

## RECOMMENDATIONS FOR PARENTS OF AUTISTIC CHILDREN

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**Abstract:** This article discusses the fact that, taking into account the complexity of autism problems and the degree of mental (mental) development disorders, O.N. Nikolskaya divided autistic children into four groups and a number of recommendations for parents of children with autism spectrum disorders.

**Keywords:** O.N. Nikolskaya, mental, speech, logopedics, psychology, neuropsychology, correctional pedagogy, autism.

The current autism disease is increasingly likely to be born today. Taking into account the complexity of autism problems and the degree of mental (mental) development disorders, O.N. Nikolskaya divided autistic children into four groups. This classification allows for the creation of an individual program when organizing correctional education.

1. The absence of speech in children and indifference to speech addressed to them, as well as non-verbal communicative activity.

2. The presence of speech in children in a simple and partial form, but the child is unable to communicate.

3. Children avoid communication with others, even do not have a sign-based type of communication, and poorly adapt to changing conditions. This situation creates difficulties for the child to communicate with his parents and speech therapist.

4. Children have delays in mental, speech and social development and problems with concentration, which are manifested in social maladjustment and naivety. Such division of children into groups is one of the main signs in diagnosing them with speech therapy. Thus, due to the different types of autistic children and the complexity of the developmental disorder, an individual, differentiated approach to the child's ability to master the program is required. Recommendations for speech therapists and defectologists working with a child with autism.

1. Specialists should take a special course on "Autism" in their advanced training.

2. Education and training cover five main areas. The first area of education and training is theoretical knowledge about autism. The theoretical direction includes the area of diagnosis and identification. The second area of education includes diagnosing a client with autism. The third

area covers the adaptation of the environment to autism (development of an alternative system of knowledge). The fourth area is functionality. It should be remembered that people with autism learn only those functional skills that we have taught them. The fifth area concerns the question of how teaching and learning methods should be adapted to a child with autism. Special education was originally developed for the blind and hard of hearing. The development and implementation of such a system for children with autism is perhaps the most important task, since no one is prepared for this through traditional special education.

3. The basis of the pedagogical strategy should be an individual approach. The desire to find the psychomotor functions, positive aspects of his personality and development preserved in each child in order to use them as a basis for the pedagogical process is an important condition for establishing a pedagogical assumption based on pedagogical optimism. It is also very important to launch propaganda work related to raising public awareness of autism.

In our life, we also encounter situations when some parents are ashamed of their children who are growing up in an “unusual” way, because society itself does not accept them correctly. This is completely wrong. The problem is that parents, noticing that their children are not like other children of the same age, become anxious and try to hide them, and as a result, they themselves become isolated from society. It is worth noting with regret that this problem is also somewhat relevant in Uzbekistan. Today, the system of diagnosing and treating autism is being developed scientifically, methodologically and practically at the Republican Center for Social Adaptation of Children. The complexity of this is that the phenomenon of autism requires the cooperation of various specialties. The rehabilitation and integration of children with autism consists of a number of measures and requires the establishment of greater social cooperation, that is, the involvement of specialists from various fields. This problem requires a collaborative approach between pediatricians, medical workers, speech therapists, psychologists and defectologists. In developed Western countries, there are different views on the problem of education, upbringing and adaptation of people with autism. Often, foreign specialists approach the problem in a way that is unique and different for each person.

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