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## EFFECTIVE METHODS OF PREPARING CHILDREN WITH AUTISM FOR SCHOOL EDUCATION

Madinaxon Raxmatullayeva

Chirchik State Pedagogical University

Faculty of Pedagogy Special Pedagogy

2nd Year Master's Student in the Field of Surdopedagogy

madinaxon170703@gmail.com

+998886163959

### Abstract

This article highlights the factors of ensuring continuity of work on the correct diagnosis of children with autism syndrome, effective organization and conduct of correctional and developmental work that ensures the elimination of deficiencies in behavior and general development, as well as their successful adaptation to social life.

**Keywords:** Autism spectrum defect, ASD, autism syndrome, symptom, stereotype, diagnosis, zone of immediate development of the child, early intervention, Demonstrative stage, diagnostic, biographical, observational, mental, experimental, individual, follow-up, joint, PESC, cultural, adaptive, ability, inclusive, visual, social narrative, communication, sensory integration, correction.

### Introduction

#### AUTIZM SINDROMLI BOLALARNI MAKTAB TA'LIMIGA TAYYORLASHNING SAMARALI METODLARI

Raxmatullayeva Madinaxon Murodjon qizi


Chirchiq davlat Pedagogika universiteti

Pedagogika fakulteti Maxsus pedagogika

surdopedagogika yo'nalishi 2-kurs magistranti

madinaxon170703@gmail.com

+998886163959

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### Annotatsiya:

Ushbu maqolada autizm sindromli bolalarni to‘g‘ri tashxislash ishlari, xulq-atvori va umumiy rivojlanishidagi kamchiliklarni bartaraf etish hamda ularni ijtimoiy hayotga muvaffaqiyatli moslashishini ta‘minlovchi korreksion-rivojlantiruvchi ishlarni samarali tashkil etish va olib borishning uzviyligini ta‘minlash omillari yoritilgan.

**Kalit so‘zlar:** autizm spektridagi kamchilik, ASB, autizm sindromi, simptom, streotip, diagnostika, bolaning yaqin rivojlanish zonasi, erta aralashuv, Indikativ bosqich, diagnostika, biografik, kuzatish, psixik, eskperiment, individual, katamnestik, hamkorlik, PESC, madaniy, moslashuvchan, salohiyat, inklyuziv, vizual, ijtimoiy hikoya, muloqot, sensor integratsiya, korreksiya.


### Аннотация:

В данной статье освещаются факторы обеспечения непрерывности работы по правильной диагностике детей с синдромом аутизма, эффективной организации и проведению коррекционно-развивающей работы, обеспечивающей устранение недостатков в поведении и общем развитии, а также их успешную адаптацию к социальной жизни.

**Ключевые слова:** дефект аутистического спектра, РАС, синдром аутизма, симптом, стреотип, диагностика, зона ближайшего развития ребенка, раннее вмешательство Показательная стадия, диагностическая, биографическая, наблюдательная, психическая, экспериментальная, индивидуальная, катамнестическая, совместная, PESC, культурная, адаптивная, способность, инклюзивная, визуальная, социальное повествование, коммуникация, сенсорная интеграция, коррекция.

### Introduction

In our country, the legal norms for the modernization of the system of continuous education and upbringing, the education and socialization of children with disabilities along with healthy children have been improved. The tasks of



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“Improving teaching methods, gradually introducing the principles of individualization into the educational process” have been set[6]. Within the framework of this task, working with children with autism syndrome in preschool educational organizations, researching methods for eliminating problems with their mental, spiritual, and physical development is becoming increasingly relevant. In the formation of the oral speech of these children at the level of a means of communication, the pedagogical and psychological environment in the family, the didactic support of the correctional process, and the innovative activities of teachers are important. In this regard, it is advisable to organize the activities of subjects in a cluster environment in beneficial cooperation. Because the intensive formation of communication skills of children with autism syndrome is carried out within the framework of complex tasks. This requires differential, individual, person-oriented and synergistic approaches to correctional and pedagogical work in preschool educational organizations.

The above paragraphs and chapters have revealed that the integration of activities between subjects is given priority in order to increase the effectiveness of work on the speech of children with autism. Below we will dwell on methodological recommendations on how to implement this integration of activities. For this, we have proposed the following areas of integration.

### **Literature Analysis and Methodology**

Pedagogical, psychological and methodological aspects of the education, upbringing and socialization of children with disabilities in our country have been analyzed in the studies of Sh.M.Amirsaidova, M.M.Arslonova, M.Y.Ayupova, Z.N.Mamarajabova, L.R.Muminova, D.A.Nurkeldiyeva, P.M.Pulatova[, V.S.Rakhmanova, Sh.E.Tokhtiyorova, M.F.Khakimova, M.P.Khamidova, F.U.Kodirova, R.Sh.Shomahmudova, D.B.Yakubzhanova and others. The scientific and theoretical foundations of the pedagogical innovation cluster, its continuity, coherence and coherence are the basis for the innovative structure of the pedagogical system. The research work on the socialization, psychological development, and specific aspects of mother-child relationships

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of children with autism syndrome was carried out by the following scientists: Sh.I.Botirova, B.Kh.Eshshanov, Sh.K.Mardonov, G.I.Muhamedov, A.K.Rakhimov, S.A.Tashtemirova, and other scientists.

The scientific research of pedagogical-psychological scientists from the Commonwealth of Independent States E.R. Bayenskaya, V.M. Bashina, K. Gilbert, Y.S. Grebelskaya, D.N. Isayev, K.S. Lebedinskaya, M.M. Liebling, I.I. Mamaychuk, O.S. Nikolskaya, and others has scientifically studied the specific characteristics of children with autism syndrome, their types, their differences from other mental illnesses, methods of medical-psychological and pedagogical diagnosis of this category of children, and the formation of the communication process in children.

Foreign scientists G. Asperger, E. Bleuler, B. Bettelheim, Baron Cohen, M. M. Bristol, L. Eisenberg, R. R. Fevyell, C. Gillberg, K. Gilbert, D. M. Itar, L. Kanner, E. Schopler and others have scientifically studied the specific features of the development of children with autism syndrome.

### **Discussion**

The term "autism" was introduced into science by the Swiss psychiatrist Eugen Bleuler in 1912. This concept is derived from the Greek *αὐτός* - "I", that is, the patient withdraws into his own shell and does not pay attention to those around him. The author interpreted autism as a separation from reality with the presence of an inner world, a world of dreams and fantasies in schizophrenia. Later, he emphasized the presence of autism in the clinical manifestations of diseases such as manic-depressive psychosis (MDP), as well as schizophrenia and affective disorders, such as schizoid psychopathy. In his opinion, autism is based on affective complexes, along with a disorder of thinking.

Autism syndrome is considered the scourge of the 21st century and has been the focus of many experts in recent years. The urgency of diagnosing autism has been highlighted by the World Health Organization since 2001, when it declared the same year the "Year of Mental Health," and in 2005, the United Nations General Assembly declared April 2 as "International Autism Awareness Day," and it is celebrated every year. Symptoms of autism are clearly observed at the

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age of 3-5. and such symptoms are characterized by unusual fear, aggression, negativism, aggressiveness, etc. Later, disorders in intellectual and personal development occur. Although the formation of a child with autism syndrome as a person differs from that of healthy children, it is subject to the general laws of development. According to M.I. Lisina, “communication is a decisive factor affecting the mental development of a child.” A child’s speech is formed under the influence of adult speech and largely depends on the normative speech environment and education and upbringing that begin from the first days of life. Speech is not an innate ability, but develops in the process of ontogenesis, serving as an indicator of the child’s general development in parallel with his physical and mental development. Speech, initially arising as a social phenomenon, a means of communication, gradually becomes a means of understanding the world around it, planning activities. The child's speech activity plays an important role in his communication with others, expressing his thoughts and understanding the world. Speech is not only a means of communication, but also a key factor in the formation of the child's cognitive development, social skills and ability to express himself. The child's mastery of speech is a complex process that takes several stages, the initial stage of which includes understanding the addressed speech (passive speech). The practical manifestation of this period is the child's behavior in response to the spoken word. The formation and development of the child's speech, the acquisition of language, occurs mainly through the mastery of various forms of speech.

As the child grows up, he acquires more complex language units: he masters vocabulary, phraseological units, learns the laws of word structure, word change and word combination, as well as various syntactic units.

1. COOPERATION OF PSYCHOLOGIST AND DEFECTOLOGY (LOGOPATHY). The purpose of this integration is to ensure the priority of pedagogical and psychological diagnostics in correctional work with children with autism syndrome. Diagnostics is required periodically. Diagnostics of children with autism syndrome is carried out in 4 stages:

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I. Indicative stage. At this stage, the most urgent problems of the child, the etiology of the disorder are studied, the direction of further diagnostic methods is selected, adaptive and primary correctional approaches are selected.

At this stage, the following main work methods are carried out:

- 1) biographical - carried out during the study of the child's personal, outpatient documents and interviews with parents and close relatives of the child.
- 2) observation - is carried out in various situations of the child's activity (during direct examination by a specialist, during training, during a game, on a walk, etc.);
- 3) interview with the child and parents.

As a result of the correct conduct of the indicative stage, it will be possible to summarize the initial information about the child's somatic, neuropsychiatric and psycho-emotional state, family upbringing conditions, level of adaptation and potential opportunities in the children's team, features of emotional-volitional manifestations, level of activity, fatigue, specific features of relationships with adults and peers.

II. Stage of studying and determining the child's zone of proximal development.

At this stage, the following is carried out:

- 1) study of the processes of development of mental functions (attention, perception, memory, thinking, speech);
- 2) analysis of the characteristics of the emotional-volitional sphere and motivational readiness;
- 3) study of the development of the child's personality;
- 4) study the volume and nature of knowledge, skills and qualifications in relation to the age and characteristics of the child;
- 5) study of housing conditions, family relationships and family upbringing style.

For this, the following main methods of work are used:

- 1) pedagogical experiment;
- 2) psychological experimental methods.

This is done through the use of standardized psychological and pedagogical methods for parents, questionnaires and questionnaires, as well as other methods.

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The implementation of this stage allows for the generalization and comprehensive analysis of the results obtained, and the development of effective ways of working with the child.

III. Dynamic diagnostic stage. At this stage, children with autism syndrome are accurately diagnosed, the direction of a specific correctional work system in the direction of individual education is determined, and the correctional methods of the development program are analyzed and studied.

At this stage, a confirmatory pedagogical experiment is conducted, during which individual approaches to education are optimized and areas of upbringing and correction of a child with autism syndrome are analyzed.

IV. Stage of studying catamnetic data.

At this stage, the level of adaptation of children to various situations and conditions is assessed.

At this stage, all catamnetic data of the child are collected and the effectiveness of psychological and pedagogical support work is assessed.

In practical activities, according to catamnesis data, the level of social adaptation is divided into three:

- a) the child is socially adapted to the preschool educational organization, does not encounter special difficulties in communication and educational activities;
- b) has difficulties in communication, but successfully overcomes them, no social impairment is observed;
- c) has difficulties in academic activities and social interactions, needs psychological and pedagogical support.

At the same time, attention was paid to corrective and developmental measures in cooperation with a psychologist and a defectologist:

formation of motivation for communication;

formation of basic communicative functions using verbal and non-verbal means of communication;

development of social-emotional skills;

formation of communication skills;

development of play activities.

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**2. COOPERATION OF DEFECTOLOGY (LOGOPATHY) AND PARENTS.** The purpose of this direction is to consolidate the results of correctional and pedagogical work with children with autism syndrome. In this case, the sessions conducted by the defectologist are monitored by parents and are aimed at ensuring the use of the vocabulary given in the sessions, the implementation of actions, the consolidation of acquired knowledge and skills in the family, in various life situations, that is, attention is paid to the criteria for the child's verbal expression of needs. In this case, the possibilities of constructivism were taken into account when organizing each session. Below we will reveal the essence of this integrative work on the example of the development of a correctional session on the topic "Clothes" conducted by a defectologist. This session can be repeated by parents using FloorTime technologies and the knowledge acquired by the child can be consolidated.

Each child with autism has its own pace of development. Therefore, an individual approach is key in the educational process. The teacher and psychologist should develop an individual learning plan, taking into account the interests, needs and capabilities of the child. In this case, the use of visual materials, pictograms and organizing the daily routine based on a schedule is effective.

### **Result**

Since children with autism have difficulty communicating, special attention is paid to the development of communication skills. The "PECS" (Picture Exchange Communication System) system, that is, the method of establishing communication through picture exchange, gives good results. Speech therapy and exercises to stimulate speech through play are also useful. Sensory integration therapy helps balance the sensory system of children with autism. Through these exercises, the child learns to respond correctly to environmental influences. For example, balance exercises, tactile games, and movements to musical rhythm enhance the child's social activity.

The main goal in preparing children with autism for school is to teach them to behave in a team, wait their turn, listen to the teacher, and communicate with classmates. Role-playing games, social stories, and group activities are of great

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importance in this regard. Parental participation is an integral part of the process of preparing children with autism. Parents should be given recommendations on how to communicate properly with their child, use a positive reinforcement system, and continue educational activities at home. Collaboration between the family, teacher, and psychologist increases effectiveness.

### Conclusion

Preparing children with autism for school is a complex, but if properly organized, effective process. An individual approach, the use of visual aids, sensory integration exercises, and close cooperation with parents allow children with autism to successfully integrate into the educational process. Thus, these methods ensure their adaptation to social life and create the basis for their development as individuals. One of the effective methods of preparing children with autism for school is the development of a progressive educational methodology and strategy. An individual approach to children is based on their personal characteristics and knowledge of psychology. An individual adaptive approach to the child's personality is based on a creative approach. The use of this approach creates a community of the entire group in the process of joint socio-cultural activity.

Cultural and creative activity itself implies the creation and transformation of the individual, the formation of goals and objectives, a set of priorities and values, in accordance with which he manifests himself in the world around him. Each person realizes his creativity in the form of an “art of being”, demonstrates the ability to effectively realize himself, learns to maintain stability, maintains spiritual and physical, emotional and rational harmony. Thanks to such a creative approach, each person realizes self-development and is able to realize his full potential, becoming a real and full member of society.

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