

ON THE FEATURES OF INCLUSIVE EDUCATION FOR AUTISTIC CHILDREN IN A SECONDARY SCHOOL

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Annotation: The article deals with the issue of teaching children with autism in a secondary school, about tactics and psychological support by a teacher for children with autism, the formation of their minimum competencies necessary for life in a normal society. Their characteristic features in various situations are analysed.

Key words: autism, general education, psychological support, behaviour, competencies

Introduction. The modern education system of the CIS countries, with minor changes at the present stage, was formed back in Soviet times. The training went only in an ascending line. There were ordinary general education schools that focused on the average student and specialized schools for children with various disabilities.

The problem of teaching "special" children arose already in Soviet times: teachers were faced with the fact that there are children who could not learn the material and could not master learning skills (reading, writing, counting), despite the titanic efforts of the children themselves and teachers. Education not only led to the development of children, but, on the contrary, aroused in such children a steady unwillingness to learn, they joined the ranks of asocial groups.

To solve this problem, a correctional and developmental direction was created in Soviet pedagogy. These were classes of correctional and developmental education in ordinary general education schools, they recruited children with problems of dysgraphia, dyslexia, with pedagogical neglect, with peculiarities of perception, with various physical and neuropsychological, congenital or acquired defects or features of the organization of behaviour, speech, hearing, vision, fine motor skills of hands and intellect, emotionally disadvantaged children and children who have suffered emotional trauma - that is, all those children who needed additional PEDAGOGICAL assistance without allocating these children to specialized institutions. These were the children for whom special schools were not required and the main emphasis was placed on the development of such children. Wonderful programs were written and excellent learning conditions were created - 7-14 people in the class. But, already at that time there were some kind of omissions. Firstly, the overwhelming majority of teachers working in correctional development classes did not take the necessary retraining and education courses, and there was no question of such training for students in universities.

Secondly, there were no developed methods for working with "special" problem children, and the children themselves were not studied.

Over time, there were no correction classes, but problem connected with children remained, they were returned to regular classes. And today, teachers working with the class, as before, for the most part did no longer have the necessary ideas about children at risk, they did not have the appropriate methods for teaching problem children in the class, and some old methods only harmed such children.

Today, when it comes to inclusive education of children with autism (with Asperger's syndrome) in a general education school, it is necessary to work on preparing teachers for inclusion: to prepare teachers psychologically and methodically for this training. Psychologically, the teachers must be ready to meet with a "special child", that is, they must know with which risk group they will work in the educational process in psychological terms.

Usually, parents themselves engage or hire tutors to work with autistic children, and by the time they reach school age, almost all of them, having only experience of individual learning, may have problems with adaptation when they enter school in a group of children. Alien environment and communication with the class can cause a panic state in the child.

And also, necessarily, the behaviour of an autistic person can cause a violent reaction from the rest of the students, if you do not let them understand what this disease is, and how to help this child join the children's team.

Let's say right away that with the manifestation of patience and understanding, almost all the difficulties described below are significantly smoothed out already during the first half of the year. You can cope with them if you give the child a real experience of learning together with other children: there is no other way, no individual work can replace such experience. If a teacher working with autistic children is a professional and is familiar with awkward situations that may arise in the learning process, then it will not be new to him that such child, for example, can behave like a very small one: it is difficult to sit at a desk for some time, getting up to walk around the classroom during the lesson, to play something different. Other features may be more specific. So, the child may, as if, not pay attention to the teacher's speech appeals, may not follow the instructions: as if outwardly "not reacting". However, this is not entirely true: the child perceives what is happening, but not always can immediately concentrate and respond. He, although belatedly, can still fulfil the requirement and answer the question asked. In order to motivate the child to answer and involve him in interaction with other students, the teacher should specifically address another student next to him. Often the child likes to repeat the actions of other children, and this position can be used to develop learning.

In situations where an autistic person sits at a desk, relaxed, lounging and absentmindedly looking away, or writes slowly, lying down on a desk, one ought not to rush or put things in order. The haste of the teacher in this case will give the opposite result: in a tense situation, the child may be more frightened, become silent, withdraw into himself and completely stop thinking or, conversely, actively protest, panic and refuse to work. It must be remembered that autistic people are quickly overexcited: the outwardly unmotivated laughter or crying of a child, as a rule, is associated with an overload of impressions. Children with autism are characterized by significant mental immaturity, fatigue, special excitability, dependence even on mild physical ailment or seasonal fluctuations in the weather, on food and require careful attitude. As they age, they tend to become more resilient. At the beginning of education, all these difficulties are exacerbated many times: everything unusual at school, as we know, is a very strong stress factor for these children. In this novelty, the most acute experience for such a child is the company of other children. Therefore, even if his behaviour is quite adequate at home and in individual lessons, in the classroom the child can easily get excited, be delighted with the pranks of his classmates, laugh when everyone has calmed down and try to repeat the actions. With autistic children, parents, knowing their behavioural actions, try to be constantly nearby. Sometimes the presence of parents in the lesson in this case must be used very carefully, because relatives are prone to often try too hard to "put things in order", and their tension is transmitted to the child. If possible, then the role of an assistant in the adaptation of an autistic child should be given to the nearest classmate. Habituation is not the only reason that the behaviour of such children gradually become more and more normal. The most important thing is that they gradually learn the stereotype of the lesson.

An autistic child, oddly enough, loves the order in the state of affairs, the daily routine. It is known how such children value the mastered order. At the beginning of training, it may seem to the teacher that the child, from time to time falling out of the situation, does not perceive what is happening well. However, it often turns out that, despite absent-mindedness or excitement, he learns the material in the lesson and can reproduce at home everything that was done in class, even when it might appear as though they did not pay attention at all. A child at home can happily complete tasks that he did not react to in the lesson, and do it amazingly diligently.

Sometimes it is important to first give the child the impression that he is coping with the task, and then, already against the background of this "success", begin the actual development of the skill.

When organizing a lesson, it is also important to remember that the child's inhibition and insecurity make it extremely difficult for him to make an independent choice or decision. The need to answer a simple question (what do you want? what will you do?) makes him feel uncomfortable, often he says something randomly, just to get out of an unpleasant tense situation. For the development of a child's ability to choose and make a decision, special psychological work is required.

Due to the child's great self-doubt, it is risky, at least at the beginning of training, to try to stimulate him by offering a new, "very difficult", "most difficult" task. What natural excitement and a desire to test oneself in an ordinary child often provoke a panic refusal in an autistic child. In order for him to learn to take risks, to

accept difficulties, to perceive failures constructively, special psychological work is needed, in which the child, first of all, must accumulate significant experience of success.

In the process of this work, a moment inevitably comes when he also begins to strive to overcome various difficulties, but at first he does this extremely inflexibly, like a small child, demonstrating both a monstrous level of ambition and panicky reactions to failures.

Compared with others, such children present a special problem for the teacher in that they do not fit well into the classroom, require an individual approach, constant encouragement and support; those who do not know how to communicate with others children at recess, etc. The inability to independently adapt to unexpected changes in school life often puts an autistic child at risk of an emotional breakdown.

Firstly, it concerns assistance in mastering the space of the school. The child's anxiety will decrease if he clearly learns his main place of study, and what he should do in all other places of the school where he goes. To do this, it is possible to use diagrams on a tablet, previously entered by parents or a teacher.

Secondly, such child needs help in organizing himself in time. He needs to master a particularly clear and stable schedule for each current school day with its specific order of switching from one class to another, coming to school and leaving home, the order of these days in the school week, the rhythm of working days and holidays, holidays during the school year. One can solve the problem of space and schedule of the current school day with tasks by planning in advance in electronic form.

With programs specially designed taking into account the time and place of lessons, educational building for an autistic student on a tablet can become an indispensable assistant in the educational process.

An autistic child's education program should be individually designed and based on their interests and abilities. One of the most important areas in correctional work with autistic children is the development of general and fine motor skills. This is justified by the fact that almost all autistic children have certain motor disorders: general awkwardness, insufficiently coordinated gait, children cannot jump, stand on one leg, are unable to step over an obstacle, throw a ball at a target, catch it, cannot fasten the fastener on clothes, distort the letters when writing. And also they have a disturbed sense of rhythm: it is difficult for them to walk to the music, to perform movements to it.

Most of them lack self-care skills. In this case, they need support from classmates and the teacher. Out of school hours, an autistic person requires special attention: he may not say that he wants to eat or wants to go out of need. There should be a tactical move by the teacher both in communicating with an autistic person and in order to attract other healthy students for this business.

Thus, any type of activity is a great difficulty for students with disabilities, especially if you need to show mental effort and diligence. These schoolchildren are distinguished by a low tone of cognitive activity, due to the lack of formation of the motivational sphere, and an insufficient level of development of mental operations. To overcome the problems, the teacher of a correctional school needs to form students' knowledge, skills and abilities using specific material, develop and apply various types of assistance to successfully solve the pedagogical tasks set.

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