
19. Rakhimovna, Teshaboyeva Feruza. "DIDACTIC AND MOTIVATIONAL OPPORTUNITIES FOR TEACHING IN HIGHER EDUCATION ON THE BASIS OF INNOVATIVE TECHNOLOGIES." (2021).

- 20.Қодирова, Ферузахон Усмановна, and Феруза Рахимовна Тешабоева. "THE IMPORTANCE OF A METHODOICAL CLUSTER IN THE COORDINATION OF HIGHER EDUCATION AND SCHOOL PRACTICE." *Актуальные научные исследования в современном мире* 5-7 (2020): 170-173.
- 21.Shuxratovich, Maxmudov Xurshid. "SOCIO-PSYCHOLOGICAL OF CHILDREN WITH SPEECH IMPAIRMENT ADAPTATION FEATURES." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 *Impact factor*: 7.429 11.11 (2022): 243-248.
- 22.Рахимова, Хуршидахон Содиковна. "FACTORS IN THE FORMATION OF MOTIVATION FOR INDEPENDENCE IN CHILDREN ON THE BASIS OF AUDITORY AND SPEECH REHABILITATION AFTER COCHLEAR IMPLANTATION." *Scientific Bulletin of Namangan State University* 2.10 (2020): 391-396.
- 23.Maxmudova, Madinaxon, and Axmedova Vaziraxon. "TAYANCH-HARAKATI A'ZOLARI FALAJLANGAN BOLALAR LUG'ATINI RIVOJLANTIRISH YO'LLARI." *Conference Zone*. 2022.
- 24.Тешабоева, Ф. Р. (2020). "PROBLEMS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER LANGUAGE" AT THE UNIVERSITY. *Актуальные научные исследования в современном мире*, (5-7), 229-232
- 25.Sodiqjon o'g'li, Akbarov Sardor. "O'ZBEKISTONDA INKLYUZIV TA'LIMNING JORIY HOLATI VA MAVJUD MUAMMOLARI." *Conference Zone*. 2022.
- 26.Maxmudova, Madinaxon, and Babayeva Azizabonu. "RUHIY RIVOJLANISHI SUSTLASHGAN BOLALAR LUG'ATINING PSIXIK RIVOJLANISH BILAN BOG'LIQLIGI." *Conference Zone*. 2022.
- 27.Sodiqjon o'g'li, Akbarov Sardorjon. "INKLYUZIV TA'LIMNING MAQSAD VA VAZIFALARI." *Conference Zone*. 2022.
- 28.Shermatovna, Erkaboyeva Nigora, and Akbarov Sardor Sodiqjon O'g'li. "Conditions of inclusive education." *Web of Scientist: International Scientific Research Journal* 3.7 (2022): 1-4.

29. Teshaboeva F.R. Effective factors for the organization of theoretical training in the module" Special methods of teaching the mother tongue" in the field of higher defectological education. Scientific Bulletin of Namangan State University 2 (10), 383-387
30. Maxmudova, M., and O. Zikirova. "SPEECH THERAPIST AND FAMILY COLLABORATION IN OVERCOMING SEVERE SPEECH DEFICITS." (2021).
31. Sobirkhonovna, M. M. (2020, December). PROFESSIONAL TRAINING OF FUTURE SPEAKERS IN THE PERIOD OF INDEPENDENT STUDY. In Archive of Conferences (Vol. 10, No. 1, pp. 75-76).
32. Rahimna, Teshaboeva Feruza. "THE USE OF COMPUTER GAMES TO DEVELOP SPEECH CAPABILITIES FOR CHILDREN WITH SPEECH DEFICIENCY." In Conference Zone, pp. 130-132. 2022.
33. Тешабоева, Ф. Р. "PROBLEMS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER LANGUAGE" AT THE UNIVERSITY." Актуальные научные исследования в современном мире 5-7 (2020): 229-232.
34. Raximovna, Teshaboeva Feruza. "Didactic and motivational opportunities for the use of variable approaches to increase the professional competence of future defectologists." Web of Scientist: International Scientific Research Journal 3.4 (2022): 1256-1259.
35. Sadikovna, PhD Raximova Xurshidaxon. "Stages of pedagogical and psychological rehabilitation of children with cochlear implants with hearing impairments." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 192-198.
36. Maxmudova, Madinaxon. "Technologies for the development of professional competencies of students of Higher Education." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 249-254.
37. Тешабоева, Ф. Р. (2020). PROBLEMS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER LANGUAGE" AT THE UNIVERSITY. Актуальные научные исследования в современном мире, (5-7), 229-232.

Proceedings of International Congress on “Multidisciplinary Studies in Education and Applied Sciences”

Hosted Online from Ottawa Canada on December 10th, 2022.

www.conferencezone.org

38. Sadikovna, Rakhimova Khurshidakhon, and Bakirova Muhlisakhan. "PROVIDING PSYCHOLOGICAL-PEDAGOGICAL SUPPORT TO HEARING IMPAIRED CHILDREN." Web of Scientist: International Scientific Research Journal 3.11 (2022): 501-506.
39. Oppakhho'jayev, son of Khojikhujja Azimjon. TECHNOLOGIES FOR DEVELOPING INCLUSIVE READINESS OF FAMILIES BASED ON A COMPETENT APPROACH. Asian Journal of Multidimensional Research ISSN: 2278-4853 Vol. 11, Issue 11, November 2022 SJIF 2022 = 8.179 A peer reviewed journal. Pages 346-353
40. Makhmudov Khurshid Shukhratovich. IMPORTANCE OF DIDACTIC GAMES IN SPEECH DEVELOPMENT OF MENTALLY RETARDED CHILDREN. Asian Journal of Multidimensional Research. ISSN: 2278-4853 Vol. 11, Issue 11, November 2022 SJIF 2022 = 8.179 A peer reviewed journal. Pages 20-23.
41. Sodiqovna, Rakhimova Khurshidahon. "USE OF INNOVATIVE TECHNOLOGIES IN THE FORMATION OF SPEECH SKILLS IN CHILDREN WITH HEARING DISABILITIES." Euro-Asia Conferences. Vol. 1. No. 1. 2021.
42. Yuldashevna, Ayupova Mukarramxon, and Rakhimova Khurshidahon Sodiqovna. "CORRECTION-PEDAGOGICAL WORK SYSTEM OF PREPARATION OF CHILDREN FOR INDEPENDENT ACTIVITY AFTER COCHLEAR IMPLANTATION." Archive of Conferences. Vol. 10. No. 1. 2020.
43. Sodiqovna, Rakhimova Khurshidahon, and Kadyrova Mahzuna Shamshidinovna. "DEVELOPING HEARING PERCEPTION IN HEARING-IMPAIRED CHILDREN OF PRESCHOOL AGE." (2021).
44. Kodirova F.U., Matupaeva S.Z., Teshaboeva F.R. Methodical cluster-an innovative mechanism to increase the efficiency of general secondary and inclusive education. [//http://www.idpublications.org/wp-content/uploads/2020/08/5](http://www.idpublications.org/wp-content/uploads/2020/08/5).
45. Rakhimova Khurshidahon Sodiqovna. PREPARATION OF PRESCHOOL CHILDREN WITH COCHLEAR IMPLANTS FOR INDEPENDENT LEARNING. European Journal of Research and Reflection in Educational Sciences Vol. 8 No. 8, 2020 Part III, ISSN 2056-5852. Page 159-161.

Proceedings of International Congress on “Multidisciplinary Studies in Education and Applied Sciences”

Hosted Online from Ottawa Canada on December 10th, 2022.

www.conferencezone.org

46. Sadikovna, Rakhimova Khurshidahon. "Objectives and tasks of cochlear implantation." Web of Scientist: International Scientific Research Journal 3.4 (2022): 1250-1255.
47. Sodiqovna, R. K., & Zulfiya, A. Formation of Independence Motivation Based on Rehabilitation Work with Children with Cochlear Implants. International Journal on Integrated Education, 3(10), 310-312.
48. Rakhimova Khurshidakhon Sadikovna, HEARING-SPEECH REHABILITATION OF CHILDREN WITH COCHLEAR IMPLANTS AS A SOCIO-PEDAGOGICAL PROBLEM. Asian Journal of Multidimensional Research ISSN: 2278-4853 Vol. 11, Issue 11, November 2022 SJIF 2022 = 8.179 A peer reviewed journal, Pages 6-9.
49. Sadikovna, Rakhimova Khurshidakhon, and Bakirova Muhlisakhan. "PROVIDING PSYCHOLOGICAL-PEDAGOGICAL SUPPORT TO HEARING IMPAIRED CHILDREN." Web of Scientist: International Scientific Research Journal 3.11 (2022): 501-506.
50. Sadikovna, Rakhimova Khurshidakhon. "METHODS OF WORKING ON DIALOGICAL SPEECH IN OUT-OF-COURSE ACTIVITIES WITH HEARING-IMPAIRED STUDENTS." Web of Scientist: International Scientific Research Journal 3.11 (2022): 521-527.
51. Raximovna, Teshaboeva Feruza. "METHODICAL CLUSTER-AS AN INNOVATIVE MECHANISMS TO INCREASE THE EFFICIENCY OF HIGHER EDUCATION." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 100-106.
52. Sadikovna, Raximova Xurshidaxon, and Abdalova Nodira Bahtiyarovna. "KOXLEAR IMPLANTATSIYADAN SO'NG OGZAKI VA YOZMA NUTQNI EGALLASHIDAGI MUAMMOLAR." Conference Zone. 2022.
53. Sobirkhonovna, Mahmudova Madina. "DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF FUTURE SPEECH THERAPISTS IN THE PROCESS OF STUDYING INDEPENDENTLY." European Journal of Research and Reflection in Educational Sciences Vol. 8 No. 8, 2020 Part III. ISSN 2056-5852. Page 155-158.
54. Azimjon o'g, Oppoxo'jayev Xojixuja, and Yigitaliyeva Sarvinoz. "INKLYUZIV TA'LIM SAMARADORLIGINI OSHIRISHDA OILA VA MAKTAB HAMKORLIGINI KUCHAYTIRISH IJTIMOY-PEDAGOGIK MUAMMO SIFATIDA." Conference Zone. 2022.