



Cooperation of speech pathologists and parents in the organization of correctional work with children with autism syndrome.

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ABSTRACT

This article presents recommendations regarding the cooperation of a speech pathologist with parents of children with autism syndrome. At the same time, the attitude and feelings of the parents of children with autism syndrome towards their child are highlighted, and specific tasks for the speech pathologist in working with them are given and recommendations are made.

Keywords:

Autism syndrome, child, correction, socialization, development process, communication.

The birth and upbringing of a child with various problems in mental development is a situation that complicates the family's lifestyle and depresses family members, makes them think about various problems and hesitates in situations of making the right decision. "Autism syndrome" is in the leading position among the deficiencies in mental and emotional development today, and scientists have not yet been able to study and solve this problem. According to WHO data in 2016, autism spectrum disorders were found in 1 (one) out of 160 children, and by 2022, this figure will be found in 1 (one) out of 100 children. It is clear from this that the number of children with autism is increasing year by year, which requires speech-language pathologists to properly work with such children in cooperation with their parents and relatives.

It is considered a human duty to support disabled children and their parents in every way, to encourage them materially and spiritually, so that they can get quality education, treatment and, most importantly, lead a life equal to no one else in our republic. A number of legal bases have been developed. As

a proof of our opinion, the Decree of the Republic of Uzbekistan No. PF-5270 of December 1, 2017 "On measures to fundamentally improve the system of state support for persons with disabilities" we can say.

Parents of children born with defects in psychological and physical development face various difficulties. Scientists who researched this issue show that with the arrival of a disabled child, in addition to the usual difficulties that all families experience, a number of unique problems arise that cause a whole chain of undesirable changes in the family. Firstly, the birth of a disabled child in a family is often an unexpected event, and parents are usually not fully prepared for this tragic event for them. As a result, they feel weak and alone, that is, different from others. Secondly, such a situation affects all the main areas of family life. In order to properly approach the education of a child born with a defect and to develop it in optimal conditions, first of all, parents and other family members should adapt to his condition. This adaptation is especially important for children with autism. In this case,

the defectologist should, along with correcting children with autism syndrome, work in cooperation with their parents, help them to alleviate the depressed and hopeless situation of the parents, accept such children as much as possible, and provide active support to their children. The complexity of communicating with a child, the problems of caring for and raising him, the inability to see him as the child that parents dream of - all this disrupts the family's educational function. Thus, the difficulties faced by families raising a child with autism syndrome can be explained, on the one hand, by a sharp change in lifestyle, and on the other hand, by the need to solve many problems that are different from the difficulties associated with raising a healthy child. explained.

In the scientific literature, the interaction between children with developmental disabilities and their parents is also widely covered. Children with developmental problems are divided into very complex and diverse groups. According to all psychologists and special pedagogues, parents need to know their children's developmental characteristics and the essence of their shortcomings in order to properly organize and educate such children.

In particular, the famous American pediatrician B. Spock found out the idea that corresponds to the inner experiences of parents raising children with autism syndrome as a result of his observations. It shows the following types of attitude of parents towards their disabled child:

1. Parents are ashamed of the "strangeness" of their children, they protect it too much.
2. Parents feel guilty for their children's shortcomings without knowing it.
3. Parents gradually come to the conclusion that the condition of their child is hopeless, they refuse to give him any attention and show him affection.
4. Parents do not see problems in their child's development and try to prove to the whole world that his mind is no less than that of other children.
5. Parents take the child for granted, do not care about "like" looks and reproaches,

and allow him to be everywhere. The child feels bold and happy, accepts himself as he is.

Thus, all the above-mentioned types of parents' attitudes towards children with developmental problems are, in general, specific manifestations of disturbed parenting methods distinguished by psychologists from the "parent-normal child" relationship. In many cases, parents do not know the basic laws of the child's psyche, and because of the kindness they show him, they make gross mistakes in his upbringing, and these mistakes cause even more damage to the child's psyche.

Observations of specialists and daily experiences of parents show that the situation with the birth of an autistic child in the family is not completely hopeless, both parents and specialists provide great support to the child with developmental disabilities, his upbringing and education. in some cases related to him, they can alleviate extremely difficult conditions, they just need to know how to do it.

A.R. Maller and G.V. Sikoto, during their observations and research, came to the conclusion that mentally retarded and autistic children must meet a number of conditions in order to reach the maximum level of development. For this, correction work should be started as early as possible, secondly, an optimal family situation and close contact of special institutions and specialists with the family, and thirdly, an educational program suitable for the actual age and actual capabilities of children with developmental disabilities, as well as their educational goals. and methods are required.

A child's diagnosis should not confuse or depress the parents, and a follow-up visit is required to understand the child's true condition, critically evaluate the child's condition, and continue to work on the child's upbringing and care. should encourage the use of measures. A group of parents refuse to recognize the diagnosis of their child. This situation can prevent both the child and his parents from adapting to the situation. In order to eliminate these and similar problems, the cooperation of speech pathologists and parents is very necessary in working with autistic

children. However, in order for this activity to be effective, the defectologist must do certain things to make families his full partners. The main purpose of these works is to better establish correctional work with such children in family conditions, to guide parents to correctional-pedagogical work.

Based on the goal, it is planned to solve the following tasks:

Coordination of family relations.

Correction of the psychological state of the mother.

Correction of child and parent relations.

Helping to adequately assess the child's physical and psychological capabilities.

To teach the mother special corrective and methodical methods for training with the child in family conditions.

To teach the mother the special education methods necessary to correct the child's personality.

First of all, the speech pathologist takes part as a mediator between the child and adults, the child and his surroundings, as well as a coach in the direct communication of the child with the surrounding people. He conducts social diagnostics of families, creates programs that solve problems of raising children and help families. In the implementation of the cooperation between the family and the special school, the specialist-defectologist is faced with the demand to carry out educational work with parents first of all. It is important to inform parents about the psychological and physical characteristics of their child with autism syndrome, their unique positive and negative aspects, the child's weaknesses and strengths, and their unique abilities, and to pay more attention to the child's strengths. Development of the skills of using this knowledge is the main content of this work. The main goal of this activity is to change the worldview of the mother towards her autistic child. A mother should understand that her duties towards her child are not only to feed, care for, and treat him, but also to prepare him for social life, and this task is more important. Only then will he understand the social importance of education and focus his efforts on this task. As a result, the parents' knowledge and experience in

correctional work related to the education and upbringing of the child will increase.

Psychological-pedagogical work with mothers of autistic and mentally retarded children is mainly carried out in three stages.

The first stage is aimed at involving the mother in the educational process. The defectologist convinces the mother of the sick child that the little one needs only her love and efforts in this work, that no one but herself can seriously engage in the educational process of her autistic child, and finally, that no one but herself is interested in this work. need

The second stage envisages the formation of interest in the mother's development process of her child. In this case, the speech pathologist draws the mother's attention to the fact that her child may have small, but very important achievements in his development. Little by little, the mother acquires the skills to work with her child at home on the assignments given by the speech pathologist.

The purpose of the third stage is to reveal the possibilities of searching for personal creative approaches in the education of a child with autism syndrome in the eyes of the mother.

Raising a child with autism syndrome is one of the complex problems, which requires high attention, care, trust, knowledge and courtesy from parents and family members. The level of adaptation and rehabilitation of a child with autism syndrome depends on the level of support he receives from his family, methods of family upbringing, and finally, the style of internal family relations. Therefore, it is possible to achieve appropriate rehabilitation and integration of such a child only if the problem of supporting families raising an autistic child is solved.

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