



Journal Website:  
<https://theusajournals.com/index.php/ajsshr>

Copyright: Original  
content from this work  
may be used under the  
terms of the creative  
commons attributes  
4.0 licence.

## PARENTS OF STUDENTS WITH AUTISM SPECTRUM AND SPECIAL SCHOOL PARTNER

Submission Date: Aug 30, 2024, Accepted Date: Sep 04, 2024,

Published Date: Sep 09, 2024

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume04Issue09-08>

**Abidova Nazokat Kutbiddinovna**

Associate Professor of the Oligophrenic Pedagogy Department of Tashkent State Pedagogical University  
named after Nizomi, Ph.D. (PhD), Uzbekistan

### ABSTRACT

This article highlights the pedagogical conditions for cooperation between parents of students with autism and a special school. The article analyzes the forms and stages of psychological and pedagogical work with parents of children with autism.

### KEYWORDS

Autism, parents, teachers, children with autism, effective methods, correctional and pedagogical rehabilitation, psychological and pedagogical work, educational and propaganda stage.

### INTRODUCTION

Autism spectrum disorders (ASD) are a diverse group of conditions. They are characterized by some degree of difficulty with social interaction and communication. Other characteristics are atypical patterns of activities and behaviours, such as difficulty with transition from one activity to another, a focus on details and unusual reactions to sensations.

The abilities and needs of autistic people vary and can evolve over time. While some people with autism can live independently, others have severe disabilities and require life-long care and support. Autism often has an impact on education and employment opportunities. In addition, the demands on families providing care and support can be significant. Societal attitudes and the

level of support provided by local and national authorities are important factors determining the quality of life of people with autism.

Characteristics of autism may be detected in early childhood, but autism is often not diagnosed until much later.

People with autism often have co-occurring conditions, including epilepsy, depression, anxiety and attention deficit hyperactivity disorder as well as challenging behaviours such as difficulty sleeping and self-injury. The level of intellectual functioning among autistic people varies widely, extending from profound impairment to superior levels.

In recent years, the legal and regulatory basis for introducing a new system of state support for children with disabilities is being strengthened in our republic. Priorities such as "formation of an effective system of support for persons with disabilities, improvement of their quality and level of life" have been defined. As a result, the opportunities to educate as a person who is physically healthy, mentally and spiritually developed, independent-thinking, loyal to the Motherland, with a firm outlook on life will expand. It largely depends on his preparation and moral-psychological appearance, but also on the microenvironment in the family where the child is born and raised. Family upbringing leaves a deep mark on the formation of moral qualities of a person. The family is the first social environment where

the child gains certain life experience and comes into contact with the moral norms established in the society. In the family, the child's views on life oriented towards certain social values begin to form, and his ideas about the purpose of life appear. Parents consider a child with autism spectrum as a patient, while others, on the contrary, do not want to see that the child has any deviation from the norm. In connection with this, they do not understand the current problems related to the development of a child with autism [p. 3-67].

The purpose of education and upbringing of children with autism spectrum is to ensure the development of the child's personality in optimal conditions (physical, social, moral standards, intellectual), to provide comprehensive, socio-pedagogical, correctional, educational and psychological support to the child. also consists of protecting the child in everyday life situations[4.-67.p.]. Both teachers and parents are interested in the positive development and proper upbringing of a child with autism. The interaction between the school and the family arises from the unity of educational goals and tasks. A special educational institution alone cannot fulfill this goal. In this, the participation of parents, close family members, and the community plays an important role. This requires the teacher, regardless of his relationship with parents, to be in constant contact with them. It is a well-known fact that the role of the family in raising

children with autism spectrum, correcting and eliminating their deficiencies, organizing their education to the fullest, and ultimately making them a socially useful person is recognized.

Nothing can replace the role of parents in raising a child, even when a child with autism is being raised at home, or when he is in a special institution because of a deep developmental deficiency or due to a life situation [1.-12.p. ]. There are many parents who make incredible efforts to create optimal conditions for their child's development. However, in most cases, they lack knowledge and skills, and sometimes they are hindered by false and mistaken ideas. Informing parents about the psychological and physical characteristics of their child with autism spectrum, specific positive and negative aspects, the child's weaknesses and strengths, and paying more attention to the child's strengths, and the important thing is to develop the skills of using this knowledge. constitutes the main content of the work [5.-90.p.]. The main goal of this activity is to change the world view of the mother towards her child with autism. A mother should understand that her duties towards her child are not only to feed, care, 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 knowledge and experience of parents in the field of correctional work related to the

education and upbringing of their children increases. Psychological-pedagogical work with parents of children with autism spectrum is mainly carried out in three stages:

The first stage is aimed at involving parents in the educational process. The teacher believes that the child with autism spectrum needs only his love and behavior in this work, that no one else can be seriously involved in the educational process of the parent's child, and finally, that no one else is interested in this work. it is necessary to convince the mother of the sick child that it is not.

The second stage envisages the mother's interest in the development process of her child. In this case, the pedagogue 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 with autism spectrum at home on the assignments given by the pedagogue.

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 spectrum in the eyes of parents.

Creativity in cooperation between parents of students with autism spectrum and a special school allows the mother to reduce the negative internal psychological state during long-term stress, to revise her life rules

and values related to her child with hearing impairment.

In the initial conversations with parents, the pedagogue should repeatedly emphasize to them that they should follow the following rules, that these rules will make their life much easier [2.-320.p.]. First of all, the pedagogue should tell the parents that they need to overcome the feelings of fear, depression, and hopelessness, and secondly, that it is a waste of time to look for the culprit in the situation, and that there is no one to blame. Thirdly, it advises parents to determine what kind of help is required for their child and family (medical or psychological-pedagogical, or both).

In personal conversations with parents, the pedagogue combines educational and psychological work, has a positive effect on the feelings of doubt and fear that prevent the control of the situation. In addition, the family can be involved in family therapy and educational training programs. Their goal is to improve relationships between family members, to solve hidden problems caused by difficult situations related to the birth and upbringing of a child with autism spectrum. It consists of interactions between people. During consultations, the special knowledge of the counselor-pedagogue positively helps the clients to solve everyday problems or prepare for future behavior.

## REFERENCE

1. Raxmanova V.S. Maxsus pedagogika - T.: G'afur G'ulom, 2004.
2. Maxsus pedagogika (darslik). R.M.Ro'latova, L.Sh.Nurmuxammedova, D.B.Yakubjanova, Z.N.Mamarajabova, Sh.M.Amirsaidova, A.D.Sultonova. - T.: "Fan va texnologiya" nashriyoti. 2014. - 520 b
3. Po'latova P. Maxsus pedagogika. – T.: G'.G'ulom nomidagi nashriyot-matbaa-ijodiy uyi, 2005. – 223 b.
4. Maxsus psixologiya L.R.Muminova, D.B.Yakubjanova, Z.N.Mamarajabova, Sh.M.Amirsaidova - T.: "Fan va texnologiya" nashriyoti. 2014. - 520 b
5. Qutbiddinov A. N. THE TECHNOLOGY OF FORMING GEOMETRIC CONCEPTS IN PRIMARY CLASS STUDENTS WITH INTELLECTUAL DEFECTS BASED ON THE INNOVATION IDEA //INTEGRATION CLUSTER" ON THE BASIS OF INTERDISCIPLINARY RELATIONSHIPS." International Scientific and Current Research Conferences. – 2022.
6. Qutbiddinov A. N. THE TECHNOLOGY OF FORMING GEOMETRIC CONCEPTS IN PRIMARY CLASS STUDENTS WITH INTELLECTUAL DEFECTS BASED ON THE INNOVATION IDEA" INTEGRATION CLUSTER" ON THE BASIS OF INTERDISCIPLINARY RELATIONSHIPS //International Scientific and Current Research Conferences. – 2022. – C. 241-247.

7. Abidova, N. K. (2023). Psychological and pedagogical study of children with autism. *Oriental Journal of Education*, 3(03), 61-65.
8. Qutbiddinov, A. N. (2022). Technology of forming geometric concepts in primary class students with intellect defects on the basis of" integration Cluster". *Journal of Pharmaceutical Negative Results*, 6461-6466.
9. Nazokat, A. (2023). Autizm spektori buzilgan o 'quvchilarning bilish faoliyatining o 'ziga xos xususiyatlari. *Journal of Academic Research and Trends in Educational Sciences*, 412-415.
10. Abidova, Nazokat. "Positive effects of formation of knowledge, skills and skills on the basis of interdisciplinary relations." *Academicia: An International Multidisciplinary Research Journal* 11.3 (2021): 2505-2510.
11. Qutbiddinovna A. N. AUTIZM SPEKTORLI BOLALARDA IJTIMOY-MAISHIY MALAKALARNI RIVOJLANTIRISH: doi. org/10.5281/zenodo. 10555394 //ILM-FAN YANGILIKLARI KONFERENSIYASI. – 2024. – T. 1.Nº. 1.
12. Obidova, B., & Abidova, N. Q. (2023). RUHIY RIVOJLANISHI SUSTLASHGAN BOLALAR LUGAT BOYLIGINI RIVOJLANTIRISH. *QO'QON UNIVERSITETI XABARNOMASI*, 417-419.
13. Abdupattayeva, D., and N. Q. Abidova. "IMKONIYATI CHEKLANGAN BOLALARNI INKLUZIV TA'LIMGA KIRITISH UCHUN ULARNING OTA-ONALARINI TAYYORLASH YO 'LLARI." *QO'QON UNIVERSITETI XABARNOMASI* (2023): 758-760.
14. No'monjonova, R., & Abidova, N. Q. (2023). IMKONIYATI CHEKLANGAN YOSHLARNI OILAVIY HAYOTGA TAYYORLASH. *QO'QON UNIVERSITETI XABARNOMASI*, 448-450.
15. Sharobidinova F., Abidova N. Q. AUTIZMGA EGA BOLALARNI PSIXOLOGO-PEDAGOGIK O'RGANISH //QO'QON UNIVERSITETI XABARNOMASI. – 2023. – C. 761-763.
16. Ubaydullayeva M., Abidova N. Q. O'ZBEKISTONDA AQLI ZAIF BOLALARNI ERTA TASHXIS QILISH MUAMMOLARI //QO'QON UNIVERSITETI XABARNOMASI. – 2023. – C. 764-766.