

WORKING WITH CHILDREN WITH AUTISM SPECTRUM DISORDER IN INCLUSIVE CONDITIONS

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Abstract:

The article presents theoretical and practical aspects of organizing the education of children with autism syndrome in the inclusive education system. At the same time, the communication skills of students with autism are being studied. The literature is analyzed, on the basis of which the main features of impaired communication abilities in schoolchildren with autism syndrome are identified. In the conditions of inclusive education, the problems of students with autism syndrome were generalized and identified.

Keywords: autism spectrum disorder, autism syndrome, mental retardation, medical, pedagogical and psychological commission, adapted general education program, disabilities, inclusive education.

РАБОТА С ДЕТЬМИ С РАССТРОЙСТВОМ АУТИЧЕСКОГО СПЕКТРА В ИНКЛЮЗИВНЫХ УСЛОВИЯХ

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Аннотация:

В статье представлены теоретические и практические аспекты организации обучения детей с синдромом аутизма в системе инклюзивного образования. В то же время изучаются коммуникативные навыки учащихся с синдромом аутизма. Анализируется литература, на основе которой выявляются основные черты нарушения коммуникативных способностей у школьников с синдромом аутизма. В условиях инклюзивного образования обобщались и выявлялись проблемы учащихся с синдромом аутизма.

Ключевые слова: расстройство аутистического спектра, синдром аутизма, задержка психического развития, медико-педагогическая и психологическая комиссия, адаптированная общеобразовательная программа, ограниченные возможности здоровья, инклюзивное образование.



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Keywords: autism spectrum disorder, autism syndrome, mental retardation, medical, pedagogical and psychological commission, adapted general education program, disabilities, inclusive education.

The government decree defines a plan for the introduction of inclusive education in general education schools. According to him, by 2025, 40 percent of children with special educational needs will attend regular schools. The United Nations Convention on the Rights of the Child and the Declaration of the Rights of Persons with Disabilities serve as an important program in the study of international experience. It would not be an exaggeration to say that the proposal of the head of our state on the creation of a Regional Council on issues of full implementation of the capabilities of persons with disabilities, expressed by him at the 46th session of the UN Human Rights Council, is another big initiative aimed at protecting people with disabilities. Children with limited health capabilities are disabled children, or other children aged 0 to 18 years, not recognized in the established order as disabled children, but having temporary or permanent deviations in physical and (or) mental development and requiring the creation of special conditions of training and education.

An individual educational need is understood as a person who cannot partially or completely independently provide for his individual needs and social life skills. According to the United Nations, about 450 million people have disabilities in mental and physical development. This is 1/10 of the Earth's population. These people include people with severe hearing and vision impairments, mental and intellectual development, musculoskeletal disorders, and speech impairments. However, it differs in the degree of severity of such defects and in the fact that they merge with each other, forming a complex defect. Among such developmental deficiencies, in recent years, special attention has been paid to autism spectrum disorders. The reason is that according to statistics, children with autism spectrum disorders occur in 4-26 out of 10,000 children in 2000, in 250-300 children in 2005 and in one in 150 children in 2008. The centers of the CONTRORAS ZABALLY PROVENTS IS COMPLED that since 2012,



2020, I have been reached by 1 service Autism, and in 2022 - one of the house is serving at the same time. At the same time, the frequency of this developmental disorder is steadily increasing. In this regard, the problems of socialization of children with autism spectrum disorders have become relevant.

The term “autism spectrum disorder” (ASD) is used to designate a group of conditions associated with neurodevelopmental disorders and characterized by qualitative deviations in reciprocal social interaction, verbal and non-verbal communication, as well as limited stereotypical or repetitive forms of behavior, interests and movements. Symptoms of ASD appear up to the age of three years, more often at 12–18 months, but in certain mental areas, signs of primary development are not diagnosed over a period of at least a few more years.

Children with autism spectrum disorders represent a special category of children with disabilities who need special organization of the educational process. Today, the prevalence of autism spectrum disorders is about 1% of the child population. The main problem of children with autism is speech impairment, low level of development of social skills, sensory features, features of the development of the cognitive sphere, socially unacceptable management

The exact reasons for the occurrence of this deficit in the development of children with autism syndrome have not yet been established, but in the scientific literature the following are cited as the reasons for its occurrence.

The causes of autism are interconnected with genes that influence the maturation of synaptic connections in the cerebral cortex. Many scientists agree that in most cases, RDA is hereditary. The development of autism does not depend on one gene, but on a group of genes, the so-called multifactorial mechanism. The gene complex does not ensure the transmission of the pathology itself, but the tendency to its development occurs in the presence of a manifest factor, which can be exogenous (trauma, infection, intoxication, psychotrauma, etc.), and endogenous (age crisis, constitutional features, etc.) . Organic damage to the central nervous system has been considered in connection with its etiology for more than 50 years. As practice shows, many children diagnosed with RDA show signs of organic damage to the central nervous system. However, their genesis and qualifications are very difficult to determine. There have been attempts to connect autism with a specific location of the lesion, but the accumulated material is insufficient to make a specific conclusion.

Many scientists (S.S. Mnukhin 1949, D.N. Isaev, V.E. Kagan, K.S. Lebedinsky 1990) believe that the organic origin of the syndrome of early childhood autism is interconnected with the internal uterine damage to the nervous system, localization in the cerebral cortex .

The main causes of the development of autism are phenylketonuria, rubella, intestinal diseases, and chemical exposure during pregnancy. There is a reliable statistical correlation between weak X syndrome and the presence of autism. Severe infections in the early postnatal period can cause autism. Currently, L. Wing, K. Lord, M. Rutter, D. L. Robbins are studying the emergence of autism and the specifics of its manifestations abroad. In addition, training methods and diagnostic tools are being improved.

In the studies of E.R. Baenskaya, M.M. Liebling, V.V. Lebedinsky, O.S. Nikolskaya, autism is considered as a significant disorder in the emotional sphere of preschool children. Scientists



V.M.Bashina and E.Courchesne analyzed the genetics and neurobiology of the origin of autism, which is associated with impaired functions of the cerebral cortex.

The occurrence of developmental defects is based on both genetic and external factors.

The psychological and pedagogical characteristics of the contingent of students with autism are based on the classification of O.S. Nikolskaya, which identifies four main groups of autistic children with complete disabilities. o different types of behavior. Each of the options differs in the severity and nature of autism, the degree of maladaptation of the child and the possibilities of his socialization. These groups represent guidelines not only for assessing the depth of maladaptation of a child with autism, but also the dynamics of normalization of the development of the child's interaction with the environment. The identification of these four groups allows for a differentiated approach to organizing the education of children with ASD. The range of choice of educational route is extremely wide: from the possibility of a child mastering a mass program and learning with special support in a regular school to the need to form a special individual education program.

Students with autism syndrome are children who have deficiencies in psychological development, confirmed by the MPPC, and which prevent them from receiving education without the creation of special conditions.

All students with autism syndrome experience, to one degree or another, pronounced difficulties in mastering educational programs due to insufficient cognitive abilities, special physical disorders of psychological development, disturbances in the organization of activities and/or behavior. Common to all students with autism syndrome are, to varying degrees, pronounced deficiencies in the formation of higher mental functions, a slow pace or uneven development of cognitive function. activity, difficulties of voluntary self-regulation.

The range of differences in the development of students with autism syndrome is quite large - from those who develop almost normally, who experience temporary and relatively easily removable difficulties, to those who study with pronounced and complex in structure disorders of the cognitive and affective-behavioral spheres of personality. From students who are able, with special support, to study on equal terms together with healthy peers, to students who need systematic assistance when receiving primary general education and comprehensive (psychological-medical-pedagogical) correctional assistance.

Children with ASD, as a rule, are trained in special schools, but even there they are home-schooled, which aggravates problems of communication and socialization. In the future, they do not have the opportunity to socialize, reveal their potential, get a job and are dependent on the state all their lives, and their parents are forced to leave work and devote their lives to caring for children. a them. Most children with autism, despite all their features, have intact intelligence and are able to study in a regular school. All children with autism are united by difficulties in communication and socialization. In order to teach them to communicate and teach society to understand the characteristics of children with autism, a system is needed that, from childhood, will ensure constant interaction and gradual adaptation of these children, first into school life, and then into adulthood. This system is inclusion. The practical experience available today in teaching children with ASD shows that for this category of children, various teaching models should be developed and implemented that allow to fully realize their right to



receive an education that is adequate to their capabilities and abilities, allowing them to realize the potential of these children. It is important to understand that this problem cannot be solved by administrative decisions and simply including children with special educational needs in the school class. The most promising form of school education for an autistic child seems to be gradual, individually dosed and specially supported integration into a group or class those with no or less severe communication problems, the capabilities of which at this stage are assessed as comparable to his own learning ability. The organization of school education for children with autism requires determining the relationship between the forms of special education and integration into the general educational environment appropriate to their special needs. calling needs. It is obvious that the organization of school education for children with autism requires determining the ratio of forms of special education and integration into the general educational environment of the corresponding about their special educational needs.

Among the generally recognized human rights and freedoms, a special place is occupied by the right to education. Every child can take advantage of this right, even the presence of a mental or physical disability cannot become an obstacle to its implementation.

Below is information about the features of the education system and work of children with autism spectrum disorders:

student with limited health capabilities - an individual who has deficiencies in physical and (or) psychological development, confirmed by a psychological-medical-pedagogical commission and those that impede the receipt of education without the creation of special conditions;

individual curriculum - a curriculum that ensures the development of an educational program based on individualization of its content, taking into account the characteristics and educational needs the nature of a particular student;

inclusive education - ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual capabilities;

adapted educational program - an educational program adapted for training persons with limited health capabilities, taking into account the characteristics of their psychophysical early development, individual capabilities and, if necessary, ensuring correction of developmental disorders and social adaptation of these individuals.

Education of children with autism syndrome is one of the main and integral conditions for their successful socialization, ensuring their full participation in the life of society, effective self-realization in the world evil types of professional and social activities. In this regard, ensuring the realization of the right of children with autism syndrome to education, along with children with various types of disabilities, is one of the most important tasks of state policy not only in the field of education, but also in the field of socio-economic development of the Republic of Uzbekistan.

The differences in the pattern of developmental disorders in students with autism determine the need for various specialized areas of support and training to obtain an education that is appropriate the needs and needs of students with autism syndrome.

Differentiation of educational programs of primary general education for students with ASD should be correlated with the differentiation of this category of students in accordance with the



nature and structure of mental development disorders. The task of distinguishing between variants of ASD and recommending a variant of the educational program is assigned to the MPPC.

Adapted educational program - an educational program adapted for training persons with disabilities, taking into account the characteristics of their psychophysical early development, individual capabilities and, if necessary, ensuring correction of developmental disorders and social adaptation of these individuals.

The adapted basic educational program is one of the official regulatory documents, which becomes the subject of external and internal control, assessment, etc. monitoring the activities of an educational organization. An adapted basic educational program of primary general education for students with autism spectrum disorder is independently developed and approved is born as an educational organization carrying out educational activities in accordance with the requirements of the standard and taking into account the approximate adapted basic general a comprehensive program of primary general education for students with autism spectrum disorders. The conditions and procedure for the development of an adapted basic educational program are established by a separate local normative act of the general educational organization (Regulation nim), which indicates:

the procedure and frequency of developing an adapted basic educational program or making changes to the current adapted basic educational program;

the composition of participants in the development of an adapted basic educational program, their powers and responsibilities;

the procedure for discussing the project of an adapted basic educational program;

the procedure for approving the adapted basic educational program and putting it into effect.

The adapted basic educational program of primary general education developed by the educational organization should ensure the achievement of students with ASD. the results of mastering an adapted basic educational program of primary general education in accordance with the requirements established by the state educational standard of primary general education for students with limited health capabilities.

The adapted basic educational program for primary general education for students with ASD provides solutions to the following tasks:

the formation of a common culture that ensures the diversified development of their personality (moral-aesthetic, social-personal, intellectual, physical);

protecting and strengthening the physical and mental health of children, including their social and emotional well-being;

formation of the foundations of civic identity and worldview of students in accordance with the spiritual, moral and sociocultural values accepted in the family and society;

formation of the foundations of educational activities;

creation of special conditions for receiving education in accordance with age, individual characteristics and special educational needs, development of abilities and creativity the potential of each student as a subject of relations in the field of education;

ensuring variability and diversity of content of the adapted basic educational program of primary general education and organizational forms of education for students taking into



account their educational needs, abilities and health status, typological and individual characteristics;

formation of a sociocultural and educational environment, taking into account the general and special educational needs of different groups of students.

On the basis of the state educational standard, the educational organization can develop one or more in accordance with the specifics of its statutory activities. options for an adapted basic educational program of primary general education, taking into account the special educational needs of students with ASD.

According to the state educational standard of primary general education, specialists involved in the implementation of the adapted basic educational program of primary of general education for students with ASD must have the following competencies:

having a positive attitude towards the capabilities of students with ASD, their development, social adaptation, and acquisition of life experience;

understanding of the theoretical and methodological foundations of psychological and pedagogical assistance to students;

knowledge of the etiology of autism spectrum disorders, the theoretical basis for diagnosing development of students with such disorders, the formation of practical skills in conducting psychological and pedagogical special study of students;

understanding the purpose of education of this group of students as the development of practical ideas, abilities and skills necessary for life in society, allowing one to achieve the maximum possible self-esteem ness and self-realization in everyday life;

taking into account the individual capabilities and special educational needs of the child when determining the content and methods of correctional work;

the ability to develop special individual educational programs, to adequately assess achievements in the development and training of students;

active participation in the special organization of a child's life at home and in a general education organization, which allows for the systematic expansion of his life experience and social contacts;

understanding the most effective ways of organizing and determining the content of psychological and pedagogical support for students in the family;

the ability to organize the interaction of students with each other and with adults, to expand the circle of communication, ensuring that the student goes beyond the family and educational organization;

the presence of a creative attitude towards pedagogical activities in the education of students in this group, the ability to search for innovative and non-traditional methods of developing students, introducing understanding new technologies of development and education;

availability of the ability to communicate and conduct advisory and methodological work with parents of students;

possession of professional care skills that include a respectful attitude (with empathy) towards the child, instilling in him trust and a desire to interact with an adult;

availability of the ability to work in an interdisciplinary team of specialists.



The introduction of the ideas of inclusive and integrated education into the practice of general education schools makes it possible to provide equal educational opportunities to children with ASD, along with the norm. but by developing peers when creating specialized learning conditions in the institution. Inclusion is the most modern term, which is interpreted as the “inclusion” of children with disabilities in educational activities, which is expressed in the reform of schools and redesign of education public premises in such a way that they meet the needs and requirements of all children without exception. We are talking about a concept relating to the principle of organizing education, in which all students study together with their peers in an educational institution at their place of residence. The principle of inclusive education is that the diversity of needs of students with disabilities should be met by an educational environment that is the least restrictive and more inclusive. This concept marks the next step compared to integration.

N.N. Malofeev and N.D. Shmatko define the integration of children with special educational needs as the inclusion of these children in regular educational institutions. Analysis of research by N.N. Malofeev and N.D. Shmatko indicates that they, in the process of implementing integrated education, identify the following models of integration: constant complete, constant incomplete, constant partial, temporary partial and episodic.

Constant full integration (inclusion). A form of organization of the educational process in which children with ASD are taught according to general education programs corresponding to disabilities in the same class with normally developing children students in a mass general education school - an inclusive class. Full integration is effective only for those children whose level of psychophysical and speech development corresponds or approaches the age norm and who is psychologically ready for natural language learning with healthy peers. The rules for filling classes with full integration are as follows: children with developmental disabilities, 1–3 people each, are included in regular school classes. There is no dosage of integration time - children spend the entire day with their normally developing peers.

Содержание образовательного процесса в инклюзивных классах определяется программами для общеобразовательных классов, утвержденными Министерством дошкольного и школьного образования Республики Узбекистан, учебным, годовым календарным планом и расписанием занятий, разработанными и утвержденными образовательными учреждениями самостоятельно, а также индивидуальным учебным планом для ребенка с особыми образовательными потребностями и адаптированной образовательной программой. Содержание совместной деятельности не регламентируется: дети с ограниченными возможностями здоровья посещают все учебные занятия совместно с нормально развивающимися сверстниками. В условиях постоянной полной интеграции процесс интегрированного обучения обеспечивается педагогами массового образования. Специальная психолого-педагогическая помощь оказывается специалистами комплексного сопровождения внутри образовательного учреждения. Интеграция необходима всем детям, поскольку позволяет максимально нормализовать среду и способы взаимодействия с окружающими людьми, однако, чем ниже уровень развития ребенка в сравнении с нормально развивающимися сверстниками, чем менее он психологически готов к интеграции, тем более



дозированным и регламентированным должен быть процесс совместного обучения. Только в этом случае у нас есть шанс сделать интеграцию и доступной, и полезной для развития ребенка.

Адаптируя тот или иной материал для ребенка с РАС, педагогу необходимо руководствоваться следующими принципами:

1. Вариативность, разноуровневость учебных материалов. Так как педагог в одном и том же классе работает с учащимися, имеющими разный уровень развития, учебные материалы должны предполагать возможность вариативности заданий. Если кто-то из учащихся справился с заданием I уровня, ему предлагается задание II уровня, III уровня и т.д. Таким образом, все учащиеся выполняют объем работы, адекватный их возможностям и используют учебное время с максимальной эффективностью.

2. Зрительная насыщенность, размер шрифта, пространственное расположение. К сожалению, многие учебники и учебные материалы не учитывают индивидуальные возможности зрительного и зрительно-пространственного восприятия ребенка. Зрительная насыщенность и размер шрифта должны быть адекватны возможностям конкретного ребенка или группы детей.

3. Различные смысловые части должны быть выделены зрительно. Расположение текста на странице не должно провоцировать ребенка к ошибочному прочтению. Страница учебных материалов не должна быть заполнена однотипными заданиями, которые будет трудно зрительно дифференцировать, особенно учащимся с проблемами организации внимания и ориентации в пространстве. The content of the educational process in inclusive classes is determined by the programs for general education classes approved by the Ministry of Preschool and School Education. Republic of Uzbekistan, educational, annual calendar plan and class schedule, developed and approved by educational institutions independently, as well as individual curriculum room for a child with special educational needs and adapted educational program. The content of joint activities is not regulated: children with limited health capabilities attend all educational classes together with their normally developing peers. In conditions of constant full integration, the process of integrated learning is provided by teachers of mass education. Special psychological and pedagogical assistance is provided by comprehensive support specialists within the educational institution. Integration is necessary for all children, since it allows for maximum normalization of the environment and ways of interacting with people around them, however, the lower the level of child development compared to with normally developing peers, the less he is psychologically ready for integration, the more dosed and regulated the process of joint learning should be. Only in this case do we have a chance to make integration both accessible and useful for the development of the child.

When adapting this or that material for a child with ASD, the teacher must be guided by the following principles:

1. Variability, different levels of educational materials. Since a teacher in the same class works with students who have different levels of development, educational materials should allow for the possibility of task variability. If one of the students has completed the task of level I, he is



offered a task of level II, level III, etc. In this way, all students complete an amount of work that is adequate to their abilities and use study time as efficiently as possible.

2. Visual saturation, font size, spatial arrangement. Unfortunately, many textbooks and educational materials do not take into account the individual capabilities of visual and visual-spatial perception of the child. Visual richness and font size must be adequate to the capabilities of a particular child or group of children.

3. Various semantic parts should be highlighted visually. The location of the text on the page should not provoke the child to read it incorrectly. The educational materials page should not be filled with the same type of tasks, which will be difficult to visually differentiate, especially for students with problems organizing attention and orientation in space.

4. Visual presentation of the action program. Educational materials must be designed in such a way that they help the child build the correct program of action.

5. Use clear terms and symbols. Educational materials should use symbols that students can understand. Of course, we need to introduce new words and expand the child's passive and active vocabulary. However, the teacher must act in doses, in the zone of proximal development and set feasible tasks for the child.

6. Pattern recognition. Often learning problems arise because children cannot recognize illustrations in textbooks. Despite the importance of this problem, teachers rarely pay attention to the criterion of "recognizability of visual images," because they are simply accustomed to using these educational materials and know what they are talking about.

7. Emotional component of illustrations. It is extremely important which one. Since substantive practical activities are especially effective for teaching children with ASD, teaching aids imply the possibility of manipulation with them.

All educational material must be supported by visuals, as well as by completing practical tasks. The Chinese principle is very suitable for teaching children with ASD: "I hear and I forget, I see and I remember, I do and I understand." For more successful assimilation of program material by students with ASD it is necessary:

- use visual reinforcement when learning new words and concepts;

- texts are accompanied by photographs and illustrations;

Abstract concepts must be supported by images and symbols (for example, the concepts "right", "left").

When including a student with ASD in a general education class, the course of the lesson depends on the extent to which the topics being studied are related to students with different educational needs, as they have learned the previous topic, which stage of learning is taken as the basis (presentation of new material, repetition of what has been covered, control of knowledge, skills and skills). If the students in the class and the student with ASD have a common topic, then the material is studied frontally, and the children receive knowledge of the level that is determined by their program. Consolidation and development of acquired knowledge, skills and abilities are built on various didactic materials, individually selected for each student (cards, exercises from the textbook, etc.) texts on the board, etc.).

If different program material is being studied and joint work is impossible, then in this case the lesson is built according to the following structure: the teacher first explains the new material



to the class, and Students with ASD, accompanied by a tutor, do independent work at this time aimed at consolidating what they have previously learned. Next, to consolidate the newly learned material, the teacher gives the class independent work, and with students with ASD organizes work that includes analysis of the completed task, ok providing individual assistance, additional explanation and clarification, explanation of new material. This alternation continues throughout the lesson.

In the current member, the profesion “Thus” quickly will be able to work, it will be overwhelmed, and the surgery is to rehabilitate the surgery.

In the modern understanding, a tutor (from English tutor) is a specialist who organizes conditions for the successful integration of a student with developmental disabilities into the educational and social environment of the school oly. The creation and implementation of an individual program of tutor support for a child is decisive in the areas of work of a tutor. Among the main tasks the following stand out:

- development of the cognitive (cognitive) sphere of the child;

- development of the communication sphere: communication skills;

- development of the emotional sphere: psychological adaptation to the learning process in the classroom, the emergence and maintenance of a positive emotional mood in relation to the process learning and being in the school environment;

- development of independent behavior skills. For example, one of the key tasks is to develop the communication skills of a child with ASD, including him in an environment of peers and adults.

To implement this task, the tutor sets an example and guides the student: upon entering the class, the tutor helps the child through reminders, through visual or verbal instructions for health hang out with adults, classmates. And when leaving home, say goodbye to everyone. Give thanks when necessary. At first, he is a guide for his student, a connecting thread with the world around him. The tutor provides the main assistance in organizing educational activities. Children with ASD get tired very quickly, which can lead to behavior problems in the classroom. To prevent this from happening, the student, together with the tutor who monitors the student’s condition, can, if necessary, leave the class during lessons and go to the sensory area unloading, where the tutor continues to explain the material being studied, but this time individually.

The tutor’s responsibilities include keeping an observation diary, which records all stages of the child’s development over time, working with his resource map, and supporting an individual image oval path. The purpose of support is for the child to achieve as much as possible given the abilities and opportunities that he or she possesses, despite existing problems and deficits.

To successfully integrate the student into work, the tutor at the beginning of the lesson provides a psychological mood (relieves anxiety, motivates to be active). In addition to this, the tutor carries out preparatory work in the general education class on the acceptance of a student with special educational needs by other children, which takes place in between explanations and conversations.



The scientific community is increasingly inclined to believe that it is not enough to simply teach a child with autism. Even his successful accumulation of knowledge and development of skills in themselves do not solve his problems. The development of an autistic child is not just delayed, it is distorted: the system of meanings that support the child's activity, guide and organize his relationships with the world are disrupted. That is why it is difficult for him to apply the knowledge and skills he has in real life. Thus, we should rather talk about therapeutic education, the task of which is, first of all, the development of a meaningful interaction between the child and the world around him in three directions m:

establishing emotional contact;

development of an active and meaningful attitude towards the world;

development of forms of interaction with the child.

Students with autism spectrum disorders at school are provided with correctional and pedagogical support. Corrective psychological and pedagogical support is provided by a teacher, psychologist, speech therapist, speech pathologist, tutor, exercise therapy instructor .

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