

MODULE NAME: Introduction of the course “Meeting needs - Communication and Interaction”. Inclusive education

NAME OF TRAINER: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK ONE:

DATE:

AIMS:

- to introduce the history of the inclusive education in different countries;
- to familiarize trainees with the methodological foundations of inclusive education;
- to acquaint with laws, principles, process and contents of inclusive education;
- to increase awareness about the right and dignity of people with special needs in the society;

ACHIEVED AIMS:

By the end of the class the trainees will:

- have learned about the history of the inclusive education in different countries;
- have familiarized with the methodological foundations of inclusive education;
- have studied laws, principles, process and contents of inclusive education;
- have increased awareness about the right and dignity of people with special needs in the society;

EXTRA NOTES:

Inclusive education. Educational rights of children. Disabled children. Children with special educational needs. Quality of education. Psychological

adaptation in society. Improve socialization of children with disabilities. The concept of inclusive education. Support system and special educational conditions for children in need. Methodological support of the mass and teacher from correctional educators.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Acquaintance	Ice breaking	At the beginning the trainer introduces himself/herself to the class and after that trainees in a game introduces each other using colored cards.	15	Colored cards
Introduction of the topic / Lecture	Teacher explains the topic and concept of the current class.	Trainer uses slide presentation to introduce the topic. All students should feel welcomed to ask questions.	35	PPT, Handouts, Text of the lecture, 2.9 page 6-20; 2.11 page 11-21
Practical (laboratory)	Trainer sums up by asking the trainees what new information have they learned today; Watching videos and reading articles related to the topic	Trainees shares the knowledge and skills they have gained from today's class The trainer plays a video about the inclusive education and show some of the example and they discuss together	50	Video and printed out papers 2.9 page 6-20; 2.11 page 11-21
Group Assignment	Trainer forms three groups and gives three different short cases to read and present in PPT	Case study and improving presentation skills; Working in group and understanding each other Analyzing cases and	50	Three cases

		making PPT in bullet points;		
Individual work	Trainer give the list of the additional literature to trainees to read more about the topic and watch video related with the theme	Trainees will spend at least one hour individually and study the course materials in a flexi time and place	50	2.9 page 6-20; 2.11 page 11-21

Reference in original language

1. 2.9. Таҳсилоти фарогир. Зери назари Байзоев Алим.-Душанбе: Ирфон,2013.-224с
2. 2. 11. Ульенкова У.В., Лебедева О.В. Организация и содержание специальной психологической помощи детям с проблемами в развитии: Учеб. пособие для студ. высш. пед. учеб. заведений. – М.: Издательский центр «Академия», 2002. – 176 с.

Reference in English

1. 2.9. Inclusive Education. Under the editor Bayzoev Alim – Dusnabe: Irfon – 2013/ 224 pages
2. 2.11. Ulenkova U.V., Lebedeva O.V. Organization and content of special psychological assistance to children with developmental problems: A manual for students of higher pedagogical educational institutions. - M.: Publishing House "Academy", 2002. - 176 page.

Module Name: General characteristic of people with special needs

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK TWO

DATE:

AIMS:

- to appraise the concept, essence and significance of communication in the life and work of people with disabilities;
- to inform about the types of disabilities;
- to introduce the general characteristic of people with special needs;
- to enhance the abilities of effective ways of interaction with people with special needs;

ACHIEVED AIMS:

By the end of the class the trainees will:

- have appraised the concept, essence and significance of communication in the life and work of people with disabilities;
- have information about the types of disabilities;
- be equipped with knowledge about the general characteristic of people with special needs;
- enhance their abilities to interact effectively with people with special needs;

EXTRA NOTES:

Disability - as a specific situation of development and the state of a person, accompanied by limitations of life in its most diverse fields. Means the movement of persons with disabilities. People with hearing impairment. People with visual impairments. People with insufficient intelligence. Information Barrier. Difficulties in communication between the disabled person and society. The ability to develop a common interaction strategy, including the development, implementation and monitoring of the implementation of the planned, with the possibility of adjustment if necessary.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm up	Recap of the previous class including the individual	Trainees answers questions by rising hands one by one	15	None

	<p>assignments. Trainer asks questions about the last class and trainees answer one by one</p> <p>At the end the trainer summarizes and put in bullet points on the board</p>			
Introduction of the topic / Lecture	Trainer explains the topic and concept of the current class.	Trainer uses slide presentation to introduce the topic. All trainees should feel welcomed to ask questions. The class should be interactive rather than narrative	35	PPT, Handouts, Text of the lecture, 2.9 page 20-26; 1.14 page 54-68
Practical (laboratory)	<p>Trainer sums up by asking the trainees what new information have they learned today;</p> <p>Watching film and discussing it in group and writing three things they liked and three think they did not like.</p>	<p>Trainees shares the knowledge and skills they have gained from today's class</p> <p>The trainer plays a video and watch the film with trainees and while watching they will take notes</p>	10 40	Video – film, books 2.9 page 20-26; 1.14 page 54-68
Group Assignment	Trainer forms two groups and ask them to continue about the wringing of three things they liked and three think they did not like, and present them	After watching film, they will be writing three things they liked and three think they did not like on the sticks and stick on the board. At the end the two goes and counts how many likes and how many dislikes about the films. They discuss the bias and prejudices of	50	Three cases

		the movie		
Individual work	Trainer give the list of the additional literature to trainees to read more about the topic	Trainees will spend at least one hour individually and study the course materials in a flexi time and place	50	2.9 page 20-26; 1.14 page 54-68 Additional materials
Individual work of trainee with trainer	trainer works with a trainee and tries to explain what he/she feels to be, advice, coached and corrected on him/her. Gives additional materials based on his/her needs	Individual approach for trainee for learning. Private conversation and block opening		Extra materials

Reference in original language

1. 1.14. Титов В.А. Специальная педагогика: Конспект лекций. – М.: «Приор-издат», 2004. – 224 с.
2. 2.9. Таҳсилоти фарогир. Зери назари Байзоев Алим.-Душанбе: Ирфон,2013.-224с

Reference in English

1. 1. 14. Titov V.A. Special pedagogy: Lecture notes. - M.: Prior-Publishing House, 2004. - 224
2. 2.9. Inclusive Education. Under the editor Bayzoev Alim – Dusnabe: Irfon – 2013/ 224 p.

Module Name: Basic concepts of special psychology. Biological and social causes of impairment

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK THREE

DATE:

AIMS:

- to introduce some basic concepts of special psychology;
- to develop the skill of identification of the psychological characteristics of students with disabilities;
- to enhance ability of identification of biological and social causes of impairments;
- to teach about types of psychological and biological impairments;
- to present some of the corrective and alternative methods of teaching people with special needs.

ACHIEVED AIMS:

By the end of the class the trainees will:

- be introduced with some basic concepts of special psychology;
- develop the skill of identification of the psychological characteristics of students with disabilities;
- enhance abilities of identification of biological and social causes of impairments;
- learn about types of psychological and biological impairments;
- be able to use corrective and alternative methods of teaching people with special needs.

EXTRA NOTES:

Congenital and acquired abnormalities. Perinatal pathology. Factors acting on fetal development in the prenatal period. Intrauterine intoxication. Hereditary, genetic damage to the body. Inheritance of some forms of oligophrenia. Inheritance of mental illness due to abnormalities in the structure of chromosomes. Biological causes of acquired anomalies. Natal disorders. Birth injury. Postnatal disorders: meningitis, encephalitis, poliomyelitis. Disorders of psychomotor development. Social causes and factors of abnormal development. Deprivation. Pedagogical neglect.

Schedule	Activity	Learning style	Duratio	Material
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			n (Minutes)	s
Warm up	Recap of the previous class including the individual assignments. Trainer prepares 5 key questions from previous class and gives to trainees. After listening to their answers at the end the trainer summarizes all of the answers and moves for next step.	Trainees will be given 5 key questions on random selection and they will have 3 minutes to think and recap and answer based on what they did on the last class.	20	Questions On small papers Like tickets
Introduction of the topic / Lecture	Teacher explains the topic and concept of the current class. At some points of time the trainer spots and asks what have they been discussing	Trainer uses slide presentation to introduce the topic. All students should feel welcomed to ask questions. The class should be interactive rather than narrative.	35	PPT, Handouts, Lecture, 1.10. 7-22 page; 2.8. 12-43 page.
Practical (laboratory)	Trainer sums up by asking the trainees what new information have they learned today; The trainer will teach the trainees the corrective methods of working with people with special needs. They will have this class in the laboratory or in a special school where disabled people are.	Trainees share the knowledge and skills they have gained from today's class The trainer will take the trainees to laboratory or a special group and teaches them some corrective and new methods. And also the trainer teaches them about the advanced methods of treating with SEND used in EU and other developed countries	10 30 10	1.10. 7-22 page; 2.8. 12-43 page. PPTs

Group Assignment	Trainer forms 4 groups and ask them to classify the Biological and social causes of impairments. Classify the type of the impairments and use the health care organizations statistics to compare	The 4 Groups will classify the learned biological and social causes of impairments and present in 4 different presentation	50	Three cases
Individual work	Trainer gives the list of the additional literature to trainees to read more about the topic and be equipped with knowledge and skills	Trainees will spend at least one hour individually and study the course materials in a flexi time and place	50	Additional materials

Reference in original language

1. 1.10. Коррекционная педагогика. Основы обучения и воспитания детей с отклонениями в развитии. Учебное пособие/-М..И. Ц.Академия, 2001.-60стр.
2. 2.8. Саенко Ю. В. Специальная психология. Москва. Академия - 2006. 182

Reference in English

1. 1.10. Correctional pedagogy. Fundamentals of training and education of children with developmental disabilities. Textbook / -Moscow. IC. Academy, 2001.- 60p
2. 2.8. Saenko Yu. V. Special Psychology. Moscow. Academy - 2006. 182 pages.

Module Name: Challenges faced by students with special needs

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK FOUR

DATE:

AIMS:

- to inform about the needs of the people with special needs at the institutions and public areas;
- to encourage in helping to change or adapt the services and facilities at the educational buildings;
- to give information about the universal design and libraries - barrier-free design.
- to support in create an inclusive learning environment;
- to enhance their technology use skills in Android and iOS Apps in Online resources for educational accessibility;
- to motivate people for making changes in infrastructures to include people with special needs;
- to put affords on accessibility and usability of the educational facilities;

ACHIEVED AIMS:

By the end of the class the trainees will:

- be informed about the needs of the people with special needs at the institutions and public areas;
- be able to help to change or adapt the services and facilities at the libraries and educational building;
- create an inclusive learning environment;
- be able to use Android and iOS Apps in Online resources for educational accessibility;
- motivate people for making changes in infrastructures to include people with special needs;
- put affords on accessibility and usability of the educational facilities;
- be informed about the universal design and libraries - barrier-free design.

EXTRA NOTES:

Ways to solve the problems of accessibility to public health. Creating staffing conditions. Creating a barrier-free environment for people with disabilities. Problems of expanding doorways and stairwells, ramp ramps, lack of elevators, lifting devices, handrails and railings. The presence of information and technical tools in higher education. Lecturing on the lips. The presence in the city of specialized literature. Features of communication between healthy students and students.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm up	Recap of the previous class including the individual assignments. Trainer gives the questions to think and answer: what is an inclusive education? What you think about the disability and what challenges people may face with the special needs.	Based on the 3 given question the trainer will form three group and ask them to discuss and present on the board and at the end make one common understanding of the questions	25	Three questions and pictures of the
Introduction of the topic / Lecture	Teacher explains the topic and concept of the current class. At some points of time the trainer spots and asks what have they been discussing	Trainer uses slide presentation to introduce the topic. All students should feel welcomed to ask questions. The class should be interactive rather than narrative.	35	PPT, Handouts, Lecture, 1.10. 7-22 page; 2.8. 12-43 page.
Practical (laboratory)	Trainer sums up by asking the trainees what new information have they learned today; The Trainer will show some of the universal design	Trainees shares the knowledge and skills they have gained from today's class The trainer will use the PPT for showing some of them samples of the universal design and	10 30	1.10. 7-22 page; 2.8. 12-43 page.

	and bias free accessibility at the institution infrastructure.	And also the trainer teaches them about the advanced methods of treating with SEND used in EU and other developed countries	10	PPTs
Group Assignment	Trainer forms 4 groups and ask them to classify the Biological and social causes of impairments. Classify the type of the impairments and use the health care organizations statistics to compare	The 4 Groups will classify the learned biological and social causes of impairments and present in 4 different presentation	50	Three cases
Individual work	Trainer gives the list of the additional literature to trainees to read more about the topic and be equipped with knowledge and skills	Trainees will spend at least one hour individually and study the course materials in a flexi time and place	50	Additional materials

Reference in original language

1. 2.1. Акимушкин В.М. Моргулис И.С. Основы тифлологии. - Киев, 1980. 338с.
2. 2.5. Раҳмонов З.П., Раҳмонова Д.З. Асосҳои олигофренопедагогика. Хуҷанд. Меъроҷ.2014.-120с.

Reference in English

1. 2.1. Akimushkin VM Morgulis I.S. Basic Tifology. - Kiev, 1980. 338 p.
2. 2.5. Rahmonov ZP, Rahmonova DZ Fundamentals of oligophrenic pedagogy. Khujand. 2016.-120с.

Module Name: Teaching Methods for Students with Disabilities

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK FIVE

DATE:

AIMS:

- to acquaint trainees with the methodology and development of national special education;
- to introduce trainees to the basic paradigms and traditions of special and general education in higher education;
- to familiarize trainees with the types of technical devices and teaching aids;
- to develop a cognitive interest in the subject, to develop trainees' disabilities thinking, observation, attention, memory, to develop logic, logical speech;
- to promote the development of a healthy lifestyle and the removal of fatigue in the lesson for better absorption of the material;

The main areas of correctional and pedagogical work used in the lesson:

- stimulation of sensory functions (visual, auditory perception);
- formation of representations;
- development of hand-eye coordination and functionality of the hand and fingers;
- mastery of the letter.
-

ACHIEVED AIMS:

- familiarized with the teaching methods in the lesson;
- personal: the manifestation of educational and cognitive interest in new general ways of solving tasks;
- regulatory: the implementation of training activities in a materialized, loud-speaking and mental form;

EXTRA NOTES:

Dependence of the choice of the form of education in higher education on the type of defect. Type of violation. Deaf and hard of hearing students. Blind and visually impaired students. Students with a complex defect. Types of training: full-time, part-time, distance learning.

Methods and developments of national traditional special education. Combining of basic paradigms and traditions of special and general education within higher education. Types of technical devices and teaching aids, the use of which at the educational process is necessary to implement the training of persons with disabilities and disabilities of various nosology's. Possibility to choose educational forms, methods and approaches. Distance education. Individualization of training. Ways of realization of potential possibilities of each student. Active methods of education that encourage students to gain knowledge independently, activate their cognitive activity, development of thinking, formation of practical skills and abilities.

Translated with www.DeepL.com/Translator (free version)

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm up	The teacher conducts a question-answer conversation on previous topics. Congenital and acquired abnormalities	With one of the options to organize work in the lesson, the group is divided into 2 groups. Some students come up with ideas and assumptions - create a bank of ideas. The second group does the analysis. Accordingly, the groups work one by one. Another form of brainstorming is possible, when all the guys participate in the process simultaneously, first acting as generators of ideas, then - as critics.	25	Pictures and slides
Introduction of the topic / Lecture	Trainer describes the theme and concept of the current session. Explanation of new material	trainer gives a lecture, uses during the lecture the table "Technical means of rehabilitation by type of nosologies with disabilities".	35	PPT, Handouts, Lecture, 2.4 40-55 page

				1.10. 76-82 page
Practical (laboratory)	Strengthen of New material	The teacher uses visual methods (demonstrations, methods involving work on all types of printed or written information)	50	2.4 40-55 page 1.10. 76-82 page
Group Assignment	The trainer forms 4 groups and asks them to classify the biological and social causes of violations.	The trainer uses the most informative methods for students with disabilities and persons with disabilities, based on multisensory perception of information, where the process of receiving and transmitting information involves two or more channels - multimodal teaching methods. They allow using all preserved senses for learning: audiovisual, presentation-based learning methods that involve visual and auditory perception.	50	Additional literature listed at the end of this part.
Individual work	The trainer will list more literature for trainees to learn more about the topic and gain knowledge and skills.	The lesson uses audio-kinesthetic methods of teaching outline, including methods of work with Tiflo-technical means (Braille printer, Tifloflasplayer, etc.), outline by means of relief-point system of L. Braille.	50	Additional materials

Reference in original language

1. 2.4. Основы инклюзивного образования. Ответ редактор. Наталья Софий, Каримова Ирина. –Душанбе.2013.-244с.

2. 1.10. Коррекционная педагогика. Основы обучения и воспитания детей с отклонениями в развитии. Учебное пособие/-М. ИЦ. Академия, 2001.- 60 с.

Reference in English

3. 2.4 The foundations of inclusive education. Editor. Natalya Sofia, Irina Karimova. -Dushanbe.2013.-244p.
4. 1.10. Correction pedagogy. Basics of training and education of children with developmental disabilities. Textbook/M. CI. Academy, 2001.-60 p.

Additioanal litrature - литература

- 1.Специальная педагогика / Под ред. Н.М.Назаровой. - М.: Академия, 2007.
- 2.Солодянкина О.В. Воспитание ребенка с ограниченными возможностями здоровья в семье-М.АРКТИ,2007.80с.
- 3.Мовкебаева З.А. и др. Организация деятельности коррекционных образовательных учреждений: Учеб. пособие для студ. высш. и сред. пед. учеб. заведений / Ф.Ф.Водоватов, Л.В.Бумагина. – М., 2000.
- 4.Аксенова Л.И. Социальная педагогика в специальном образовании: Учеб. пос.для студ. сред. пед. учеб. заведений /А.К. Аксенова. М., 2001.
- 5.Выготский Л.С. Основы дефектологии. СПб.: Лань, 2003..
- 6.Агеева И.А. Коррекционные техники в школе. СПб.: Речь, 2004.
- 7.Казакова Л.А. Нетрадиционные воспитательные технологии для детей и подростков с ограниченными возможностями здоровья. Методические рекомендации. -Ульяновск, 2008.
- 8.Алешина М. В. Социальный лифт или социальное исключение?// Высшее образование в России. - 2009. - № 11. - С. 126-131.
- 9.Брызгалова С.О. Инклюзивный подход и интегрированное образование детей с особыми образовательными потребностями / С. О. Брызгалова, Г. Г. Зак// Специальное образование.-2010.№3.С.14-20.
- 10.Валицкая А. П. Инклюзивное образование - образование для всех / Валицкая А. П., Рабош В. А.// Социальная педагогика. - 2009. - № 1. - С. 18-22.
- образовательном учреждении / Голиков Н.// Учитель. - 2006. - №1. - С. 22 - 24.
- Дефектология. Словарь-справочник / Авт.-сост. Степанов С.С. – М.: ТЦ Сфера, 2007.
- Дефектологический словарь. В 2 т. – М., 2007.

Module Name: People with hearing and visual impairments

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK SIX

DATE:

AIMS:

- to familiarize trainees with the concept of complete and partial deafness and blindness;
- to introduce trainees to the use of assistive technologies and equipment;
- to acquaint students with the development of visual memory, Train Braille and fingerprinting;
- to develop a cognitive interest in the subject;
- to develop students' disabilities thinking, observation, attention, memory, to develop logic, logical speech;
- to promote the development of a healthy lifestyle and the removal of fatigue in the lesson for better absorption of the material;

The main areas of correctional and pedagogical work used in the lesson:

- stimulation of sensory functions (visual, auditory perception);
- formation of representations;
- development of hand-eye coordination and functionality of the hand and fingers;
- mastery of the letter.
-

ACHIEVED AIMS:

- familiarized themselves with the methods of teaching people with hearing and visual impairments during the lesson;
- personal: the manifestation of educational and cognitive interest in new general ways of solving tasks;
- get acquainted with Braille.

EXTRA NOTES:

Dependence of the choice of form of education in higher education on the type of defect. Type of violation. Blind and visually impaired learners. Students with a complex defect. Types of study: full-time, part-time, distance learning.

Total and partial blindness. Supporting technology and equipment. Development of visual memory. Teaching Braille alphabet. Access to visual

information. Transportation and mobility. Understanding mathematical terms, formulas and ideas, using software for mathematical and statistical calculations. Auditory impairment (hearing loss). Use of sign language, lips reading and other non-verbal communication channels. Visual perception. Difficulties with analysis / synthesis. Learning difficulties experienced by students with hearing impairment include group work.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm – up	The teacher holds a question-and-answer session on previous topics. Method of education with students with disabilities	Question and answer session on the topic covered Students answer the questions asked. Students provide an essay on "Methods of teaching students with disabilities".	25	Pictures and slides
Introduction of the topic / Lecture	Trainer describes the theme and concept of the current session. Explanation of new material	Lesson is held in the form of a lecture-seminar. The teacher provides a list of reading materials or a program of classes in advance so that students with visual impairment have time to order electronic versions of books and other reading materials or so that they can be scanned, recognized and printed in Braille format. In doing so, tries to select materials that are available in electronic format (Word, HTML). Hearing impaired.	35	PPT, Handouts, Lecture, 1.13 22-44 Pages 2.1. 13-33 Pages 2.2. 58-76 Pages 2.6. 112-132 pages
Practical (laboratory)	Strengthen of New material	The teacher uses kinesthetic methods (reading Braille text,	50	1.13 22-44 Pages

	The trainer forms 4 groups and asks them to classify the biological and social causes of violations	methods based on tactile perception: determining weight, temperature, texture, etc.) The lecturer uses for the visually impaired they can be used provided that the visual information is adapted; audio-kinesthetic, which involves the delivery of learning information by hearing and touch.		2.1. 13-33 Pages 2.2. 58-76 Pages 2.6. 112-132 pages Additional literature
Group Assignment	The trainer forms 4 groups and asks them to classify the biological and social causes of violations.	The trainer uses the most informative methods for students with disabilities and persons with disabilities, based on multisensory perception of information, where the process of receiving and transmitting information involves two or more channels - multimodal teaching methods. They allow using all preserved senses for learning: audiovisual, presentation-based learning methods that involve visual and auditory perception.	50	Additional literature listed at the end of this part.
Individual work	Teacher gives a list of further reading for trainees to learn more about the topic and to gain knowledge and skills	The lesson uses audio-kinesthetic methods of teaching outline, including methods of work with Tiflo-technical means (Braille printer, Tifloflasplayer, etc.), outline by means of relief-point system of L. Braille.	50	Additional materials

Evaluation and outcome	If you are working with text in a lesson, give the student with visual impairment time to find the right place when answering. Do not customize it	If a student uses a screen-access program for work, then when listening to assignments, extra time must be given so that he can listen to the wording of the questions before the recording begins to sound, and pause during the sound. If the student owns the Braille system, then the task is best printed on a Braille printer.		
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Reference in original languages

1. Раҳмонов З.П., Раҳмонова Д.З. Методикаи инкишофи нутқ ва шунавоии кӯдакони ношунаво Ҳуҷанд. 2017.-124с.
2. Акимускин В.М. Моргулис И.С. Основы тифлологии. - Киев, 1980 - 338с.
3. Ермаков В.П., Якунин Г.А. Основы тифлопедагогтики: Развитие, обучение и воспитание детей с нарушениями зрения: Учеб. пособие для студ. высш. учеб. заведений. - М.: Гуманит. изд. центр ВЛАДОС, 2000. - 240 с.
4. Раҳмонов З.П. Асосҳои дефектология. —Ҳуҷанд, Меъроҷ. 2011.-104с.

Reference in English

1. Rahmonov Z.P., Rahmonova D.Z. Methods of development of speech and hearing development of deaf children. Khujand – 2017-124p.
2. Akimushkin V.M. Morgulis I.S. Fundamentals of typhology. - Kiev, 1980 - 338 p.
3. Ermakov V.P., Yakunin G.A. Fundamentals of typhlopedagogy: Development, training and education of children with visual impairments: Textbook. Allowed for students of higher educational institutions. - M.: Humanity. publishing center VLADOS, 2000. - 240 p.
4. Rahmonov Z.P. Fundamentals of Defectology. —Khujand, Meroj. 2011.-104p.

Module Name: Challenges faced by students with autism and methods of teaching

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK SEVEN

DATE:

AIMS:

- to introduce trainees with the concept of autism
- to acquaint trainees with the field of autism disorders, communication disorders (reduced level or lack of age-appropriate social contacts with other people);
- to address stereotypical or repetitive behavior, instead of activities that require imagination;
- to introduce trainees to the use of assistive technologies and equipment;
- to be able to carry out corrective work with students with autism;
- to develop a cognitive interest in the subject, to develop trainees' disabilities thinking, observation, attention, memory, to develop logic, logical speech;

The main areas of correctional and pedagogical work used in the lesson:

- stimulation of sensory functions (visual, auditory perception);
- formation of representations;
- development of hand-eye coordination and functionality of the hand and fingers;
- mastery of the letter.
-

ACHIEVED AIMS:

- familiarized themselves with teaching methods in working with autism students in the process of a lesson;
- personal: the manifestation of educational and cognitive interest in new general ways of solving tasks;
- the student is able

EXTRA NOTES:

Another problem is that the vast majority of studies and descriptions of autism are devoted to the diagnosis of children and the impact of autism on the tasks of child development - games with peers, learning skills, family relationships and so on. Although the symptoms of autism do not change after a person with autism becomes an adult, various manifestations of autism become less or more important as a result of changes in life requirements. Thus, it is not always easy to understand exactly how such a complex disorder affects the lives of adults. Several

models for understanding autism are described below, each of which partially answers these questions.

Scientists have identified three key areas of disruption that seem to be present in all of these children:

1. Disruptions in communication (reduced level or lack of age-appropriate social contacts with other people);
2. Craving for stereotypical or repetitive behavior, instead of activities that require imagination;
3. The absence or delay of speech, or characteristic differences in speech.

The DSM classification uses a slightly complicated formula (at least two symptoms from category 1 and at least one of the symptoms from categories 2 and 3), based on the following three categories:

1. Qualitative violations of social interaction (ability to share, maintain friendships, have a conversation, and so on).
2. Qualitative communication disruptions.
3. Limited repetitive or stereotyped patterns of behavior, interests and activities.

Students with a complex defect. Types of training: full-time, part-time, distance learning.

AUTHISM (early childhood autism), a severe anomaly of the child's mental development, characterized mainly by disturbance of contact with others, emotional coldness, perversion of interests, stereotyped activity. According to numerous studies, autism has a number of neurochemical and neurodynamic abnormalities, but all of them are non-specific, i.e. they are not specific to the disorder in question. More than half of those with autism need hospital care; a large proportion of patients develop signs of chronic schizophrenia after many years in hospital. Most remain disabled for life. Early childhood autism syndrome, RDA syndrome is an emotional and personal development disorder in children, adolescents and adults.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm – up	Recap of the previous class including the individual assignments. Trainer gives the questions to think and answer	Students answer questions The teacher distributes cards where questions are asked on the topic: What types of visual and hearing impairment do you know List teaching methods for students with hearing and visual impairment	25	Pictures and slides

Introduction of the topic / Lecture	Trainer describes the theme and concept of the current session. Explanation of new material	Lesson is held in the form of a lecture-seminar. The teacher provides a list of reading materials or a program of classes in advance so that students with visual impairment have time to order electronic versions of books and other reading materials or so that they can be scanned, recognized and printed in Braille format. In doing so, tries to select materials that are available in electronic format (Word, HTML). Hearing impaired.	35	PPT, Handouts, Lecture, 2.3 77-81 page 2.8 114-153 page
Practical (laboratory)	Strengthen of New material The trainer forms 4 groups and asks them to classify the biological and social causes of violations	The teacher uses kinesthetic methods (reading Braille text, methods based on tactile perception: determining weight, temperature, texture, etc.) The lecturer uses for the visually impaired they can be used provided that the visual information is adapted; audio-kinesthetic, which involves the delivery of learning information by hearing and touch.	50	2.3 77-81 page 2.8 114-153 page Additional literature
Group Assignment	The trainer forms 4 groups and asks them to classify the biological and social causes of violations.	The trainer uses the most informative methods for students with disabilities and persons with disabilities, based on multisensory perception of information, where the process of receiving and	50	Additional literature listed at the end of this part.

		transmitting information involves two or more channels - multimodal teaching methods. They allow using all preserved senses for learning: audiovisual, presentation-based learning methods that involve visual and auditory perception.		
Individual work	Teacher gives a list of further reading for trainees to learn more about the topic and to gain knowledge and skills	The lesson uses audio-kinesthetic methods of teaching outline, including methods of work with Tiflo-technical means (Braille printer, Tifloflasplayer, etc.), outline by means of relief-point system of L. Braille.	50	Additional materials
Evaluation and outcome	If you are working with text in a lesson, give the student with visual impairment time to find the right place when answering. Do not customize it	If a student uses a screen-access program for work, then when listening to assignments, extra time must be given so that he can listen to the wording of the questions before the recording begins to sound, and pause during the sound. If the student owns the Braille system, then the task is best printed on a Braille printer.		2.3 77-81 page 2.8 114-153 page

Reference in original languages

2.3. Дулнев Г.М. Учебно-воспитательная работа во вспомогательной школе. – М.: Владос. 2001.-256

2.8. Саенко Ю.В. Специальная психология. -М.:Акад.Проект.2006.-182с
Reference in English

2.3. Dulnev G.M. Educational work in auxiliary school. - М.: Vlados. 2001.-256

2.8. Saenko Y.V. Special psychology. -М.:Acad. Project.2006.-182p.

Module Name: Didactic Communication

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK EIGHT

DATE:

AIMS:

- to acquaint trainees with the system of mutually determined individual actions of the subjects of the educational process;
- to give an idea of verbal and non-verbal means of communication;
- to give an idea of the Communicants (trainers, trainees) and their social status roles;
- to introduce scientific and methodological provisions;
- to highlight the scheme of modeling didactic communication;
- to give an idea of integrated learning as an important sociocultural phenomenon of general and special education.

The main objectives of the course:

- to form a holistic view of didactic communication as an integral part of general and special education;
- to disclosure of the sociocultural essence of inclusive education, introducing students to the theory and practice of its formation;
- to show the role of inclusive education in the socialization of children in society, give an idea of the special educational opportunities of such children in comparison with ordinary, physiologically healthy children;
- familiarization of trainees with the system of educational services provided to people in the process of inclusive education;
- to create the conditions for a professional worldview of future primary school teachers, speech therapists and special psychologists.

As a result of studying the discipline "didactic communication" the trainees must know:

- modern scientific theories of scientists about didactic communications in the education system of people with disabilities;
- Be able to:

- work in a team of specialists of various profiles to create the conditions of medical-psychological-pedagogical adaptation of students with special needs;
- participate in the activities of methodological groups and associations;
- carry out research activities in the field of general and special education;

Own:

- interpersonal skills;
- the basics of using various means of communication in different types of professional activity;
- an algorithm for a systematic approach to the inclusion of a student with special educational needs in the educational process;
- possess the following competencies:
- readiness for tolerant perception of social and cultural differences, respectful and careful attitude to the historical heritage and cultural traditions;
- ability to bear responsibility for the results of their professional activities;

Additional notes:

The didactic interaction within the educational environment of the lesson is carried out using verbal and non-verbal means of communication, and, depending on the structure or specific stage of the lesson, the communication of the participants in communication has its own characteristics, which are caused by the didactic situation - a fragment of the lesson that has a local purpose.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm – up	Recap of the previous class including the individual assignments. Question-answer conversation on the topic	Question-answer conversation on the topic training discussion on the topic	25	Pictures and slides
Introduction	Trainer describes	Presentation on the topic	35	PPT,

n of the topic / Lecture	the new topic and concept of the current session. Explanation of new material	"didactic communications"		Handouts, Lecture, 1.14 67-78 2.14 32-56
Practical (laboratory)	Strengthen of New material	The communicative orientation of the learning process	50	PPT, Handouts, Lecture, 1.14 67-78 2.14 32-56
Individual work	Teacher gives a list of further reading for trainees to learn more about the topic and to gain knowledge and skills	An essay on the topic "The Role of Communication in the teaching of a students with special needs"	50	Additional materials
Evaluation and outcome	If you are working with text in a lesson, give the student the opportunity to write a test.	Student's independent work. If a student uses textbooks for work, then during assignments it is necessary to give additional time so that he can prepare a test in three forms		

Reference in original languages

1.14. Титов В.А. Специальная педагогика: Конспект лекций. – М.: «Приориздат», 2004. – 224 с.ва ғайраҳо.

Reference in English

1.14. Titov V.A. Special pedagogics: Summary of lectures. - Moscow: "Prior Publisher", 2004. - 224 p and others

**Module Name: Features of planning work with people with special needs:
drawing up a curriculum**

Name of Trainer:

WEEK NINE

DATE:

AIMS:

- to introduce trainees to the concept of curriculum content;
- to introduce trainees to the phenomenon of national curricula, adapting the curriculum, curriculum decision-making;
- to introduce trainees to the process of differentiating learning objectives;
- convey to trainees the dilemmas associated with curriculum adaptation;
- to explain trainees the peculiarities of curriculum adaptation;
- to develop a cognitive interest in the subject, develop thinking, observation, attention, memory, develop logic, logical speech;
- foster the development of a healthy lifestyle and relieve fatigue in class to better learn the material.

As a result of the study the trainees have gained

- got acquainted with the concept of curriculum and curriculum adaptation;
- understood the features of the development of a model of curriculum adaptation;
- a cognitive interest in the subject has formed, to develop students' disabilities thinking, observation, attention, memory, to develop logic, logical speech;

Additional notes:

When adapting curriculum content, teachers need to modify the learning objectives, to be clear what different students will be expected to achieve. Important aspects are: equal opportunity, the amount of support given to students, multiple representations of concepts, the formation of a steady interest in the chosen profession, the formation of a value attitude to the chosen profession, the formation of a value attitude to oneself, others, nature to humanity.

At the university it is necessary to develop a planning system:

- The schedule of educational work

- Work plan of the offence prevention council
- Library work plan
- Plan for collaboration with institutions for preventive work with students
- Work plan of a social educator
- Dormitory educational work plan
- Calendar of physical education and sports events.

It is necessary to find an individual approach to each student with special needs, help solve problems that arise, help overcome difficulties, both during the educational process, and in free time.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm – up	Visual demonstration method on the topic under study	The slide explains the topic of the lesson. Tables with output data on drawing up curriculum are demonstrated. Students answer questions: - what is curriculum? - which priorities are important in curriculum decision-making.	25	Pictures and slides
Introduction of new material. Lecture	Using the demonstrative method to convey to students the essence and concept of building the curriculum	The lesson is held in the form of training. After explaining the topic, a question is raised for discussion in the audience: What do you think, what results can a universal curricular design have? Student responses are recorded. For each answer students write an extended essay.	35	PPT, Handouts, Lecture, 1.3. 45-144 2.4. 55-62
Practical (laboratory)	Consolidation of new material	The communicative orientation of the learning process. The interaction of students in	50	PPT, Handouts, Lecture,

		groups.		1.3. 45-144 2.4. 55-62
Consolidation of new material	Work in pairs. The trainer asks the paired groups to identify the features of planning work with people with special needs: drawing up a curriculum.	Case method. This technique compares the answers suggested by students. The pros and cons are determined. Work in paired groups. Presentation of new ideas on the removing all barriers to learning and ensuring the participation of all those at risk or vulnerable to exclusion and marginalization from educational activities.		
Individual work	Trainer will list more literature for trainees to learn more about the topic and gain knowledge and skills.	Individual work is given to students: Represent the way you achieve differentiation and personalization in the classroom activity.	50	Additional materials Additional literature
Assessment and Result	The content of the proposed ideas on curriculum decision-making is evaluated.	If a student uses an electronic whiteboard to work, to explain the ideas put forward, then the brevity and content of the presentation are evaluated.		To control knowledge, you can use audio tests containing questions and assignments recorded at a specific

				time interval.
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Reference

Huda, M., Maseleno, A., Shahrill, M., Jasmi, K. A., Mustari, I., & Basiron, B. (2017). Exploring adaptive teaching competencies in big data era. *International Journal of Emerging Technologies in Learning (iJET)*, 12(03), 68-83.

Schipper, T. M., van der Lans, R. M., de Vries, S., Goei, S. L., & van Veen, K. (2020). Becoming a more adaptive teacher through collaborating in Lesson Study? Examining the influence of Lesson Study on teachers' adaptive teaching practices in mainstream secondary education. *Teaching and Teacher Education*, 88, 102961.

Schipper, T., Goei, S. L., de Vries, S., & van Veen, K. (2018). Developing teachers' self-efficacy and adaptive teaching behaviour through lesson study. *International Journal of Educational Research*, 88, 109-120.

Weiss, S., Muckenthaler, M., Heimlich, U., Kuechler, A., & Kiel, E. (2019). Teaching in inclusive schools. Do the demands of inclusive schools cause stress?. *International Journal of Inclusive Education*, 1-17.

Westwood, P. (2018). *Inclusive and adaptive teaching: Meeting the challenge of diversity in the classroom*. Routledge.

To assist the Headmaster of the Special School. Compiled by V.V.Gribov, A.V.Melikin, G.D.Kuznetsov's editors. - Moscow: Enlightenment, 1982.– 407 c.

Basics of Inclusive Education. Editor-in-Chief. Natalya Sofia, Irina Karimova. - Dushanbe.2013. -244 p.

Additional

1. Aismontas B.B. Experience in the development and testing of a model of an educational and methodological center for distance learning of students with disabilities and disabilities // Scientific and educational information environment of the XXI century: Materials of the IX All-Russian Scientific and Practical Conference / ed. N.S. Ruzanova. Petrozavodsk, 2015. S. 6–12.

Module Name: Creating a learning environment: adaptation and modification

Name of Trainer: WEEK TEN

DATE:

AIMS:

- Designing learning activities adapted to the specific needs of SEN children;
- Implementation of activities adapted to the specific needs of students with SEN;
- Promoting a responsible and open attitude towards the issue of inclusion.
- Strengthening the specific values of the inclusive school.

As a result of the study the trainees have gained

- got acquainted with the concept of adapting learning environment;
- understood the features of some models of the adapting the educational activities;
- a cognitive interest in the subject has formed, to develop students' disabilities thinking, observation, attention, memory, to develop logic, logical speech;

Additional notes:

The main task of educational work with students with disabilities is the realization of individual and creative interests of the individual, the activation of the independence of students with disabilities in the educational process, the formation of a steady interest in the chosen profession, the formation of a value attitude to the chosen profession, the formation of a value attitude to oneself, others, nature to humanity.

At the university it is necessary to develop a planning system:

- The schedule of educational work
- Work plan of the offence prevention council
- Library work plan
- Plan for collaboration with institutions for preventive work with students
- Work plan of a social educator
- Dormitory educational work plan

➤ Calendar of physical education and sports events.

It is necessary to find an individual approach to each student with special needs, help solve problems that arise, help overcome difficulties, both during the educational process, and in free time.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm – up	Visual demonstration method on the topic under study	The slide explains the topic of the lesson. Tables with output data on the implementation of inclusive education are demonstrated. students answer questions: - what is inclusive and adaptative teaching? - which teaching methods are more appropriate.	25	Pictures and slides
Introduction of new material. Lecture	Using the demonstrative method to convey to students the essence and concept of building the educational process in adapting teaching methods and resources	The lesson is held in the form of training. After explaining the topic, a question is raised for discussion in the audience: What do you think, what results can an adapting teaching give? Student responses are recorded. For each answer students write an extended essay.	35	PPT, Handouts, Lecture, 1.3. 45-144 2.4. 55-62
Practical (laboratory)	Consolidation of new material	The communicative orientation of the learning process. The interaction of students in groups.	50	PPT, Handouts, Lecture, 1.3. 45-144 2.4.

				55-62
Consolidation of new material	Work in pairs. The trainer asks the paired groups to develop a system for planning the educational process in adapting student-centred approaches.	Case method. This technique compares the answers suggested by students. The pros and cons are determined. Work in paired groups. Presentation of new ideas on the development of a system for planning the educational process adapting student-centred approaches.		
Individual work	Trainer will list more literature for trainees to learn more about the topic and gain knowledge and skills.	Individual work is given to students: to develop a system of psychological and pedagogical support for adapting students with disabilities and disabilities to the university (example of a differentiated worksheet)	50	Additional materials Additional literature
Assessment and Result	The content of the proposed ideas on the development of a planning system for the in adapting teaching methods and resources is evaluated.	If a student uses an electronic whiteboard to work, to explain the ideas put forward, then the brevity and content of the presentation are evaluated.		To control knowledge, you can use audio tests containing questions and assignments recorded at a specific time

				interval.
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Reference in English

Huda, M., Maseleno, A., Shahrill, M., Jasmi, K. A., Mustari, I., & Basiron, B. (2017). Exploring adaptive teaching competencies in big data era. *International Journal of Emerging Technologies in Learning (iJET)*, 12(03), 68-83.

Schipper, T. M., van der Lans, R. M., de Vries, S., Goei, S. L., & van Veen, K. (2020). Becoming a more adaptive teacher through collaborating in Lesson Study? Examining the influence of Lesson Study on teachers' adaptive teaching practices in mainstream secondary education. *Teaching and Teacher Education*, 88, 102961.

Schipper, T., Goei, S. L., de Vries, S., & van Veen, K. (2018). Developing teachers' self-efficacy and adaptive teaching behaviour through lesson study. *International Journal of Educational Research*, 88, 109-120.

Weiss, S., Muckenthaler, M., Heimlich, U., Kuechler, A., & Kiel, E. (2019). Teaching in inclusive schools. Do the demands of inclusive schools cause stress?. *International Journal of Inclusive Education*, 1-17.

Westwood, P. (2018). *Inclusive and adaptive teaching: Meeting the challenge of diversity in the classroom*. Routledge.

To assist the Headmaster of the Special School. Compiled by V.V.Gribov, A.V.Melikin, G.D.Kuznetsov's editors. - Moscow: Enlightenment, 1982.– 407 c.

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Additional

Aismontas B.B. Experience in the development and testing of a model of an educational and methodological center for distance learning of students with disabilities and disabilities // Scientific and educational information environment of the XXI century: Materials of the IX All-Russian Scientific and Practical Conference / ed. N.S. Ruzanova. Petrozavodsk, 2015. S. 6–12.

Module Name: Psychological protection. Communication Barriers

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK TWELVE

DATE:

AIMS:

- ✓ to identify ways to remove communication barriers among students with disabilities;
- ✓ to create conditions for didactic interaction within the educational environment;
- ✓ to acquaint students with the features of verbal and non-verbal communication
- ✓ to convey to students the essence and concept of didactic communication;
- ✓ to explain to students the features of the integration of people with disabilities;
- ✓ to develop a cognitive interest in the subject, to develop students' disabilities thinking, observation, attention, memory, to develop logic, logical speech;
- ✓ to promote the development of a healthy lifestyle and the removal of fatigue in the lesson for better absorption of the material;

As a result of the study the trainees have gained

- ✓ got acquainted with the concepts of “psychological defense” and “communication barrier”
- ✓ got acquainted with the features of verbal and non-verbal communication
- ✓ understood the features of integration of people with disabilities;
- ✓ studied the literature on the nature and concept of didactic communication.

Additional notes:

The didactic interaction within the educational environment of the lesson is carried out using verbal and non-verbal means of communication, and, depending on the structure or specific stage of the lesson, the communication of the participants in communication has its own characteristics, which are caused by the didactic situation - a fragment of the lesson that has a local purpose. Thus, didactic communication is communication, the purpose of which is to establish dialogic relations between the subjects of the educational process.

Integration of people with disabilities into society. Education for people with disabilities along with “healthy” people. Negative attitude of people without disabilities towards people with disabilities. The task of society is to help people with disabilities. Social benefits and benefits.

Analyzing studies of the psychological characteristics of people with disabilities, we proposed introducing the concept of “the problem field of socializing a person with disabilities”, one of the structural elements of which, from our point of view, is barrier (difficult, limited) interaction and communication as in a differentiated (separate) and in an inclusive (united) social environment. Therefore, an important component of the content of social education of children with disabilities can be recognized as their training in interacting with healthy people and people with disabilities in various formal and informal social institutions. The content of the training material - plays an important role in a specific communicative didactic situation, but when building a model, this component can be neglected. One of the trends in the development of education in the Republic of Tajikistan today is recognized as the dissemination of the experience of joint (inclusive) education of students with disabilities and their peers without developmental disabilities. According to experts of public (civilian) institutions, the spread of inclusive education is associated with the recognition of humanistic and democratic rights and freedoms of the individual, including the right to an external (physical) and internal (cultural, national) distinction, which has been actively promoted in our country over the past twenty years. From the foregoing, we can conclude that the theoretical study of the phenomenon of inclusive education of children with disabilities (determining the nature, patterns, functions of inclusive education) and the applied study of the specifics of the organization and implementation of inclusive education (selection and implementation of various types) are relevant. and forms of inclusive education, the creation of variable conditions for the implementation of inclusive education in various in the Republic of Tajikistan, a description of general and distinguishing aspect of the physical and social development of children with disabilities enrolled in inclusive educational environment).

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm – up	Visual demonstration method on the	The topic is explained using several audio and video sources.	25	Slides, tables

	topic under study			
Introduction of new material. Lecture	Using the demonstrative method to convey to students the features of removing communication barriers among students with disabilities and creating conditions for didactic interaction within the educational environment.	The lesson is conducted using interactive methods. In the audience there is a complex interaction of the teacher with students: students get acquainted with the features of verbal and non-verbal communication and the essence and concept of didactic communication.	35	PPT, Handouts, Lecture, 2.8 32-67 p. 2.10 78-99p.
Practical (laboratory)	Consolidation of new material	Integrated teacher-student interaction	50	
Consolidation of new material	The role-playing method is applied when applying didactic communication. Students are given a specific psychological situation, in which decisions should be applied verbal and non-verbal ways of communication	To learn how to communicate effectively and use verbal means of communication, you need to not only improve your speech, know the rules of your native language or learn foreign languages, although this is certainly very important. In this regard, one of the main points is the ability to talk also in a psychological sense. Too often, people have various psychological barriers or fear to establish contacts with		

		<p>other people. For successful interaction with society, they need to be identified and overcome on time.</p> <p>When consolidating the material, it is important to build a student dialogue in which this problem is addressed.</p>		
Individual work	<p>trainer will list more literature for trainees to learn more about the topic and gain knowledge and skills.</p>	<p>Students are given individual work: For each type of verbal communication, make a sketch of the presentation: what does this type of communication imply:</p> <ul style="list-style-type: none"> • Communicative (interaction between people). Language is the main form of full-fledged communication between a person and his own kind. • Accumulative. With the help of language, we can store and accumulate knowledge. If we consider a certain person, then this is his notebooks, notes, creative works. In the global context, these are fiction and written monuments. • Cognitive. With the help of language, a person can acquire knowledge contained in books, films, or other people's minds. • Constructive. With the help of language, it is easy to form thoughts, to 	50	Additional materials

		<p>clothe them in a material, clear and concrete form (either in the form of an oral verbal expression, or in a written form).</p> <ul style="list-style-type: none"> • Ethnic. Language allows you to unite peoples, communities and other groups of people. • Emotional. Using the language, you can express emotions and feelings, and it is here that their direct expression with the help of words is considered. But basically, this function, of course, is performed by non-verbal means of communication. 		
Assessment and Result	The content of the proposed ideas for introducing verbal and non-verbal methods into the communication of students is evaluated.	The idea presented by students about how to remove psychological barriers in communication is evaluated.		To control knowledge, you can use audio tests containing questions and assignments recorded at a specific time interval.

Reference in original languages

2.8. Саенко Ю.В. Специальная психология. - М.: Акад. Проект. 2006. - 182 с.

2.10. Ульенкова У.В. Дети с задержкой психического развития. Изд. второе, исправлений и дополнений. – Н. Новгород: НГПИУ, 1994, 230 с.

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1. Казанская, В. Г. Педагогическая психология : учебное пособие. – СПб.:Питер, 2003. – 366 с.
2. Коваленко, Н. П. Психология успеха. Постановка и достижение цели. – М.:Олма-Пресс, 2003. – 160 с.
3. Кузин, В. С. Психология : учебник. – М. : Агар, 1997. – 304 с.

Reference in English

2.8. Saenko, Yu.V. Special Psychology.-M.: Acad. Project.2006. -182 p.

2.10. Ulyenkova U.V. Children with mental retardation. Ed. second, corrections and additions. - N. Novgorod: NGPU, 1994, 230 p.

Additional

1. Kazan, V. G. Pedagogical psychology: a training manual. - SPb.: Peter, 2003.- 366 p.
2. Kovalenko, N. P. Psychology of success. Setting and achieving a goal. - M.: Olma-Press, 2003-160 p.
3. Kuzin, V. S. Psychology: a textbook. - M.: Agar, 1997.- 304 p.

Module Name: Interpersonal relationships

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK Thirteen

DATE:

AIMS:

- to determine the psychological characteristics of people with disabilities;
- to study the features of fixing the position of people in the system of group ties;
- to determine the priorities of the person's desire for communication;
- to develop a cognitive interest in the subject, to develop students' disabilities thinking, observation, attention, memory, to develop logic, logical speech;
- to promote the development of a healthy lifestyle and the removal of fatigue in the lesson for better assimilation of the material;

As a result of the study the trainees have gained

- can determine the psychological characteristics of people with disabilities;
- will study the features of fixation of people's position in the system of group relations;
- will determine the priorities of a person's desire to communicate;
- will develop cognitive interest in the subject, develop thinking, observation, attention, memory, logical speech;

Additional notes:

Locating a person's position in a group communication system. Partner relations with peers. Internal world. formation of interpersonal relations Slow mental and personal development. Cooperation between educators, teachers, medical workers. Violations of the intellect affect the development of interpersonal communication. The desire of the individual to communicate. The situation in the system of interpersonal relationships. Possibilities of correction of the defect. The dialectical nature of the development of the child.

Formation of public consciousness in relation to people with disabilities has deep historical roots caused by evolution of human society. Progressive development of society led to the fact that in public consciousness disability was reflected as a sentence to loneliness, indifference, pitifully squeamish and sometimes cruel attitude from the side of physically healthy people, miserable

pension and life in boarding school. 80% of our fellow citizens, who have a defined disability due to their health condition, do not work. Only 14% of people with disabilities can find jobs on their own. But even after getting a job, a disabled person, as a rule, cannot count on the same salary as a healthy person: employers believe that if a person receives a pension, he does not need to pay a decent salary. And only in the new millennium has the approach to people who were born or became disabled by fate significantly changed. Assistance to people with disabilities, which has long been implemented with varying degrees of success, has been replaced by progressive ideas for socio-psychological adaptation of people with disabilities through their inclusion in society as full members. Despite the fact that the essence of disability at the level of the declaration was defined by legal, economic, industrial and psychological peculiarities as early as December 20, 1993 at the 48th session of the UN General Assembly ("Standard rules of ensuring equal opportunities for disabled people: basic principles of interaction between society and people with disabilities"), a serious aspect of this problem is associated with the emergence of real difficulties of an objective and subjective nature that do not allow people with disabilities to actively participate in society. First of all, they should include social and psychological barriers to the integration of people with disabilities into all spheres of social activity. The basis of social barriers is the state's social policy, the content of which is largely oriented and expresses the interests of a "healthy" part of the population. As a result, production, everyday life, culture, leisure and social services remain unsuitable for the needs of people with disabilities.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm – up	Visual demonstration method on the topic under study	The topic is explained using several audio and video sources.	25	Slides, tables
Introduction of new material. Lecture	Using the demonstrative method to convey to students the characteristics of interpersonal relationships in groups, as well	To create in the lesson a situation of explicability (accessibility) for observation from the outside and registration by other people; situationality - specific conditions of activity, norms, rules; reflexivity	35	Electronic board Handout, Lecture, 1.14. pages: 103-109 2.4 76-133

	as ways of effective communication	polysemy - the dependence of its perception on the conditions of implementation and assessments of its participants. This technique is used to prepare students for interpersonal relationships in different social conditions and circumstances.		2.11 155-172
Practical (laboratory)	Consolidation of new material	Integrated interaction of the teacher with students:	50	
Consolidation of new material	The game method is conducted: How to behave in different life circumstances. Students choose tickets in which questions of different life circumstances are provided. The students' task is to formulate the answers in such a way that the answers provide for interpersonal relationships.	You can apply the methodology for the diagnosis of interpersonal relations T. Liri. The methodology was developed by T. Liri, G. Leforge, R. Sazek in 1954 and is designed to study the subject's representations of himself and the ideal "I", as well as to study relationships in small groups. With the help of this technique, the prevailing type of relationship to people in self-esteem and mutual evaluation is revealed.		
Individual work	trainer will list more literature for trainees to	Students are given individual work:	50	Additional materials

	learn more about the topic and gain knowledge and skills.			
Assessment and Result	The content of the proposed ideas for introducing verbal and non-verbal methods into the communication of students is evaluated.	Since the systematics of the methods of psychodiagnostic evaluation of interpersonal relationships is possible on various grounds: a) based on the object (diagnosis of relations between groups, intra-group processes, dyadic relations, etc.); b) based on the tasks solved by the survey (identification of group cohesion, compatibility, etc.); c) based on the characteristics of the methods used (questionnaires, projective methods, sociometry, etc.); d) based on the starting point of the diagnosis of interpersonal relations (methods of subjective preferences, methods of identifying subjective reflection of interpersonal relationships, etc.). Students are given the task to generalize and justify the systematics of the methods of psychodiagnostic evaluation of interpersonal relations in		To control knowledge, you can use audio tests containing questions and assignments recorded at a specific time interval.

		the form of a brief review.		
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Module Name: Team and personality. Socio-psychological characteristics of the interaction of people in a small group

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK Fourteen

DATE:

AIMS:

- to define the concept of personality and team;
- to study the role of the collective personality formation;
- to determine the socio-psychological characteristics of the interaction of people in a small group;
- to identify the problem of successful adaptation of students with disabilities in a university
- to develop a cognitive interest in the subject, to develop students' disabilities thinking, observation, attention, memory, to develop logic, logical speech;
- to promote the development of a healthy lifestyle and the removal of fatigue in the lesson for better assimilation of the material;

As a result of the study the trainees have gained

- can determine the psychological characteristics of people with disabilities;
- will study the features of fixation of people's position in the system of group relations;
- will determine the priorities of a person's desire to communicate;
- will develop cognitive interest in the subject, develop thinking, observation, attention, memory, logical speech;

Additional notes:

Social adaptation refers to the process of actively adapting a person to new social conditions of life. The problem of successful social adaptation of students with disabilities in a university is largely due to the organization of the process of educational and extracurricular activities of students. To solve the problems of successful adaptation of students with disabilities should use the potential of the student study group. A group has a greater impact potential than an individual. This is due to the following features of group interaction. Firstly, the group is a kind of “model” of life, a “society in miniature”, where various features of behavior and interpersonal relationships are manifested. Secondly, when creating an atmosphere of acceptance and trust in a group, a student with a disability has

the opportunity to feel himself in psychological safety, to become more open to a new experience. Thirdly, within the framework of group interaction, it becomes possible to obtain effective feedback from participants about their own behavior, activities, communication, and self-perception. The group becomes a kind of “mirror” reflecting the personality.

In the context of modernization of modern education, the introduction of new standards, the desire to transfer the consciousness of the younger generation to spiritual and moral guidelines, the idea of humanization and equal educational opportunities is being updated. It was the ideas of humanization, individualization that led to the emergence of the Concept of inclusive education in the Republic of Tajikistan, which notes the rights of children with disabilities and their parents to get an education in an educational institution.

Maintaining a culture of inclusive education, realizing its ideas, higher education institutions of the republic operate in an innovative mode every day due to the fact that inclusive education is a gradual, detailed and very careful process of including people with special educational needs in the general educational environment, which should mainly correspond to his individual needs and capabilities.

The creation of special educational conditions for students with disabilities and their further implementation is possible with the team interaction of all participants in the educational process. However, the school’s work experience at the first stage of the project implementation showed that the activities of specialists were not always truly a team, as each of them solved its own highly specialized tasks.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm – up	Visual demonstration method on the topic under study	The topic is explained using several audio and video sources.	25	Slides, tables
Introduction of new material. Lecture	Using the visual demonstration method to convey to students the	Create a situation of success among students with special needs in the social environment at the lesson	35	Electronic board Handout, Lecture, 1.14. 114-121

	features of the individual's place in the team			1.1 65-88 2.5 111--131
Practical (laboratory)	Consolidation of new material	Integrated interaction of the teacher with students:	50	
Consolidation of new material	Brainstorming Method: How to determine the place of personality in a team. What is the place of the personality in the team, etc.	<p>A number of these techniques can be applied: The method of direct brainstorming.</p> <p>In contrast to the classical brainstorming method, the process of formulating a problem (goals, constraints, etc.) is also carried out using the brainstorming method, with the same composition of participants.</p> <p>The method of mass brainstorming.</p> <p>Used to solve global problems. A competent group is created which divides the initial task into parts. Then a brainstorming method is carried out separately for each block. The next stage is to gather group leaders and discuss all the ideas.</p> <p>The method of double (paired) brainstorming.</p> <p>Introduction of criticism of ideas. Stages: direct brainstorming, discussion, continuation of ideas.</p>		

		<p>Reverse brainstorming. Used to implement projects consisting of many stages (elements). In case of failure of one stage - disruption of the whole process.</p> <p>Therefore, the most important thing is to make sure that every element is correct. The purpose of brainstorming is to maximize the identification of all defects. Stages: drawing up a list of existing, potential and possible future shortcomings with the help of brainstorming; their ranking.</p> <p>The method of ship's council.</p> <p>Orders are made in accordance with the hierarchy.</p> <p>Disadvantages: when an idea comes up after its turn, it cannot be expressed.</p> <p>The method of conference of ideas.</p> <p>It is a method of brainstorming, but a more relaxed environment, such as a round table.</p>		
Individual work	trainer will list more literature for trainees to learn more about the topic and gain	Students are given individual work:	50	Additional materials

	knowledge and skills.			
Assessment and Result	<p>Brainstorming Method with Idea Assessment Applied</p> <p>This is a combination of the double, individual and inverse method. Used to solve extra urgent problems. High requirements for participants: qualification, composure, the ability to participate in the brainstorming method.</p> <p>Stages: generating ideas, familiarizing all participants with ideas and comments, and independently evaluating options, choosing several (3-5) best options with their strengths and weaknesses, discussing with</p>	<p>Students are given individual work:</p> <p>The method is applied Method "635"</p> <p>Six people express three ideas on a given question in five minutes.</p> <p>Then the sheets with their opinions are transmitted, for example, clockwise.</p> <p>Over the next five minutes, each participant should familiarize themselves with all the proposals of their neighbor and detail them.</p> <p>This is done until everyone has worked on all the ideas of the group.</p> <p>In half an hour, at the most, 18 developed proposals are ready. The next half hour is given for discussion, addition and selection of the best options.</p> <p>Moderation method</p> <p>Participants fill out three cards with a brief description of the problems (anonymously). The moderator shuffles the received cards and, in turn, announces their contents, suggesting that they be assigned to certain groups. If the opinions of the participants differ, the final decision belongs to the author of this card.</p>		<p>To control knowledge, you can use audio tests containing questions and assignments recorded at a specific time interval.</p>

	<p>mini-assaults, narrowing down the list of best options with clarifying the strengths and weaknesses, individual presentations of the best options and their collective ranking.</p> <p>Disadvantages: stress, conflict.</p> <p>Advantages: removing the effect of the "single brain", the ability to organize constructive criticism.</p>	<p>As a result, all problems are divided into groups (clusters).</p> <p>Each cluster is discussed. The following options are offered: exclusion (inclusion) of any problems from it, splitting into several smaller groups, or, conversely, their enlargement.</p> <p>The general name of the clusters is being developed. Their relative importance is determined.</p>		
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Module Name: Pedagogical interaction

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK FIFTEEN

DATE:

AIMS:

- to reveal the role of communication in the educational process
- to introduce trainees to the structure of communication and communication functions
- to explain the following statements:
 - The communicative component is the exchange of information between the subjects of communication.
 - The interactive component is a common interaction strategy: cooperation, cooperation and competition.
 - The perceptual component is perception, study. Understanding, evaluation by partners in communication of each other.
 - Various new approaches in pedagogical practice (pedagogy of cooperation, communal methodology, etc.) from a psychological point of view are associated with the transition from a system of concepts and a “subject-object” analysis scheme to the “subject-subject” system.

Additional notes:

In pedagogy it is accepted to distinguish six primary functions of interaction of subjects of pedagogical process under condition of optimum and favorable pedagogical dialogue:

- **constructive function**, which is a pedagogical interaction between teacher and student, in which the content of knowledge and the practical importance of the subject are discussed and interpreted;
- **organizational function**, which acts as an organization of collective, (common) teaching activities of the teacher and the student, mutual personal awareness and joint responsibility for success in the educational process;
- **communication-stimulating function**, which is a combination of all kinds and different forms of educational and cognitive activities (individual, group and frontal), the organization of mutual assistance, with the aim of such as pedagogical cooperation; introducing students to what they need to learn, understand in the classroom and what skills they need to learn;

- **information and educational function**, which looks like a representation of the relationship between the subject of study and production in order to most correct and accurate world view and orientation of the student in the events of social life; maneuverability degree of information capacity of training sessions and its fullness in combination with the emotional presentation of new educational material, based on the visual and sensitive sphere of students;
- **emotionally correcting function**, which is the implementation of the principles of "open outlook" and "victorious" learning in the process of learning when changing the behavior of learning activities; having a trusting relationship between the teacher and the student;
- **control and evaluation function**, which is a teacher-student relationship, joint debriefing and evaluation with self-monitoring and self-assessment.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm – up	The teacher holds a question-and-answer session on previous topics. Congenital and acquired anomalies	The teacher starts the lesson with case technology, which is based on analyzing simulated or real situations and finding a solution.	25	Pictures and slides
Introduction of the topic / Lecture	Trainer describes the new topic and concept of the current session. Explanation of new material	The teacher gives a problem lecture. That is, the teacher does not raise ready-made statements, but only raises questions and indicates the problem.	35	PPT, Handouts, Lecture, 1.10 33-55 1.11 87-101 2.11 133-156
Practical (laboratory)	Consolidation of new material	The teacher uses didactic games. Game systems can also be referred to as interactive teaching methods.	50	PPT, Handouts, Lecture, 1.10 33-55 1.11

				87-101 2.11 133-156
Individual work	trainer will list more literature for trainees to learn more about the topic and gain knowledge and skills.	Teach independent search, analysis of information and development of the right solution to the situation, teach to work in a team: to respect the opinion of others, to show tolerance.	50	Additional materials 1.10 33-55 1.11 87-101 2.11 133-156
Group assignment	The trainer forms 4 groups and asks them to classify the biological and social causes of violations.	The trainer uses a brainstorming stream of questions and answers, or suggestions and ideas on a given topic, in which the analysis of correctness or incorrectness is made after the storm.		1.10 33-55 1.11 87-101 2.11 133-156

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Module Name: Parents of students with special needs as key partners in educating their children and protecting their rights

Name of Trainer: Prof. Rahmonov Zikriyo and Elmurodova Sadbarg

WEEK SIXTEEN

DATE:

AIMS:

- to introduce and reveal the essence and meaning of the Concept of inclusive education in the Republic of Tajikistan;
- to interpretation and explain the essence and meaning of the Law on parental responsibility for the education and upbringing of children;
- to disclose the functions of parents to improve the education of disabled students

Additional notes:

One effective way to help a family raising a child with disabilities is through a "parent club". The Parents' Club, as an association of parents raising a child with special developmental needs, has the following objectives:

- Formation of the parents' adequate perception of their child: it is important to move away from the concept of "disease" and move to the concept of "special laws of development";
- the formation of a favorable microclimate in the family to maximize the disclosure of students' personal, creative and social resources;
- Formation of partner relations between parents and institutions implementing the interrelation and complementarity of knowledge, enrichment with experience;
- personal and social development of parents, formation of skills for social activity and constructive behavior.

The parent club uses various forms of work. Among them, traditional and non-traditional:

- individual counselling on student personal development;
- organization of field events: visiting theatres, museums, exhibitions, trips to the city, etc.;
- educational seminars;
- psychological trainings; public events;
- press-clubs and thematic round tables; publications of experience of upbringing and training of disabled students in families; meetings with authorities;

- Classes in the "child - parent - specialist" system; participation in the examination of the child's development dynamics.

It is the duty of parents to calm the child, to facilitate his experiences, to create an atmosphere of optimism in the family. Only a social pedagogue can help in this family.

Schedule	Activity	Learning style	Duration (Minutes)	Materials
Warm – up	The trainer starts the lesson cluster, a comparative diagram, which is built on the search for key layers on a particular mini-theme.	The trainer has a question-and-answer session on previous topics. pedagogical	25	2.8 166-179 2.9 166-194
Introduction of the topic / Lecture	The trainer holds a round table, a group type of method that involves collective discussion.	explains the theme and concept of the current session. Explanation of new material.	35	2.8 166-179 2.9 166-194
Practical (laboratory)	The trainer uses case technology. It is based on analyzing simulated or real situations and finding a solution. The trainer uses case technology. It is based on analyzing simulated or real situations and finding a solution.	At the lesson, teachers and students consider the issues of upbringing of disabled children in the modern world. Their problems and the search for solutions.	50	2.8 166-179 2.9 166-194

Individual work	trainer will list more literature for trainees to learn more about the topic and gain knowledge and skills.	Teach independent search, analysis of information and development of the right solution to the situation, teach to work in a team: to respect the opinion of others, to show tolerance.	50	2.8 166-179 2.9 166-194
Group assignment	The trainer uses a presentation that fully discloses the law on parental responsibility for raising children.	The group is divided into two subgroups and each discloses the Parents' Responsibility for Their Children Act.		2.8 166-179 2.9 166-194

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