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TA'LIMI VAZIRLIGI



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Milliy Pedagogika  
Universiteti



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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# MUNDARIJA

Pedagog kadrlar tayyorlashda microteaching metodining tashkiliy asoslari va uni samarali qo'llash mexanizmlari.....	10
<a href="#">Abdiqayumova Malika</a>	
Ijtimoiy pedagogik faoliyatning bolalarning moslashuv ko'nikmalarini shakllantirishdagi o'rni .....	14
<a href="#">Abdullayeva Yulduz Qurbon qizi, Xudayberdiyeva Zilola Azamat qizi</a>	
Talabalarning og'zaki nutqini interfaol usullar yordamida rivojlantirish .....	18
<a href="#">Atamirzayeva Ezoza</a>	
English Language Barriers Among Rural Ecotourism Guides in Uzbekistan .....	22
<a href="#">Aminova Asilaxon Sobir qizi</a>	
Совершенствование методов обучения студентов эффективному управлению временем на основе тайм-менеджмента.....	25
<a href="#">Уразова М. Б., Абатова У. Б.</a>	
Zamonaviy ta'limda innovatsion pedagogik texnologiyalarning o'rni va samaradorligi .....	30
<a href="#">Xurramova Dilso'z Baxtiyor qizi</a>	
Maktabgacha ta'lim tashkilotlarida o'yin asosida ta'limni tashkil etishning pedagogik ahamiyati.....	33
<a href="#">Gaipova Akjunis Qayratovna</a>	
Bo'lajak o'qituvchilarda o'zini o'zi tashkil etish tushunchasi va uning pedagogik mohiyati.....	37
<a href="#">Alimov Bekzod Nematovich</a>	
O'qituvchilarning uzluksiz kasbiy rivojlanish tadbirlarini maktab darajasida boshqarishning integratsiyalashgan yondashuvi .....	41
<a href="#">Ahadova Mushtariybonu Akmal qizi</a>	
Talabalarning tanqidiy fikrlash ko'nikmalarini shakllantirishda innovatsion yondashuvlar .....	48
<a href="#">Xurramova Sanobar Mahmatmurod qizi</a>	
Pedagogical Integration as a Factor of Humanization in Professional Teacher Education .....	53
<a href="#">Yusupova Mukhabbat Anatolyevna</a>	
Yoshlarda iqtisodiy tafakkur shakllanishida etnik muhitning ta'siri.....	58
<a href="#">Erkinova Sevara Najmiddin qiz</a>	
Innovative Approaches to Teaching English in Higher Education: a Methodological Study .....	61
<a href="#">Gulsara Khakimova</a>	
Bo'lajak pedagoglarda kognitiv faollikni rivojlantirishda neyropedagogika asoslari.....	63
<a href="#">Hikmatova Jamila Fatox qizi</a>	
Maktabgacha yoshdagi aqli zaif bolalarning eshituv idrokini rivojlantirish texnologiyalari.....	68
<a href="#">I. S. Xamrayeva, Nuriddinova Muxayyo Ishxodjayevna</a>	
Badiiy matn asosida nutqiy ko'nikmalar va ijodiy tafakkur integratsiyasini ta'minlash metodikasi .....	73
<a href="#">Jo'rayeva Sevinch Abdialim qizi</a>	
Etnopedagogik muhitda maktabgacha katta yoshdagi bolalarning nutqini rivojlantirish.....	77
<a href="#">Murodova Farangis G'anisherovna</a>	
Malaka oshirish jarayonida muammoga asoslangan o'qitish vositasida MTT tarbiyachilarining 4K ko'nikmasini rivojlantirish texnologiyasi .....	81
<a href="#">Ravshanova Xafiza Komilovna</a>	
Maktabgacha ta'lim tashkilotlarida xalq og'zaki ijodi vositalaridan (ertak, maqol, qo'shiq, afsona, doston va boshqalar) foydalanishning nazariy asoslari, xalqaro va milliy tajribasi .....	85
<a href="#">Tog'ayeva Munisa Muxammadiyevna</a>	
Akademik ko'nikmalarni rivojlantirish asosida kelajakdagi o'qituvchining kasbiy kompetensiyasini shakllantirish .....	89
<a href="#">Tursunova Elmira Ulug'bekovna, Rayimova Mushtariy Raup qizi</a>	
Sensor integratsiya autizm spektori buzilishi bo'lgan bolalarning xulq-atvor va hissiy holatiga ta'siri.....	91
<a href="#">Xamidova Muyassar Polsaidovna, Abdullayeva Muslima Shovkat qizi</a>	



Bo'lajak boshlang'ich ta'lim o'qituvchilarining mantiqiy fikrlashini rivojlantirishning pedagogik shart-sharoitlari .....	96
<i>Xoshimova Dilobar Kuchkarovna, Nortosheva Dildora Orif qizi, Avazmurodova Mehribon Sharif qizi</i>	
Инновационная методика нравственного воспитания в начальных классах: подход межпредметной интеграции .....	101
<i>Улугмурадова Шохсанам</i>	
Shaxs o'z-o'zini anglashining ijtimoiy-psixologik jihatlari .....	105
<i>Bobonazarov Oybek Shoyim o'g'li</i>	
Samarqand arxitektura-qurilish instituti va shahar infratuzilmasi rivojlanishi o'rtasidagi bog'liqlik (1950–1990yy).....	108
<i>Abulqosimova Dildora Asrorovna, O'ralov Sodiqjon</i>	
Tabiatshunoslik darslarida steam yondashuvi asosida ta'limni tashkil etish metodlari .....	111
<i>Gulnora Narmatova Tojiyevna</i>	
AI-Mediated Coil in Oral English Teacher Education: a Didactic Model for Developing Intercultural Communicative Competence.....	115
<i>Mukhammadiyeva Khalima Saidakhmadovna</i>	
Pedagogik faoliyatda kasbiy stress jarayonining ijtimoiy psixologik xususiyatlari .....	119
<i>Xotamova Madinabonu Iloxmon qizi</i>	
Pedagogik mahorat fani asosida bo'lajak o'qituvchilarning refleksiv ko'nikmalarini rivojlantirish texnologiyalari.....	123
<i>Xurramova Mohidil Baxtiyorovna</i>	
Bo'lajak kutubxonachilarda ilm-fanga oid bilimlarni o'zlashtirish malakasini shakllantirish .....	126
<i>O'rozov Abdurasul Norboyevich</i>	
Методологические подходы к развитию духовно-творческого потенциала детей младшего школьного возраста .....	130
<i>Хасанова Гулшод Касимовна</i>	
Pedagogik ta'lim transformatsiyasida talabalarning tadqiqotchilik kompetensiyalarini rivojlantirish texnologiyasi.....	134
<i>Rustamova Shoxista Omonjonovna</i>	
O'rta maktab yoshidagi o'quvchilarda voleybol mashg'ulotlarining psixoemotsional holat va ijtimoiy faollikka ta'siri .....	138
<i>Xonimqulova Durdona</i>	
Farzandlar tarbiyasida otalik va onalik hissining shakllanishining o'ziga xosligi .....	141
<i>Tursunboyeva Gavharoy Abdivohid qizi</i>	
O'quv jarayonida raqamli kontent (elektron darslik, multimedia materiallari) yaratish texnologiyalari.....	145
<i>Quvatov Shuxrat Akmurodovich, Rashidov Anvarjon Sharipovich</i>	
Scratch dasturida harflarni vizuallashtirish orqali 1-sinf o'quvchilarining tasavvurlarini rivojlantirish usullarini takomillashtirish.....	150
<i>Normurodova Sadoqat Xoliqulovna</i>	
Vaqtini boshqarish hamda to'g'ri taqsimlashning pedagog hayoti va faoliyatidagi ahamiyati.....	155
<i>Tursunova Nilufar</i>	
Sun'iy intellektning ingliz tili o'qitishdagi roli .....	159
<i>Burxonova Aziza Ikhtiyorovna, Negova Feruza Sharifovna</i>	
Разработка системы адаптивной генерации контрольных вопросов из учебных материалов на узбекском языке на основе гибридного подхода ИИ и таксономии Блума .....	162
<i>Бегалиев Жалолиддин Камолитдинович, Маматов Ислонбек Ильесович</i>	
Применение данных беспилотной авиации для обновления картографических данных .....	168
<i>Хакимов Дониёр Бахтиёр угли, Бурунова Муниса Баходировна</i>	
The Role and Significance of the Acmeological Approach in the Managerial Activity of School Principals.....	172
<i>Normurodova Aziza Zuxriddin qizi</i>	
Bo'lajak pedagoglarda tarbiya darslarini samarali tashkil etishga o'rgatish: mazmuni, shakli va metodlari ..	178
<i>Sheraliyeva Nasiba Alimkulovna</i>	
Maktabgacha yoshdagi bolalarda ijtimoiy xulq-atvorni shakllantirishda ota-ona tarbiya uslublarining pedagogik imkoniyatlari.....	184
<i>Ashurova Aziza Erkinovna</i>	

Mintaqaviy sanoat korxonalarining biznes jarayonlarini tahlil qilish va baholashning zamonaviy usullari (BPM, Lean, Six Sigma yondashuvlari misolida) .....	188
<i>Azimova Maxfuza Rashidovna</i>	
O'zbekistonda turli etnik guruhlarda mehnat motivatsiyasining qiyosiy tahlili.....	193
<i>Erkinova Sevara Najmiddin qizi, Saidakbarova E'zozaxon Muzaffar qizi</i>	
"Geogebra" dasturi yordamida geometriya va matematik analiz kursini o'qitishda vizual tafakkurni rivojlantirish metodikasi.....	196
<i>Fayzullayeva E'zoza O'tkir qizi</i>	
Umumta'lim maktablarida raqamli transformatsiya texnologiyalarini qo'llashning zarurati.....	200
<i>Musurmanova Shodiya Xolmuratovna</i>	
Raqamli ta'lim texnologiyalari va sun'iy intellekt asosida ta'lim jarayonini takomillashtirish .....	204
<i>O'ktamov Madadjon O'ktam o'g'li, Boymurodova Shahzoda Alisher qizi</i>	
Gimnastikada akrobatik mashqlarni rivojlantirish metodikasi .....	208
<i>Raxmatova Nodira Muxtorjon qizi</i>	
Suggestiv metodlar asosida xulqi og'ishgan bolalar uchun tarbiyaviy mashg'ulotlarni loyihalash .....	212
<i>Shermatova Manzura Ikromjanovna</i>	
Tabaqalashtirilgan yondashuv asosida tayyorlov guruh tarbiyalanuvchilarini maktab ta'limiga tayyorlash ...	216
<i>Sanayeva S. B., Toshqulova Z. U.</i>	
Bo'lajak boshlang'ich sinf o'qituvchilarida ekologik tafakkurni rivojlantirishning dolzarbligi.....	220
<i>Yaxshiboyeva Nargiza Rustamqulovna</i>	
Понятие искусственного интеллекта в контексте образования и его педагогические функции .....	224
<i>Каримова Сабина Собировна</i>	
Bo'lajak tarbiyachilarda kasbiy barqarorlik ko'nikmalarini rivojlantirishning pedagogik-psixologik omillari....	230
<i>Akramjonova Feruza Akramjonovna</i>	
Demografik yuklama sharoitida maktab pedagogik jamoasini samarali boshqarishning hr-strategiyalari.....	233
<i>Axmadqulova Ozodaxon Hamidullo qizi</i>	
Kasbiy identifikatsiya – shaxsning kasbiy o'zligini shakllantirish omili sifatida .....	236
<i>Bazarov Xayotbek Ne'matovich</i>	
Maktabgacha ta'lim tizimida qoraqalpoq xalq ertaklari asosida multimediyali mahsulotlar yaratish samaradorligi.....	240
<i>Bekimbetova Aynagul Amangeldievna, Ollaberganova Mohira</i>	
Odam anatomiyasi va fiziologiyasi darslarida muammoli ta'lim texnologiyalari orqali talabalarning ijodiy izlanuvchanligini faollashtirish.....	245
<i>Haydarova Pardaxol Boboqulovna</i>	
Chet el va O'zbekiston tajribasida ota-onalar bilan hamkorlikni tashkil etishning metodologiyasi .....	249
<i>Inomova Madina</i>	
Boshlag'ich ta'lim tabiiy fanlarini o'qitishda o'quvchilarning ijodkorligini shakllantirish metodikasi.....	253
<i>Ismatova Zulayho Asadovna, Avazova Gulnoza Qodirjon qizi</i>	
Innovatsion ta'lim muhitida boshlang'ich sinf o'quvchilarida ekologik tarbiyani shakllantirishning samarali yo'llari .....	256
<i>Ismatova Zulayho Asadovna, Xamroyeva Ozoda Norbo'ta qizi</i>	
Boshlang'ich sinf o'qish savodxonligi darslarida o'quvchilarning so'z boyligi va nutqiy ko'nikmalarini shakllantirish .....	259
<i>Mambetova Lobar Mirzavali qizi, Rajabova Nafisaxon Dilmurod qizi</i>	
Kasbiy faoliyatda pedagogik improvizatsiya ijodiy kompetensiya sifatida .....	264
<i>Miraxmedova Dilafro'zxon Nurilloxon qizi, Jo'rayeva Gulshodaxon Ibrohimjon qizi</i>	
Media savodxonlik tushunchasi va uning pedagogik ta'limdagi ahamiyati.....	267
<i>Salomova Lobar Sobir qizi</i>	
Innovatsion ta'lim muhitida boshlang'ich sinf o'quvchilarida estetik tarbiyani shakllantirish metodikasi .....	271
<i>Tursunova Malika Baxtiyor qizi, Aminova Oltinay Davranbek qizi</i>	
STEAM texnologiyasi asosida o'quvchilarning ijodiy tafakkurini rivojlantirish metodikasi .....	274
<i>Xaydarova Dilafuz Abdukurim qizi</i>	



Refleksiv ko'nikmalarni rivojlantirish – bo'lajak o'qituvchilarni kasbiy faoliyatga tayyorlash bosqichi sifatida.....	279
<i>Jo'rayeva Maftuna Dilshodbek qizi</i>	
Chimyon–Chorvoq kurort-rekreatsiya zonasidagi rekreatsiya obyektlari va ulardan foydalanish holati .....	283
<i>Djurayeva Lobar Vaxitovna</i>	
G'ovlar osha yuguruvchi qizlarning maxsus jismoniy tayyorgarlik darajasini oshirish asosida sport musobaqalariga tayyorlash.....	286
<i>Sattorqulova Fotima Jamol qizi, Sattorqulova Zuhra Jamol qizi</i>	
Grammatika va yozuv ko'nikmasining integratsiyalashuvini ESL o'quvchilarning grammatik ravonligini o'stirishdagi ahamiyati .....	292
<i>Ne'matova Iroda Ilhom qizi, Karimova Xadicha Fazliddin qizi</i>	
Формирование экологической культуры и проектных компетенций молодежи в формате хакатона “Климатон–25” .....	295
<i>Бегмуратова Зоя Асаматдиновна</i>	
Portlovchi kuch sifatini rivojlantirishning nazariy va metodik asoslari.....	298
<i>Xushvaqtov Shaxzod Mamatqul o'g'li</i>	
Enhancing the Writing Skills of Non-Philological Students Through Artificial Intelligence Tools .....	302
<i>Rajabova Rakhimakhon Maksudovna</i>	
Supporting Children With Autism in Inclusive Education: Effectiveness of Multisensory, Visual Scheduling, and Aba Approaches.....	306
<i>Safarova Sanobar Omontashevna, Rakhimova Ozoda Abdurasul qizi</i>	
O'quv topshiriqlari orqali 6-sinf o'quvchilarining pragmatik kompetensiyasini rivojlantirishdagi leksik birliklar bilan ishlashning ahamiyati .....	310
<i>Ashirbayeva Nafisa Aminbayevna</i>	
O'smirlarda nevrotik holatlarning namoyon bo'lish xususiyatlari va ularni diagnostika qilishning nazariy-metodologik asoslari .....	313
<i>Abduraximov Doniyor Abdusaid o'g'li</i>	
Ingliz tilini o'rgatishda talabalarning ijodiy fikrlashini rivojlantirish metodlari.....	317
<i>Abirqulova Nafisa Abdusalamovna</i>	
Yuqori sinf ingliz tili darslarida tanqidiy fikrlashni rivojlantirishning innovatsion metodik modeli .....	321
<i>Ahmadjonova Diyoraxon Dilshod qizi</i>	
Oliy ta'lim muassasalarida jismoniy tarbiya va sport mashg'ulotlarini innovatsion yondashuvlar asosida tashkil etish va pedagogik muloqot madaniyati .....	326
<i>Alimov Shavkatbek Shuxratbekovich</i>	
Identification and Systematization of Emotional Intelligence Indicators in Pre-Service Primary School Teachers.....	330
<i>Aminova Nasiba Davlatboy kizi</i>	
Oligofren bolalarda kognitiv jarayonlarni rivojlantirishda o'yin terapiyasining nazariy-metodologik asoslari va pedagogik samaradorligi .....	334
<i>Amirsaidova Sh. M., Jumanazarova Mashhura San'atbek qizi</i>	
Boshlang'ich sinf ona tili va o'qish savodxonligi darslarida matn ustida ishlash metodikasi .....	339
<i>Asilbekova Shoxsanam To'liqin qizi</i>	
O'zbekistonda olimpiya harakatini rivojlantirishning pedagogik asoslari .....	344
<i>Axmadaiyeva Gulnoz Ikramovna</i>	
Zamonaviy tibbiyotda hissiyotlarni boshqarishning ijtimoiy-psixologik xususiyatlari.....	348
<i>Azgarova Gulsum Alisher qizi</i>	
The Use of Problem-Based Learning Methods in Delivering High-Quality Education in Schools .....	351
<i>Bekmuratova U'mit Ken'esbay qizi, Abdiev Azamat</i>	
Akseleratsiyaning o'quvchilar xulq-atvoriga ta'siri .....	355
<i>Botirova Oydina Vadimovna</i>	
Ta'limda zamonaviy pedagogik innovatsiyalar va raqamli transformatsiya: bo'lajak ingliz tili o'qituvchilarni tayyorlashning metodologik asoslari .....	361
<i>Eshimova Nasiba Zohiddin qizi</i>	

Kasbiy samaradorlikni oshirishda sun'iy intellektning roli: "KasbNavigator" platformasi misolida .....	365
<i>Isayeva Oylarxon Ro'zimatjon qizi, Sobirov Muslimjon Muxsinjon o'g'li</i>	
Ixtisoslashtirilgan maktablarda o'quvchilarning nutqiy faoliyatini rivojlantirish: integratsiyalashgan ta'lim va ijodiy yondashuv.....	369
<i>Mavlanova Saidaxon Umarovna</i>	
Yoshlar orasida ijtimoiy tarmoqlardan foydalanishning depressiv holatlarga ta'siri .....	373
<i>Mirzaxmatova Sayyora Saydaxmatovna</i>	
Kiberijtimoiylashuv sharoitida avlodlararo kommunikativ o'zaro ta'sirning psixologik xususiyatlari.....	375
<i>Muhiddinova Mamlakat Nabi qizi</i>	
"Emotsional Learning Analytics"metodi asosida o'qituvchilarning reflektiv kompetensiyasini rivojlantirish ...	380
<i>Omonqulova Diyora Farhod qizi</i>	
Talabalarda milliy identiklikni shakllantirishning nazariy asoslari.....	384
<i>Qudratov Davron Sami o'g'li</i>	
Media kompetentlik va media savodxonlik tushunchalarining ilmiy-pedagogik mohiyati, tarkibi va rivojlanish tarixi.....	388
<i>Rahimova Xosiyat Uralovna</i>	
Yangilanayotgan O'zbekistonda tarix fani oqituvchilarining kasbiy kompetensiyalarini rivojlantirishning nazariy va metodik asoslari .....	392
<i>Raxmatova Ondagul Oybek qizi</i>	
Talabalarining kasbiy tayyorgarligida mantiqiy fikrlashini rivojlantirish kompetensiyalarini shakllantirishning pedagogik muamolari.....	395
<i>Raxmonova Mavluda Suvon qizi</i>	
O'smirlarni kiberbulling tahdididan himoya qilishning psixologik mexanizmlari .....	398
<i>Sattorova Mohinur Sherali qizi</i>	
Bolalarda oilaga hurmat va qadriyatli munosabatni rivojlantirish jarayonida ota-ona bilan hamkorlik qilish yo'llari .....	401
<i>Sharofutdinova Nigora Kenja qizi, Usarova Marg'uba Nazar qizi</i>	
O'zbekistonda o'qituvchilar malakasini oshirishning vertikal modeli: tizimli tahlil va cheklovlar .....	405
<i>Toxirova Nafisa Dilshod qizi</i>	
Fizika fanini o'qitishda maxsus ehtiyojli o'quvchilar uchun texnologiyalar va tajribalarning roli .....	409
<i>Tursunov Alisher Isoqovich, G'ulomov Davlatbek Istat o'g'li</i>	
MTTda qadriyatlar kompetentligini rivojlantirish vositalari .....	412
<i>Urinova Rushana Tursunniyozovna, Usarova Marg'uba Nazar qizi</i>	
Boshlang'ich sinflarda nutq o'stirish metodikasini takomillashtirish.....	415
<i>Xakimova Xosiyat Jurayevna</i>	
O'smirlik davrida deviant xulq-atvor namoyon bo'lishining psixologik xususiyatlari .....	419
<i>Xalilova Sarvinoz Qodirali qizi</i>	
Ta'lim platformalarida mustaqil ta'lim ma'lumotlarini relyatsion model asosida optimallashtirish .....	422
<i>Xasanov Baxrom Boktiboyevich</i>	
Применение информационных технологий для интеллектуального анализа чрезвычайных ситуаций на основе edge computing и компьютерного зрения.....	426
<i>Мамаражабов Музаффар Абдурасулович, Маматов Ислombек Ильесович</i>	
Индивидуальное интеллектуальное развитие личности – как педагогическая проблема .....	432
<i>Олтибоева Камола Шарофжон қизи</i>	
Представления о реальной и виртуальной дружбе у подростков .....	436
<i>Хамидова Нигора Илхомовна</i>	

# SUPPORTING CHILDREN WITH AUTISM IN INCLUSIVE EDUCATION: EFFECTIVENESS OF MULTISENSORY, VISUAL SCHEDULING, AND ABA APPROACHES

[Safarova Sanobar Omontashevna](#)

Associate Professor of the National Pedagogical University of Uzbekistan named after Nizami

ORCID: 0009-0001-3520-3444

[Rakhimova Ozoda Abdurasul qizi](#)

National Pedagogical University of Uzbekistan

ORCID: 0009-0009-5468-6363

**Abstract:** This study examines the effectiveness of multisensory instruction, visual scheduling, ABA, and interactive methods for supporting children with autism in inclusive classrooms. Based on the results of an eight-week observation, multisensory activities increased student engagement, visual schedules facilitated adaptation and reduced anxiety, while ABA improved task completion. The findings demonstrate that combining multiple evidence-based strategies is more effective than relying on a single approach.

**Key words:** autism, inclusive education, multisensory instruction, visual scheduling, applied behavior analysis (ABA), children with special needs, classroom adaptation, evidence-based strategies.

**Annotatsiya:** Ushbu tadqiqot inklyuziv ta'lim sharoitida autizmli bolalarni qo'llab-quvvatlashda multisensor o'qitish, vizual rejalashtirish, ABA va interaktiv metodlarning samaradorligini tahlil qiladi. Sakkiz haftalik kuzatuv natijalariga ko'ra, multisensor faoliyatlar o'quvchilarning darsdagi faolligini oshirdi, vizual jadval va ko'rsatmalar moslashuv jarayonini yengillashtirdi, ABA yondashuvi esa topshiriqlarni bajarish darajasini yaxshiladi. Tadqiqot natijalari bir nechta ilmiy asoslangan strategiyalarni uyg'un qo'llash yagona yondashuvdan ko'ra samaraliroq ekanligini ko'rsatdi.

**Kalit so'zlar:** autizm, inklyuziv ta'lim, multisensor o'qitish, vizual rejalashtirish, amaliy xulq-atvor tahlili (ABA), maxsus ehtiyojli bolalar, sinf moslashuvi, ilmiy asoslangan strategiyalar.

**Аннотация:** В данном исследовании анализируется эффективность мультисенсорного обучения, визуального планирования, АВА и интерактивных методов в поддержке детей с аутизмом в условиях инклюзивного образования. По итогам восьминедельного наблюдения установлено, что мультисенсорные занятия повысили учебную активность, визуальные расписания способствовали более комфортной адаптации, а подход АВА улучшил выполнение заданий. Результаты исследования показали, что комплексное применение нескольких научно обоснованных стратегий является более эффективным по сравнению с использованием одного подхода.

**Ключевые слова:** аутизм, инклюзивное образование, мультисенсорное обучение, визуальное планирование, прикладной анализ поведения (АВА), дети с особыми потребностями, адаптация класса, научно обоснованные стратегии.

## INTRODUCTION

The number of children diagnosed with autism is increasing every year, which highlights the need for continuous improvement in the educational system. Inclusive education aims to teach such students together with their typically developing peers while taking into account their special educational needs. In this process, the strategies used by teachers, their professional attitudes, and the level of environmental adaptation play a crucial role. Therefore, this study investigates various approaches to educating children with autism, including interactive methods, multisensory instruction, applied behavior analysis (ABA), and visual scheduling.



## LITERATURE REVIEW

A review of global research demonstrates that the implementation of evidence-based practices is essential for supporting children with Autism Spectrum Disorder (ASD) in inclusive educational environments. The study conducted by O. Ivar Lovaas (1987) showed that Applied Behavior Analysis (ABA) is highly effective in improving the cognitive and social functioning of children with autism. Later studies confirmed that ABA plays a significant role in strengthening behavioral regulation and increasing student engagement in learning activities (Wong et al., 2015).

The TEACCH approach, developed by Gary Mesibov and Victoria Shea, also emphasizes the importance of structured teaching and visual supports. Research indicates that children with ASD demonstrate greater independence and improved task completion when visual schedules and structured routines are applied. Dettmer et al. (2000) reported that visual supports substantially reduce anxiety during transitions and promote behavioral consistency.

Another effective instructional approach for children with autism is multisensory teaching. A. Jean Ayres' Sensory Integration Theory (2005) states that stimulating multiple sensory channels enhances attention, information processing, and educational outcomes. Knight et al. (2015) provided evidence that multisensory activities improve engagement and participation among students with ASD.

In addition, interactive teaching methods in inclusive classrooms contribute positively to the development of communication skills. Samuel Odom et al. (2010) emphasized that inclusive settings create valuable opportunities for peer interaction; however, individualized support remains necessary to address diverse communication needs.

Overall, the literature indicates that no single teaching method is sufficient to fully support children with autism. Rather, the most effective outcomes are achieved through the integration of several evidence-based approaches, including ABA, multisensory instruction, and visual supports. Such a comprehensive model promotes not only academic achievement but also social and emotional development in inclusive educational settings.

## RESEARCH METHODOLOGY

The aim of this research was to assess the effectiveness of teaching approaches for pupils with autism in an inclusive classroom environment. To achieve this objective, the study employed a combination of observation, experimental intervention, interviews, document analysis, and outcome assessment methods. The methodological framework was based on the internationally recognized works of O. Ivar Lovaas (1987), Gary Mesibov and Victoria Shea (TEACCH model), Temple Grandin (2006), as well as inclusive education guidelines developed by the Ministry of Preschool and School Education of Uzbekistan.

The study involved 20 children aged 6–10 diagnosed with autism, 20 typically developing children, 8 regular primary school teachers, 2 special education teachers, and 2 school psychologists. All children with ASD had received a formal diagnosis prior to the study in accordance with the standards of the American Psychological Association for Autism Spectrum Disorder.

The experiment was conducted over six weeks using a two-group experimental design. The experimental group, consisting of 10 children with autism, received Applied Behavior Analysis (ABA), multisensory learning activities, visual schedules supported by structured routines, components of the TEACCH approach, and individualized instructional assistance. The control group, also consisting of 10 children with autism, was taught mainly through traditional teaching methods. This design was modeled on the intensive behavioral intervention framework proposed by O. Ivar Lovaas (1987).

The instructional methods applied in the intervention included Discrete Trial Training (DTT), positive reinforcement, and shaping and chaining techniques within the ABA framework. ABA was selected because previous findings demonstrated approximately a 47% improvement in cognitive and social abilities among children receiving structured ABA therapy. Visual scheduling methods included daily visual timetables, step-by-step task instructions, and icons supporting independent activities. According to the TEACCH model, these tools can significantly improve behavioral consistency and task engagement among autistic learners. Multisensory instruction incorporated tactile educational materials, auditory signals, movement-based tasks, and a specially designed sensory area. This approach was grounded in A. Jean Ayres' Sensory Integration Theory, which emphasizes that sensory experiences help maintain attention and reduce anxiety in children with autism. Personalized teaching strategies included the development of Individualized Education Plans (IEPs), setting small and achievable goals, and involving teaching assistants during classroom activities. These practices were aligned with the UNESCO Inclusive Education Framework.

Data collection was carried out through several methods. A standardized observational checklist was used during each lesson to record task participation, task completion, off-task behavior, and communication attempts. Semi-structured interviews were conducted with teachers, special educators, and parents to identify the perceived effectiveness of teaching methods, challenges related to inclusive education, and positive changes in children's behavior and learning progress. In addition, pre-test and post-test assessments were administered using the Vineland Adaptive Behavior Scales, academic performance evaluation sheets, and lesson-based attention span monitoring.

Quantitative data were analyzed using Microsoft Excel and SPSS. Mean scores were compared across groups, and a t-test was applied to determine statistical significance. Behavioral changes were presented in percentage terms. Qualitative data were processed through manual coding of interview transcripts, allowing recurring themes and patterns to be identified. Teacher reflections and classroom observations also contributed to the interpretive conclusions of the study.

Ethical standards were carefully observed throughout the research process. Written consent was obtained from parents, all learning activities were designed to ensure children's comfort and emotional well-being, and personal information together with assessment results was kept strictly confidential. These procedures were fully consistent with the ethical guidelines of the American Psychological Association.

## ANALYSIS AND RESULTS

The outcomes of the study revealed that the use of diverse instructional strategies significantly improved engagement, behavior, and independence among children with autism. Consistent with the findings reported by Samuel Odom et al. (2015), multisensory and structured behavioral approaches demonstrated the strongest positive influence on students' overall classroom participation.

Notably, students with ASD responded particularly well to multisensory teaching strategies during the observation period, with engagement levels increasing among 78% of the participants. These findings are consistent with the study of Knight et al. (2015), which indicated that multisensory activities enhance attention and task involvement among individuals with ASD. Activities incorporating visual, auditory, and tactile elements maintained more stable on-task behavior than conventional teaching approaches.

The application of Applied Behavior Analysis (ABA) techniques also produced substantial improvements. During the final stage of the study, more than half of the students demonstrated increased independence and required less prompting. These results are supported by the earlier findings of O. Ivar Lovaas (1987) and later reviews by Wong et al. (2015), which confirmed the effectiveness of ABA in skill development and positive behavioral improvement.

Visual scheduling generated clear and measurable outcomes as well. In line with the research of Dettmer et al. (2000), approximately 70% of the participating students showed reduced anxiety during transitions, greater understanding of classroom routines, and fewer behavioral disruptions when visual schedules were implemented. Students also demonstrated greater independence in managing their daily activities.

Interactive teaching strategies positively influenced peer interaction and communication, although the degree of progress varied across students. This finding partially supports the observations of Samuel Odom et al. (2010), who noted that inclusive settings create valuable opportunities for social interaction, while individualized adaptations remain necessary for learners with differing communication needs.

Overall, the findings indicate that the most meaningful progress is achieved when several evidence-based practices, particularly ABA, multisensory instruction, and visual scheduling, are integrated. This reinforces previous research highlighting the value of combining proven approaches for learners with ASD in inclusive settings.

These results further strengthen the growing body of evidence showing that children with autism achieve better outcomes in inclusive classrooms when teaching methods are structured, visual, and multisensory. The present study supports the conclusions of Wong et al. (2015), who also found that combining multiple evidence-based practices leads to stronger academic progress than relying on a single method. In this study, the greatest gains were observed when teachers simultaneously applied multisensory activities, ABA techniques, and visual schedules, emphasizing the importance of individualized and flexible instruction.

The strong impact of multisensory instruction is consistent with Knight et al. (2015), who argued that sensory-rich activities sustain attention and facilitate information processing among individuals with ASD. The increased engagement recorded in this research suggests that sensory integration remains an important component of inclusive pedagogy, particularly for learners who experience difficulties with traditional auditory-verbal instruction. At the same time, differences in individual responses indicate that sensory strategies should be adapted according to each child's sensory profile.

The positive outcomes associated with ABA strategies are in line with the foundational work of O. Ivar Lovaas (1987) and subsequent analyses by Wong et al. (2015), which confirmed ABA's effectiveness in



improving task completion and promoting constructive behavior. The present study expands these findings into inclusive education settings, where ABA practices were successfully integrated into general classroom instruction through appropriate teacher preparation. However, the results also suggest that ABA is most effective when complemented by additional strategies, particularly in the area of social communication.

The beneficial effects of visual schedules correspond with earlier research by Dettmer et al. (2000), who demonstrated that clearly organized visual routines reduce anxiety and improve transitions for students with ASD. In the present study, visual scheduling not only reduced behavioral difficulties but also increased independence, highlighting the importance of structured routines in effective inclusion. Their success, however, depends greatly on teachers' consistent implementation.

These mixed outcomes also align with the observations of Samuel Odom et al. (2010), who emphasized that although inclusive settings support social interaction, communication development often requires targeted intervention. While some students showed notable progress in peer communication, others benefited from additional specialized support. This underscores the importance of integrating structured communication assistance into group activities.

In conclusion, the findings demonstrate that inclusive education for children with autism is most effective when instruction is comprehensive, flexible, and evidence-based. No single approach proved universally sufficient; rather, a combination of behavioral organization, sensory support, and visual clarity produced the strongest outcomes. The study also highlights the importance of continuous teacher training, close collaboration between specialists and general educators, and ongoing adaptation of the learning environment to meet the diverse needs of students with ASD.

## CONCLUSION AND RECOMMENDATIONS

This study highlights the importance of applying a combination of evidence-informed strategies to support children with autism in inclusive classroom settings. The findings indicate that multisensory teaching increases participation, Applied Behavior Analysis (ABA) strategies improve behavioral consistency and task completion, while visual schedules reduce anxiety and promote greater independence. Interactive teaching methods can also facilitate social communication; however, they require thoughtful adaptation to meet the diverse communication needs of students with Autism Spectrum Disorder (ASD).

Collectively, these findings build upon earlier research conducted by O. Ivar Lovaas (1987), Samuel Odom et al. (2010), Wong et al. (2015), Knight et al. (2015), and Dettmer et al. (2000), all of which suggest that no single teaching methodology is universally effective for every learner. Rather, meaningful educational progress is achieved when professionals integrate structured behavioral approaches with sensory and visual supports. Such a holistic model not only strengthens academic development but also enables individuals with autism to interact more effectively and confidently with their typically developing peers.

The study further demonstrates that successful inclusion depends on continuous teacher training, close collaboration with specialists, and the ongoing adaptation of the learning environment. Future research may explore how these strategies can be applied to children of different age groups, as well as how digital tools and technology-based interventions can further strengthen inclusive education for students with ASD.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

**Mas'ul muharrir:** Ramzidin Ashurov

**Ingliz tili muharriri:** Murod Xoliyorov

**Musahhih:** Alibek Zokirov

**Sahifalovchi va dizayner:** Iskandar Islomov

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