

RESEARCH ARTICLE

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TECHNOLOGY FOR FORMING READING SKILLS IN MENTALLY DISABLED PRIMARY STUDENTS

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Abstract. This article studies the process of acquiring reading skills in humans, the psychological, pedagogical, and methodological aspects of the process of acquiring reading skills, the foundations of the method of mastering conscious reading, the stages of forming reading skills, the quality of reading skills, the scientific research of scientists on the formation of conscious reading in intelligent students, and the results of educational experimental work on the formation of reading skills in 2-3-year-old mentally retarded students of specialized educational institutions are analyzed.

Keywords: Reading skills, reading techniques, mastering reading, correct reading, fast and fluent reading, conscious reading, expressive reading.

In world educational and scientific research institutions, scientific research is being conducted to identify effective approaches to developing speech of mentally retarded students in primary education by reading, understanding, comprehending and perceiving the text of a work of art, using compensatory opportunities, developing effective technologies for teaching methods of correct, conscious reading, developing recommendations for their implementation in practice, and ensuring that mentally retarded students have equal opportunities like all citizens. At the same time, special importance is attached to research on eliminating limitations in life activities, developing technologies that ensure their full life, active participation in the political, economic, and social spheres of society, and developing reading skills in students, increasing the level of reading, cultivating artistic and aesthetic thinking, and improving the scientific and practical aspects of the formation of concepts of literary education and upbringing in children's literature.

In recent years, our republic has been developing politically, socio-economically, spiritually and educationally, achieving the

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priority of democratic and humanistic principles in social relations, training personnel with high moral qualities, thoroughly mastering theoretical and practical knowledge in a particular field, and achieving success in professional activities. "Improving the quality of education in schools, bringing the knowledge and skills of teaching staff to the international level,

adapting the secondary education system to the requirements of the time, updating textbooks in general secondary educational institutions, gradually transitioning to a social model of determining disability, providing mandatory social guarantees for the population, and strengthening social protection of needy groups” have been identified as priority tasks. This expands the possibilities for conducting scientific research on improving technologies for forming reading skills in students of specialized educational institutions.

This scientific article is a specific contribution to the implementation of the tasks set out in the Decrees of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 “On the Development Strategy of New Uzbekistan for 2022–2026”, No. PF-5712 dated April 29, 2019 “On approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030”, No. PF-5850 dated October 21, 2019 “On measures to radically increase the prestige and status of the Uzbek language as the state language”, Resolution of the Cabinet of Ministers No. 46 dated January 25, 2024 “On measures to improve the system of organizing education and rehabilitation of children with special educational needs” and other regulatory legal acts in the field. serves at the level.

Scientific and pedagogical foundations of teaching students to read and write in our republic, psychological characteristics of the formation of reading motivation in primary school students, preparing primary school students for literacy and forming reading skills in them, using problem-based learning in primary school reading lessons K.A.Abdullaeva, B.I.Ganiyeva, M.E.Inoyatova, N.S.Jorrayev, G.A.Mamatova, U.Marasulova, S.Matchonov, I.R.Rakhimova, R.G.Safarova, A.Khamroyev; various aspects of speech underdevelopment in national special pedagogy Sh.D.Aripova, Z.M.Akhmedova, M.Y.Ayupova, L.R.Muminova, X.M.Polatova, N.Kh.Rakhmankulova, Sh.E.Tokhtiyarov; Speech preparation of children with physical and mental disabilities for school education, development of active and passive speech; vocational training, improvement of correctional and developmental educational technologies in primary grades of specialized educational institutions S.S.Aytmetova, N.Z.Abidova, X.S.Akramova, Z.N.Mamarajabova, N.S.Musayeva, D.A.Nurkeldiyeva, P.M.Pulatova, V.S.Rakhmanova, N.V.Sosedova, M.P.Khamidova, R.Shomakhmudova,

D.B.Yakubzhanova, F.U.Kodirova, M.F.Hakimova; The development of socio-pedagogical competencies of future defectologists and increasing the effectiveness of independent education, technologies for increasing the effectiveness of teaching the “special methodology of teaching the native language” module in higher education, and improving the auditory and speech rehabilitation of children with cochlear implants were reflected in the scientific research of M.S. Makhmudova, X.S. Rakhimova, F.R. Teshaboyeva, L.R. Khayitov.

The unity of the mechanisms of reading and writing skills and their relationship with the central nervous system, the organization of correctional pedagogical work B.G. Ananyev, P.K. Anokhin, L.S. Vygotsky, T.G. Yegorov, O.D. Kuzmenko-Naumova, A.R. Luria, G.Y. Troshin, G.A. Sukerman, D.B. Elkonins; Correction of defects in the neurophysiological, psychological and linguistic organizers of the readiness of children of primary school age to master reading skills Ye.L. Goncharova, G.A. Kashe, A.N. Kornev, R.Ye. Levina, T.B. Filicheva; both technical and substantive aspects of reading aimed at forming reading skills in children of primary school age, eliminating dyslexia, forming reading competence G.V. Babina, G.N. Vasilyeva, O.Ye. Gribova, Y.A. Guziy, O.B. Inshakova, I.N. Karachevtseva, N.Y. Kiseleva, M.N. Rusetskaya; A.K. Aksyonova, T.A. Altukhova, I.M. Bgajnokova, V.V. Voronkova, I.A. Katkova, R.I. Lalayeva, A.R. Maller, V.G. Petrova, V.S. Rakhmanova conducted scientific research on the formation of reading skills in mentally retarded students, correction of cognitive activity, and improvement of reading education teaching technologies.

Teaching students with intellectual disabilities to read and optimizing technologies for developing reading skills in them were studied by Rollanda E. O'Connor and Victoria Sanchez, Clapper, A. T., Morse, A. B., Lazarus, S. S., Thompson, S. J., & Thurlow, M. L., McGrew, K. S., & Evans, J. Staiger, Ralph C., Stuart Woodcock, Wilma Vialle, Hefce, Poustie, J. British Dyslexia Association, Ellen Reynor, Hayati Akyol, Ahmet Çakiroğlu, Hayriye Gül Kuruerlar.

Reading is a complex mental and cognitive phenomenon, which is of interest to various fields of scientific knowledge: psychology, linguistics, psycholinguistics, neurophysiology, sociology, pathophysiology, philosophy, neurology, etc. This fact serves as a general theoretical basis for pedagogical science in understanding the essence

of reading ability and the specific features of textual information processing. Modern research on the formation of reading skills is based on the fundamental research of a number of scientists, including T.A. Altukhova, T.G. Yegorov, A.N. Kornev, O.D. Kuzmenko-Naumova, A.R. Luria, N.V. Nechayeva, L.S. Svetkova [69,101,122,125,126,137,150,47]. According to the concept of bibliopsychology by N.A. Rubakin, which studies the psychological characteristics of the reading and teaching processes, the reading process is characterized by the interaction of the sensorimotor and semantic levels as an expressive type of speech activity, and the scientific foundations of the essence of the relationship between the reader and the book are highlighted. Mastering the skill of full-fledged reading is the foundation of teaching all other school subjects, the main source of information acquisition and, most importantly, communication.

R.I. Lalayeva, who studied the development of reading skills in students, describes the reading process as a speech activity determined by the rules of textual correspondence. Considering the reading process as a complex phenomenon, it is considered to be completed only if these rules are observed, that is, it involves such mental processes as sensation, perception, attention, memory, imagination, intelligence, will, emotions, and motor skills.

In his scientific work, T.G. Yegorov considers reading skills as an activity consisting of three interconnected actions: perception of letter symbols, sounding out the text marked with them (pronouncing aloud), understanding the read text; in a younger school-age student who is mastering the reading skill, these actions occur sequentially. However, as the experience of reading the text accumulates, these components are synthesized. "The more flexible the synthesis between the processes of text comprehension and reading skills, the more perfect, clear and expressive the process of mastering reading skills will be." It is clear from this that the researcher emphasizes that the reading technique (the concept of the so-called "reading skill", that is, the mechanism of perception and sounding) is carried out simultaneously with the process of understanding the content of the read text.

T.A. Altukhova, T.G. Yegorov distinguish two main aspects of the reading process: reading technique and understanding of the read information. Reading technique, firstly, means the perception of graphic symbols, and secondly, the pronunciation and repetition of various graphic complexes, and understanding means

understanding the reproduced material based on the reader's past experience. These studies place great emphasis on studying reading techniques, and in particular, visual perception processes.

The problem of developing reading skills is considered one of the urgent problems in the pedagogical, psychological, and methodological spheres. This is due to its great practical significance. Without fully mastering reading skills, an invisible barrier appears in the educational process, in the perception and processing of information. Therefore, the development of reading skills is one of the most important tasks in the activities of primary school teachers of both general education and special correctional schools. The development of reading skills has a separate correctional direction in special correctional schools. This situation is due to the psychophysical characteristics of children with mental retardation, sensory-cognitive activity, and limited opportunities for developing reading skills. A.K. Aksyonova, V.V. Voronkova, R.I. Lalayeva, R.Ye. Levina, V.G. Petrova, N.K. Sorokina note that reading skills are formed very slowly in mentally retarded children. The importance of the reading process is no less important from a scientific and practical point of view. Successful mastery of reading skills is a criterion indicating the general level of development of cognitive activity in a child, while difficulties arising in the process of teaching reading indicate that the child has certain problems in the development of one or another mental (attention, memory, thinking, speech) processes.

Teaching mentally retarded students to read correctly, fluently, consciously, expressively is one of the tasks of primary education, and this task never loses its relevance, because reading is of great importance in human education, upbringing and development. Reading is a window through which students see the world, understand the world and themselves. Reading skills are a tool that allows for the education, training, correction of deficiencies and preparation for social life of mentally retarded students. Reading skills are not formed only as an important form of speech and mental activity. Rather, they constitute a complex complex of knowledge, skills and competencies that are of educational and educational significance, used by students in studying all academic subjects, in their lives outside the classroom and outside the school.

If systematic corrective exercises on the formation of reading skills are carried out in the educational process, it is possible to improve the

quality of reading among primary school students studying according to the program of specialized educational institutions. V.G. Petrova, analyzing the characteristics of the speech of mentally retarded students, identifies a complex of various factors that cause speech disorders, emphasizes that the main reason for abnormal development and speech disorders in such students is the underdevelopment of cognitive activity. A decrease in the level of analytical and synthetic activity is manifested in impaired phonemic perception, complex mental activity in distinguishing speech sounds.

Our preliminary observational work was organized based on the conclusion that it is appropriate to start, first of all, from the content of the correctional pedagogical process organized in the educational institution and from analyzing the professional potential of specialists in this regard. Our exploratory research work, substantiating the relevance of the problem, was organized in two stages.

The purpose of the emphatic experiment is to experimentally study the state of formation of reading skills in 2-3-grade mentally retarded students of specialized educational institutions.

Based on the purpose of the study, the following tasks were carried out: to identify the problems of formation of reading skills in 2-3-grade mentally retarded students in specialized educational institutions (based on a questionnaire); to study methodological documents (state educational requirements, curriculum, curriculum, analysis of textbooks); to study medical-psychological-pedagogical documents of mentally retarded students; to prepare a methodology for experimentally testing the formation of reading skills in 2-3-grade mentally retarded students; to determine the state of formation of reading skills in 2-3-grade mentally retarded students; Analysis of the results of checking the state of formation of reading skills in 2-3-year-old mentally retarded students.

In the emphatic experimental study, observation, interview, study and analysis of documents, questionnaire and experimental research were used as research methods. Taking into account the principles of systematic correctional education of mentally retarded students at different ages, individual and differentiated approach to education, person-oriented, complex and systematic-dynamic study of the child, development of cognitive processes in the process of teaching reading, the methods selected and adapted by us, in accordance with their diagnostic capabilities, covered and complemented each other, which made it possible

to study as a diagnostic complex the identification of pedagogical conditions that ensure the formation of reading skills in mentally retarded students.

In the process of experimentally studying the state of reading skills formation in 2nd-3rd grade students with mental retardation, the following methods were used: studying school documents (students' personal collection folders, journals), long-term observation of pedagogical practice in remedial education, oral, interview, explanation, questionnaire, questionnaire, study and analysis of teachers' work experience, practical, demonstration, logical analysis of results.

Emphatic experimental and test work was carried out in two stages in the 2018-2021 academic years. The first stage was aimed at determining the level of reading skills formation in 2nd-3rd grade students with mental retardation and analyzing it quantitatively and qualitatively. The second stage of the study was aimed at qualitatively analyzing the level of formation of reading skills in mentally retarded students of grades 2-3 identified in the previous stage, and on this basis, studying the features of the formation of reading skills in mentally retarded students of grades 2-3. Initially, the relevance, purpose, objectives, bases of the study and the participants of the study were identified, their personal medical-psychological-pedagogical documents were studied, the selection and adaptation of effective methods for the formation of reading skills in mentally retarded students of grades 2-3 were studied, and the formation of reading skills in mentally retarded students of grades 2-3 was experimentally studied. Also, the problems faced by specialist teachers in teaching mentally retarded students were identified and the results were analyzed.

The conclusion of the medical-psychological-pedagogical commission The personal documents of the students helped to obtain information about the nature and combinations of violations in the areas of students' cognition. All students who participated in the study passed the medical-psychological-pedagogical commission, and out of a total of 230 students who participated in the experiment, 110 students (48%) had mild mental retardation, 103 students (45%) had moderate mental retardation, and 17 students (7%) had severe mental retardation.

The tasks assigned to mentally retarded students in grades 2-3 of specialized educational institutions were compiled by class. Tasks to determine the level of formation of reading skills

in mentally retarded students in grades 2-3: 4 tasks (fairy tale, proverb, poem, riddle) were assigned to grade 2, and 4 tasks (story, poem, story, fairy tale) to grade 3. Taking into account the specific characteristics of mentally retarded students, specific texts from the genres of literary works were selected by class from textbooks that are the main tools used in specialized educational institutions and tasks. Depending on the degree of success (effectiveness) of these tasks, a conclusion was drawn about the state of formation of reading skills in mentally retarded students in grades 2-3. The results of the study were analyzed and summarized using qualitative and quantitative statistical methods.

The study of the level of perception of a work of art by mentally retarded students in grades 2-3 included several groups of diagnostic tasks. In the first group of tasks, students were asked to correctly, fluently, and consciously read selected words from genres of a work of art and answer oral questions about the text. Considering that mentally retarded students in grades 2-3 may have difficulties in completing this group of tasks, the second group of tasks was developed. It was determined that they read the genres of poetry, stories, and fairy tales, understood the meaning of words and phrases in the genres, answered questions about the poem with help, and understood the content of the texts read.

The nature of the completion of each task by students was recorded in the protocols. In the quantitative analysis of questions and answers, their ratio to the total number was calculated, the results of students' completion of the series of tasks were compared with the skill of reading literary texts, the level of answering oral questions. Determining the formation of the skill of reading literary texts in the process of literary education was carried out in accordance with the theoretical foundations of the study. The main method was the analysis of students' reading skills, expression of content, and oral questions and answers.

When developing the content and methodology of educational experimental work, scientific-theoretical, methodological and practical materials on the formation of reading skills in mentally retarded students of grades 2-3 were taken into account; the results of an emphatic experimental study, as well as data obtained on the basis of an analysis of the study of the correctional and pedagogical activities of an oligophrenopedagogue. The educational research work was organized on the basis of the program "Technology for the formation of reading skills in students of specialized

educational institutions", which was improved with modern approaches in special pedagogy and proposed by us. In this program, along with the special educational needs and capabilities of students with mental retardation, the requirements that they should master at this age were taken into account, and the curriculum and textbooks of specialized educational institutions in the subject "Reading" were used.

The organization of experimental work in a specific order and on the basis of the program to determine the effectiveness of the correctional-pedagogical model of the technology for the formation of reading skills in students with mental retardation in grades 2-3 ensured the effectiveness of this process. The program of educational experimental work identified the criteria, indicators and diagnostic tools for diagnosing the formation of reading skills in students with mental retardation in grades 2-3.

Educational experimental work was organized on the basis of the following indicators: the results of experimental tests to study the level of formation of reading skills in mentally retarded students of grades 2-3; the results of observation of the correctional and pedagogical activities of oligophrenology teachers of specialized boarding schools; correctional and developmental technologies for the formation of reading skills in mentally retarded students of grades 2-3, as well as the directions and methodological recommendations proposed by A.K. Aksyonova, V.V. Voronkova, L.S. Vygotsky, Glenn Doman, I.A. Katkova, A.N. Kornev, V.S. Rakhmanova, D.B. Yakubzhanova were taken into account.

The purpose of the educational experimental work is to form reading skills in 2-3-year-old mentally retarded students of specialized educational institutions.

The tasks of the educational experiment: reading words related to the proverb genre; reading words related to the poem genre; reading words related to the story genre; reading words related to the fairy tale genre; studying and comparing the dynamics of the formation of reading skills in 2-3-year-old mentally retarded students in the control and experimental groups.

The experimental work was conducted on the basis of the educational program in the correctional-pedagogical system of the technology of forming reading skills in 2-3-year-old mentally retarded students, covering 2-3-year-old mentally retarded students. An analysis of the curriculum, curriculum and textbooks of specialized schools and boarding schools was conducted (the "Reading" lesson is held 4 hours a week in grades 2-3, and 136 hours throughout the

year). A classification of interactive games used in each of these topics, from simple to complex, was developed for grades 2-3. The program is aimed at developing reading skills in mentally retarded students in grades 2-3. The classification of interactive games was developed based on the genres of various works of art (proverbs, riddles, poems, stories, fairy tales) in the sections of the "Reading" curriculum and textbooks, and is intended to be implemented during one academic year. A classification of tasks "Let's learn to read" consisting of educational interactive games was developed based on the methodological recommendations proposed by A.K. Aksyonova, V.V. Voronkova, T.G. Yegorov, I.A. Katkova, A.N. Kornev and others.

The technology of forming reading skills in 2-3-th grade students with mental retardation was developed based on the specificity of the target component, which provides for the dynamics of development of all components in the correctional and pedagogical model of the technology of forming reading skills in 2-3-th grade students with mental retardation. The comparison of educational results in the experimental and control groups was carried out on the basis of diagnostic tasks used in the control work and the emphatic experimental-testing process. The educational experimental-testing work on the formation of reading skills in 2-3-th grade students with mental retardation was carried out on the basis of tasks in four criteria. According to the first criterion, students were given the task of reading words related to the proverb genre; the second criterion was the task of reading words related to the poem genre; the third criterion was the task of reading words related to the story genre; the fourth criterion was the task of reading words related to the fairy tale genre. These criteria were assigned to determine the level of completion of the task of reading words related to the proverb genre (criterion 1); the level of completion of the task of reading words related to the poem genre (criterion 2); the level of completion of the task of reading words related to the story genre (criterion 3); and the level of completion of the task of reading words related to the fairy tale genre (criterion 4).

Educational experimental work Interactive games aimed at developing reading skills in 2nd-3rd grade students with mental retardation include the development of sensory analyzers, correct

pronunciation of sounds, recognition of letters, differentiation of sounds and letters, and reading syllables: "Schulte Table", "Find the Missing Part", "Name the Colors"; "Big, small or equal", "What animals live in this forest", "Sound ruler", "The fourth is superfluous", "Segen board", "Name in one word", "Picture card method (teaching to distinguish between sound and letter)", "Merry travelers", "Reverse letter" (teaching to remember letters), "First letter", "Decoder" (decrypting letters or opening the code), "Syllable table", "Syllable card", "Combine flower petals", "Mysterious syllable game"; reading a whole word: perceiving, pronouncing, understanding and intonation of the text being read; Interactive games aimed at developing the skills of correct, understandable, conscious reading: "Find the first letter", "Put the letter in its place and read", "Connect the syllables", "Word chain", "Syllabic chain", "Encrypt letters", "Identify the similarities and differences of objects, explain the reason, define concepts"; intellectual activities aimed at understanding the content of the text being read and its forms (the idea of the work, its composition, artistic means, etc.): "Picture story (poem, parable, fairy tale genre) (keywords are given)", "Sequence of events (keywords are given)" were conducted using interactive games. We assumed that students trained in interactive games aimed at developing reading skills in 2-3-year-old mentally retarded students would successfully complete the tasks assigned to them. The tasks developed for students in the experimental classes were not used in the control classes, but in more situations they were given the task of reading texts of the genre of a work of art in a traditional way, on the basis of independence.

The percentage of medium and low levels of mastery of all task tasks in the experimental classes showed a significantly higher result compared to such responses to tasks performed by students in the control classes. It was found that the number of students who responded with a very low level of mastery in the control classes was 32% higher than in the experimental classes. In the experimental classes, students who completed the tasks with above-average performance were identified, albeit in a small percentage (6.7% when analyzing the 4th task), while in the control classes, no students who completed the tasks with above-average performance were identified.

Student performance indicators in experimental stages

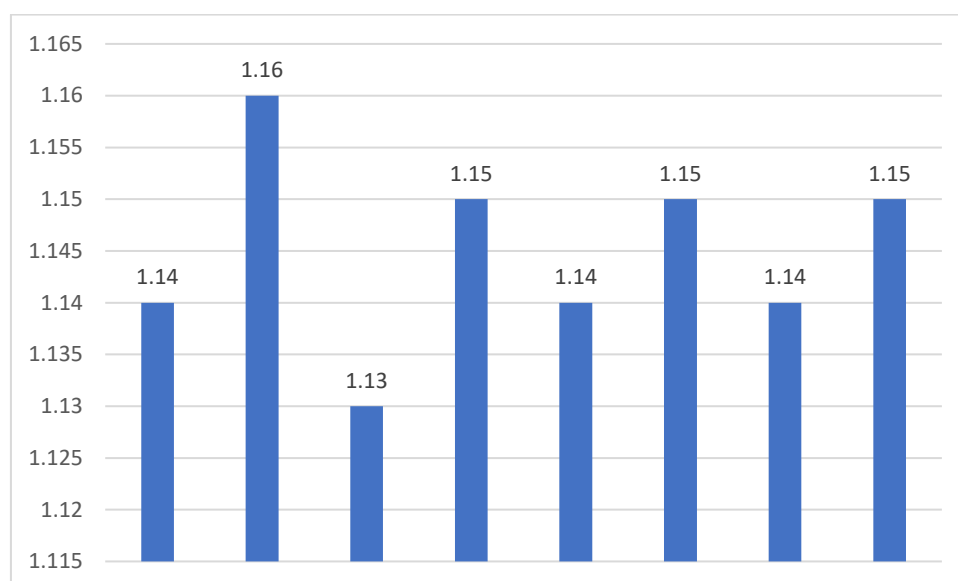


Figure 2. Student performance indicators at the experimental stages

From the results obtained, it can be seen that the criterion for assessing the effectiveness of teaching is greater than one, and the criterion for assessing the level of knowledge is greater than zero. It is clear that the indicators of experimental classes are higher than the indicators of mastery of students in control classes. The efficiency indicator of the conducted research work was proven to be 1.15 times higher, that is, 15 percent higher. In the course of the educational research, by analyzing the possibilities of correctional and developmental technologies in forming reading skills in mentally retarded students, we draw the following conclusions:

The issue of introducing correctional and developmental educational technologies into national special education is one of the urgent issues not only in the socio-cultural, but also in the professional context. Our educational research has

shown the importance of introducing correctional and developmental technologies with their adaptation to various aspects of the educational process of children with mental retardation.

Thus, the importance and potential of correctional and developmental technologies in forming reading skills in 2nd-3rd grade mentally retarded students, in forming and developing knowledge, skills, qualifications and competencies related to reading across classes, in parallel with this process, in forming oral speech, vision, hearing, phonemic perception, pronunciation skills in students, and in correcting secondary defects in them has been proven.

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