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# NECESSITY AND IMPORTANCE OF CORRECTIONAL TRAINING CLASSES IN SPECIALIZED SPECIAL SCHOOLS AND BOARDING SCHOOLS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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## Abstract

The main content of the article is the necessary conditions for organizing inclusive education, the factors of effective implementation, the role of society, neighborhood, and cooperation. In the modern school, great attention is paid to the connection between education and society.

## **K**eywords

Taking into account, it is established that students 'knowledge is assessed in the prescribed manner, taking into account the specificity of defects in them.

## INTRODUCTION

International Journal of Advance Scientific Research (ISSN – 2750-1396) VOLUME 03 ISSUE 11 Pages: 193-204 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC – 1368736135 Crossref 0 X Google & WorldCat<sup>\*</sup> MENDELEY



The second application, Chapter 5 of the resolution of the Cabinet of Ministers of the Republic of Uzbekistan "on approval of regulatory legal acts on the provision of education for children with special educational needs" dated October 12, 2021 No. 638, the organization of the process of training and education in a specialized educational institution for children with disabilities taking into account, it is established that students ' knowledge is assessed in the prescribed manner, taking into account the specificity of defects in them, and the educational process in these institutions is carried out in accordance with state educational standards in the manner prescribed by the ministry, on the basis of curricula and programs, using special correctional methods.

According to this decision and the specialty of the institutions, the correction of defects in students (correction) is intended to be carried out in all classes in the educational process, as well as during extracurricular and other activities.

#### Including,

#### I. Specialized boarding schools for Blind Children

Students of specialized boarding schools for blind children meet state educational standards and they study general education. In addition to these academic disciplines, it is also necessary to carry out correctional training with the aim of correcting the defects of students, preparing them for social life due to the inability to see. The hours allocated for correctional training will focus on correcting primary and secondary defects of students, depending on the orientation of the institutions, and a separate page will be separated from the journal.

Correctional training is conducted in a single, group and gross manner by a specialist tiflopedagog or defectologist with good vision and educators who have undergone retraining in the direction of tiflopedagogy.

For students of this type of institution, it is advisable to organize the following Correctional Training:

1. "Speech therapy" training.

As with a speech defect in healthy children, due to the occurrence of various speech impairments in blind children, the preparatory and elementary (grades 1-4)of the institution should be taught for 2 hours a week, and in classes where children with complex defects can be educated for 2 hours in grades 1-6.

Speech deficits are observed in most children of preschool and primary school age. Speech deficiencies in children have a negative impact on their mastery of basic sciences. Correction of such shortcomings is necessarily carried out through logopedic training. The main goal of conducting logopedic training is to identify speech deficiencies in children and eliminate identified speech deficiencies as early as the preschool and primary school age period. International Journal of Advance Scientific Research (ISSN - 2750-1396) VOLUME 03 ISSUE 11 Pages: 193-204 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC - 1368736135 Crossref 0 S Google S WorldCat MENDELEY



The "speech therapy" session is organized individually with two or three students. These activities are conducted by a speech therapist or defectologist with a high level of vision.

# 2. The formation of the imagination of the subject and the development of the perception of sight.

If a corrective approach to a blind child is not carried out, then cognitive abilities decrease, the level of development decreases. Because the child receives 90% of the information through visual perception. In this case, the blind child is necessarily forced to receive education through perception and hearing. Therefore, a blind child needs special pedagogical (defectological) education.

Modern pedagogy believes that in the all-round development of the child, it is necessary to form mainly the imagination of the subject. It is necessary for a blind child to form a correct idea of the surrounding bodies of the tevarak, and for a weak-sighted child to develop the perception of vision.

A child with a visual impairment cannot receive accurate and correct information about the verbal definition of a subject, about the fact that he has been caught and seen. There will be a great break between verbal information and practical work on objects. It should also be noted that during the study of objects such children it is common to study them superficially, they try to understand the most basic parts of objects, with preserved visual perception as well as the sensations of the tip of the hand, but consider it superfluous to perceive smaller parts of the object. We believe that in order for a blind child not to think like this, it is definitely necessary to undergo a correctional training to form the imagination of the subject and develop visual perception. Therefore, from international experience, it is advisable that the correctional training of the formation of the subject's imagination and the development of visual perception is taught in preparatory classes.

Training "formation of the imagination of the subject and development of visual perception" should be carried out by tiflopedagogists or defectologists who are able to see in primary classes, as well as educators or primary school teachers who have undergone retraining in the direction of tiflopedagogics experienced in the same field.

#### **3. Orientation to socio-domestic life.**

Through the correctional training of orientation towards socio-domestic life, blind students are prepared for social khayot. Preparing a blind student for an independent life is difficult not only in the family, but also in the conditions of a special boarding school. The main goal of science is for blind children to get used to the environment and conditions, become an active participant in the community, and have the concept of a social environment.

These activities are carried out in a gross manner by a visually healthy person, a tiflopedagog or defectologist, as well as experienced educators or teachers of the subject of technology training in the same field. Massage in grades 10-11 should be carried out on the basis of the curriculum, by International Journal of Advance Scientific Research (ISSN – 2750-1396) VOLUME 03 ISSUE 11 Pages: 193-204 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC – 1368736135 Crossref i Science Sc



tiflopedagog or defectologists with a medical specialty.

#### 4. Aiming and moving.

The main purpose of training the correction of aiming and movement is to allow blind children to move freely with the help of a staff and not feel the need for help from others.

Blind children actually need to be motivated from kindergarten age and develop free movement around. Correctional training teachers are first taken to form a tassavur in children in the process of explaining students in what state the external environment, objects and objects are located in them. In students, imagination cannot be achieved without formation. In mooring, mainly staff and voice calls are used. First, blind children are taught to take the right step, and then introduced to the staff, explained how to use it, and then taught to use it. With the help of a staff, this training is considered relevant when climbing stairs, descending, walking on flat and uneven roads, determining whether transpot vehicles are moving, moving on underground, above-ground roads.

Mooring and locomotion is conducted in extracurricular time, in a group arrangement with 2-3 blind children with reduced visual acuity and no vision at all. Training should be conducted by tiflopedagogs, defectologists or teachers who have undergone retraining in the direction of tiflopedagogy, who are visually healthy.

5. Develop skin appetite and fine hand motor skills.

The development of skin numbness and fine-arm motor skills correctional training serves for children with vision problems to learn how to develop skin numbness and fine-arm motor skills, form perception of the surrounding world, objects by hand, as well as perform practical actions with the help of stored analyzers. Through this activity, blind children are taught to read using fingers. That is why it is necessary to teach this Correctional Training, and we believe that it is advisable to teach 2 hours a week - in preparatory classes, and 1 hour in Grades 1-5 and in grades 1-6 of a class of students with complex defects.

Correctional training "development of skin appetite and fine hand motor skills" is carried out in a group routine with 2-3 children during extracurricular time. Training is conducted by teachers who have undergone retraining in the direction of tiflopedagog, defectologist or tiflopedagogics, who are visually healthy.

#### 6. Trea<mark>tment Gym</mark>nastics.

In Blind Children, mimicry is limited by seeing the movement of humans around them, and they tend to lean forward on the head and torso due to their inability to see below the ankle. As a result of this, there is an external violation of the body, such as a curvature of the spine and a push of the shoulders. In order to overcome these shortcomings and restore the health of students, therapeutic gymnastics training is considered important.

It is advisable that the training of therapeutic Gymnastics is taught 2 hours a week - in

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preparatory classes, and 1 hour in Grades 1-5, and in grades 1-6 of the class of students with complex defects.

Therapeutic gymnastics classes are organized individually or in groups with 3-5 students in the primary class at extracurricular time, as directed by the medical officer. These are conducted by physical education teachers who have undergone retraining in the direction of tiflopedagogy.

#### 7. Rhythmics.

The main purpose of the rhythmic activity is to teach students to move in the musical direction, that is, dance and rhythmic elements.

Practicing rhythmics has a positive effect on the correct development of qaddi-qomat, the cardiovascular system, the respiratory tract. The reason is, the blind student does not feel like standing, it is through this activity that he can be trained to stand up and adjust the figure.

It is advisable that the rhythmic training is taught in the preparatory class for 2 hours a week, in Grades 1-5 and in grades 1-6 of the class of students with complex defects for 1 hour.

Rhythmic training is recommended to be carried out in a gross manner by physical education teachers who have undergone retraining in the direction of tiflopedagog or tiflopedagogika, who have a higher education physical education specialty with visual health in Grades 1-5.

II. Specialized boarding schools for mentally retarded children with impairment in the musculoskeletal organs, with complex impairment (mental retardation with impairment in the musculoskeletal organs

The main diagnoses of students studying in specialized boarding schools for children with defects in the musculoskeletal organs are associated with neurological diseases such as CPCH (cerebral palsy in children), ingust complications, anamal (underdevelopment of the arms and legs and speech), and the disabilities of these children will be associated with the cranial and nervous system. To overcome these problems, the following correctional training is very important.

1. Speech therapy training.

Logopedic activities average 10 students in the classroom. In primary classes, the Allotted Hours for Solo and group training are 4 hours, and when separated into 2-hour group training, it will be possible to cover up to 5 students. In speech therapy, oral and written speech of students is developed.

In classes where mentally retarded children with defects in complex defective musculoskeletal organs are educated, however, the allocated hours and classes require a different approach than ordinary classes. Because children in these classes also have additional mental retardation, they have to work harder with them.

#### 2. Rhythmics.

Rhythmics training is mainly organized for students in a class where children with complex defects are educated, and since they also have a International Journal of Advance Scientific Research (ISSN – 2750-1396) VOLUME 03 ISSUE 11 Pages: 193-204 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC – 1368736135



defect in mental development in combination with a physical defect, through musical rhythmics they are taught to develop aesthetically, and to move with their defects correctly. To do this, students with a complex defect should be allocated 1-5th grades of rhythmic training for 1 hour a week, and this will help to develop gradually, not exhausting students.

3. Orientation to social domestic life.

Since the mental development of students in classes where children with complex defects are in the background, it will be necessary to prepare students in this category for life, to be able to selfservice, to direct them to social domestic life so that there are no difficulties in the use of household and street, transport. These activities greatly help students to adapt to social, life.

It is advisable that this training takes place in grades 1-9 for 2 hours a week.

III. Specialized schools and boarding schools for hearing impaired (deaf and weak hearing, later deaf (deaf and weak hearing mentally retarded children)

All specialized boarding schools are designed for children with disabilities due to one disease or another, these children need constant Correctional Care. Therefore, the organization of Correctional Training correcting defects in addition to academic subjects is also provided for by the Regulation approved by the decree of the Cabinet of Ministers No. 638 of October 12, 2021. The primary function of special boarding schools for deaf and weak hearing children with hearing impairment is the development of hearing (hearing training) of these children. That is, in each lesson, the methodically special Methodistinstructor, or head of the hearing cabinet, monitors and makes recommendations on how much the hearing capacity of each student changes, how the teacher should approach this during the lesson.

In correctional training - training in the formation and pronunciation of hearing aids, auditory perception of speech material using stationary or individual hearing aids, as well as training in pronunciation, development of skills for using hearing aids, self-focused, lip-reading understanding, verbal skills, formation of communication and activation of speech behavior skills are carried out. In training, it is important to carry out correctional work, both in the perception and pronunciation of speech materials familiar to children and necessary for obtaining knowledge in classes, and in normal communicative speaking situations. in extracurricular activities. Correctional training is a mandatory part of education of children who do not hear, do not have speech, ensuring the assimilation of the content of educational plans and programs, finding them their place in society, carrying out social and labor adaptation.

The following (lesson) activities in the direction of Correction and development should be mandatory included in the curriculum of schools and boarding schools of this type: International Journal of Advance Scientific Research (ISSN – 2750-1396) VOLUME 03 ISSUE 11 Pages: 193-204 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC – 1368736135



- Development of hearing and formation of pronunciations.

- Lessons in musical rhythmics.
- Development of speech communication.

- Orientation to social and domestic life.

1. Development of hearing and training in pronunciation.

The quality of children's education without speech with a hearing impairment, the effectiveness of which depends on the quality of the process of hearing and pronunciation, the children's understanding of speech by sighthearing, auditory perception, formation of pronunciation skills, success in mastering, ensuring continuity of the educational process. It is through this that the students:

- vocabulary is formed, vocabulary increases;

- hearing is formed, speech thinking develops from class to class;

- helps to master the subject, develop social and communicative competence by hearing and understanding, hearing and responding to a speech aimed at oneself;

- expands and activates social interaction with adults and peers during extracurricular hours, including on the basis of verbal communication.

provides the groundwork for student's personal development, social adaptation and integration in society.

The training for hearing development and pronunciation training consists of two sections, a calendar plan drawn up based on the approved program is carried out individually with 2 students from 20 minutes in one lesson, in small groups above the 5th grade, based on the approved schedule. The first part of the training consists in the development of hearing, the second part in the formation and development of pronunciation.

The teacher keeps a diary in which the needs of each student, the daily lesson development adapted to the possibility and the results are determined.

When teaching pronunciation, they learn to distinguish and recognize the words, phrases and texts used in the lesson, as well as syllables, syllable combinations and certain sounds, intonation elements. Calendar planning is carried out in quarters, in which a work plan is drawn up for each child, taking into account the hearing, voice, speech of students, their individual characteristics.

Hearing development and pronunciation training are divided according to the type of classes in specialized educational institutions for children with hearing impairment as follows:

2. Musical rhythmics.

Musical rhythmic training serves to develop students ' hearing through music, perform rhythmic movements, achieve clear pronunciation of words by singing, and develop aesthetic education, emotional, voluntary and International Journal of Advance Scientific Research (ISSN - 2750-1396) VOLUME 03 ISSUE 11 Pages: 193-204 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC - 1368736135 Crossref 0 S Google S WorldCat MENDELEY

cognitive sphere in classes, enrich their creative abilities, their speech development and expand their worldview, and, important correction, development tasks are solved. In particular, children learn to perceive music performed by a teacher using individual hearing aids, learn to hear the character of music and existing musical instruments with the help of a teacher and independently. Students also develop pronunciation opportunities, awareness of tempo rhythms, and emotional and team-to-music singing skills. One of the important areas of work, accompanied by a teacher, in the ensemble, skills are formed for the emotional, expressive and rhythmic performance of musical works on Beginner musical instruments. The skills acquired in the lessons of musical rhythmics are purposefully applied in correctional training by hearing (using individual hearing aids) the sounds of musical instruments, sound toys drums, circles, accordions, whistles, etc. Hearing distance is determined by its conditional reaction to heard sounds. Children are taught to distinguish and identify the sounds of musical instruments by hearing, determine the number of sounds heard, their duration, temp of sound, size, rhythms, and pitch. In the educational process, working on the components - tempo, rhythm, pauses, intonation-is taught when hearing the sounds of musical instruments. In specialized educational institutions for children with hearing impairment, this training is recommended to be divided according to the type of classes in them as follows.

3. Speech communication.



Colloquial communication is a correctional activity and is important in preparing students for social life, serving to increase the vocabulary wealth of students. It aims to enable students to communicate in oral, written, dactylic and sign forms, as well as to learn how to use proper eloquence while placing emphasis on the grammatical construction of language in making them sentences and sentences. The main task of this type of institution is to teach students with hearing impairments to form speech as a means of communication and apply it in compliance with the grammatical construction of speech. The science of speech communication serves first of all to teach them to communicate orally with people who are mutual and healthy. The training is also important in the formation of connected speech by being able to construct a narrative based on pictures, a familiar and unfamiliar word in pictures, and the use of verbal concatenation in speech.

4. Orientation to socio-domestic life.

This training is aimed at the practical preparation of weak hearing children for an independent life, with which students will gain insights into themselves, their family, their immediate social environment and society. Through this, great importance is attached to the formation of a civic personality in a child, the upbringing of patriotic feelings, the accumulation of experience in social behavior, the development of moral ideas and relevant personal qualities. Children with hearing impairments face a number of problems in society, such as the market, difficulty in entering into a dialogue with the seller in the process of International Journal of Advance Scientific Research (ISSN - 2750-1396) VOLUME 03 ISSUE 11 Pages: 193-204 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC - 1368736135 Crossref 0 S Google S WorldCat MENDELEY



going to the store and shopping for the necessary products for themselves. The socio-Domestic Life Orientation Training serves to prepare students for similar situations, to ensure that they feel as little need as possible for someone's support.

Alternatively, through classes, the basics of personal hygiene and a healthy lifestyle of students are taught, self-service skills are developed, helping loved ones, including performing various tasks related to family life. Students gain basic knowledge about safety techniques and their application in everyday life and are familiar with the activities of parents and other adults, as well as the basic economic and legal foundations of life that are necessary.

This training is recommended to pass 2 hours a week in grades 1-11 of specialized educational institutions for children with hearing impairment:

IV. Specialized schools and boarding schools for Mentally Retarded Children

It is known that specialized schools and boarding schools for mentally retarded children differ from secondary schools in the direction of Correctional (corrective, debilitating) education. Through correctional training, deficits in the memory, attention, thinking, speech and coordination of movements of mentally retarded students are eliminated.

For students of this category of institution, it is advisable to organize the following Correctional Training:

- Speech therapy training
- Treatment Gymnastics
- Rhythmics
- Orientation to social domestic life
- 1. Speech therapy training.

Speech Therapy **Training-Assistant** schoolchildren are taught to eliminate their shortcomings in pronunciation and speech, correct violations in sound pronunciation, form sounds that are absent in pronunciation, grow their speech with a link, be able to state their opinion in accordance with the tempo, logical meaning of speech. In most students of this type of institution, it is noted that there are a number of shortcomings in speech speech and pronunciation. To correct these shortcomings, this training is 5 hours a week for Grades 1-5, 3 hours in Grade 6, 2 hours for Grade 7;

For children with complex defects (severe levels of mental retardation), however, 3 hours a week should be passed in grades 1-9.

2. Treatment Gymnastics.

Treatment gymnastics training helps students to find their place in society by raising their health indicators, treating them with defects in the Coordination of the movement musculature and coordination of the movement musculature, treating and prophylaxis of defects in the Coordination of the movement musculature. International Journal of Advance Scientific Research (ISSN – 2750-1396) VOLUME 03 ISSUE 11 Pages: 193-204 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC – 1368736135

Treatment gymnastics training in grades 1-4, where mentally retarded children study, is 2 hours a week, and for children with complex defects (severe levels of mental retardation), 2 hours a week in grades 1-6, according to the article.

#### 3. Rhythmics.

The exercise of rhythmics helps students to control the movements corresponding to it by hearing each sound of music, and the student to control himself by adjusting his body organs to the rhythm, and to aesthetically educate his senses and emotions. It also serves to correct mental and physical impairments found in students with intellectual and psychic developmental disabilities.

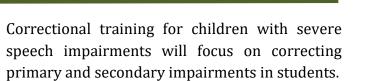
This training will be carried out in grades 1-6 for 1 hour a week.

4. Orientation to social domestic life.

The training of orientation to social domestic life is considered important in the fact that the reader is able to find his place in independent life fullfledged. These activities teach students to serve themselves, meet their needs independently, communicate in harmony with society, respect our national values and Customs, correctly and easily overcome all obstacles to life.

It is according to purpose that this training takes place from 2 hours a week in grades 1-4 and from 3 hours a week in grades 5-9.

V. For specialized boarding schools for children with severe speech impairments



The hours allocated to the correctional training will focus on correcting (correcting) primary and secondary defects of students, depending on the orientation of the institutions. For students of this type of institution, it is advisable to conduct the following Correctional Training.

1. Speech therapy training.

A special school for children with severe speech impairments, most schoolchildren show severe speech impairments: stuttering, rhinolalia, dysarthria, aphasia and other types of defects.

Speech therapy training is organized in a single or group form. For classes, students are taken from upbringing and natural science classes to engage in individual activities, and for group activities, students are involved in extracurricular activities, taking from educational activities.

Speech therapy training-teaches how to eliminate speech defects, add sounds to speech, grow connected speech, be able to state one's own opinion. Students of this type of institution have speech-related shortcomings, and in order to correct these shortcomings, this training should be passed 8 hours a week for grades 1-4.

Training is obliged to be conducted by a defectologist with higher education, a speech specialist.

2. Rhythmics.

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The main purpose of the rhythmic activity is to teach students to move in the musical direction, that is, dance and rhythmic elements.

Practicing rhythmics has a positive effect on the correct development of qaddi-qomat, the cardiovascular system, the respiratory tract.

It is advisable that the rhythmic training is taught to grades 1-4 for 1 hour a week.

Rhythmic training is carried out in a gross manner by physical education teachers who have a higher education physical education specialty and have undergone retraining in their direction.

VI. For specialized classes to students with impaired mental development

Mental development in children with a diagnosis of lagging speech deficits (complex), deviations in Roxy development are observed. From speech defects, speech defects are manifested in incomplete development, stuttering, rhinolalia, dysarthria, aphasia.

It is required that children with this impairment undergo logopedic training in a single and small group manner as well as correctional training such as correcting developmental deficiencies.

#### 1. Speech therapy training.

Through speech therapy, the correction and elimination of oral and written speech deficiencies in this category of children can be achieved. Through this, defects in readers can be partially or completely eliminated. The above conclusions were developed on the basis of international experiments.

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