

## **AUTISTIZM TECHNOLOGIES TO ESTABLISH METHODS OF WORK WITH CHILDREN'S FIX SINDROMLI**

Hamidjon Babayeva Azizabonu daughter

Teacher, Kokand State University Department of Special Pedagogy

E-mail: azizabonubabayeva@gmail.com

### **Abstract**

This article - functioning children are enhanced with comprehensive fix, if it works out, a group of experts: psychiatrist, neurologist, psychologist, speech therapist, the head of music are enhanced in partnership with parents and will be more successful. But this process should be done with the help of parents on the work of specialists in one program. The child's individual development and the selection of programs for to work out what you need. Teachers set clear learning objectives, overall qonuniyat have to rely on the child's development, help you to solve the problems arising should. The teacher's main task is to attract the individual and the joint business of the child to adapt in society am'lumotlar more about lit.

**Keywords:** Autism, individual, correction, reactions, stereotypes play an operating card, Kinder surprise, touch games.

### **Introduction**

First of all, we must closely acquainted with the children. The first lesson in the difficulties in the work may appear. Usually, children or does not pay attention to the existence of outsiders harsh, offensive is. We must be ready to advance such a reaction. In such case, you need to understand exactly what the psychological causes of such behavior. The reason for this is that the appearance of a strange man, which produces a feeling of discomfort to the child's functioning life of the element of uncertainty and fear produces. To get him used to new conditions, new people, that is, you'll need time to get used to the teacher. There will be one or a few of my favorite games functioning in the child. Offbeat things through hours of trying to make it in such games can manage. Such stereotypes main features of the game:

- the purpose of the game and the logic of the completed often understandable to others the meaning of this action;

- one participant in this game – the child's own implied;
- children and manipulyasiya implementation performs the same action from time to time;
- o'zgarmaslik: upon completion of the installation, the game will remain the same for a long time;
- such a game you can play for years children.

The functioning of the presence of the child stereotypes put the game on a separate line, and it is separated from the other children immediately. The purpose of the observation the teacher-learn the structure of the game stereotypes, repeat a cycle of action that the highlight of the game during a specific sound in the child's g'o'ldirab the combination of the words highlight. Conclusions rda which is a sign of how our children can participate in the child's play to start at a short distance from where we can sit. May turn away from it. You also have children and also away, in any case you are not far from it and continue monitoring. Children gradually when hooked into the game not to participate you can join us. Here awhile and talk to the active action is not essential. You can repeat his words silently. You play him, you need to interfere with expressed. This condition requires time and patience, it does not help that you understand you understand what you are and the people who will accept your offer and a day of play.

Children's activities programmed in, they see only a clear meaning functioning. Operating for this purpose I would suggest to use the card. Examples of such cards, for example, "Kinder surprise"series of instructions to collect toys. However, the object itself is not enough to get to know them through and composing with children as often as possible called "travel" to the need (in the first stage, repeat the name of a child if he wants to, the teacher can make it himself). Otistik children do not know the good of their body. It can disrupt the spatial direction. Therefore, the group is useful to put multiple mirrors into the eyes of the children in the room. The reflection in the mirror his attention to the child's functioning need to be involved further. This method also will give you positive results. Forget that child functioning in the organization of physical action, in need of help: adult children with their hands literally "works, writing, drawing, and so on. Comfort to lowering the level of anxiety: body contact, the games, here's finger from the game can also be used. The frequent change of business because it is also very important from the aspects of children with the syndrome of autism in early childhood cognitive

saturated, they quickly tired of the physical. Each activity exceed 10 minutes should do. Otistik unsettled children monoton action, are characterized by fluctuations. This lesson from the teacher to distract the children from the emotional aspect of the rich rhythm games, dance moves you can use. Using the future before the children of had to be there, despite the fact that enjoying the lesson began with a part in music. Break means to reduce this type of convenience that regular sessions.

A child paints (brushes, fabrics and especially the fingers) if you see good with drawing pictures, sand, mud, millet, it is useful to work with water, you will develop the skills of the fingers motorli this excess muscle tension and bring relief fine. All of the above tricks as the game belongs to the functioning children the opportunity to establish contact with emotionally. The emotional component is of particular importance for such children of the world. Therefore, the conduct of the game is to touch the child's specific "temptation" is. New emotional feelings as a result of the study to the children and the teacher in this case we come with the installation of confidence we can talk about the emotional connection. The different types of touch game:

1. Paint the grass with "colored water" (app);
2. Water games. Mix with water, especially transplant, like the children of this game also have therapeutic effects
3. Soap bubbles games. Watch the children of soap bubbles can be seen. Bubbles and children to be breathed can be refused. You breathed before to do this, you need to teach to ensure strong air. You need to be careful and make sure you puflamasligiga you should water the child himself.
4. Ice games. That , in addition to the ice should be squeeze out the ice from the mold into the container with the children: "how he froze the water see it has become cold and hard, should say". Then get him plaques heated, it melts and cold. In the winter, your child's attention while walking on the ice, stagnant and you can focus on others.

Packing the game is also interesting. Wheat deep dish, pour into your hands bring your fingers to move it and pour. For the joy of expressing with the words smile and invite you to join the functioning children. You can use other grain you in the next lesson. Plastic material (plastilin, clay, dough) can be complicated matters with in the game with the extreme increase of his choosing. And despite this, you

and your child to make the same material of different materials offer different types of if you will be able to get the things that I like to own it.

Conclusion words I want to say the following about the game:

- if you have disagreed to the game a child, please do not insist, but next time try;
- remember, children can be afraid of the bright new signs of the impression and fear, immediately stop the game;
- the game requires that you like slightly repetitive;
- do not delay because the story line of the child's voluntary short-term attention;
- during the game, you may start looking at your face your child and your relationship to speak of him understand it confirms.

These rules are all into account taking without you good results you achieve may .

## References:

1. Madinakhan, M., & Odinakhan, R. (2023). STAGES OF UPBRINGING AND DEVELOPMENT OF SPEECH-IMPAIRED CHILDREN IN THE FAMILY. American Journal of Interdisciplinary Research and Development, 16, 33-37.
2. Maxmudova, M., & Xasanova, I. (2023). DIZARTRIYA NUTQ BUZILISHI TOVUSHNING TALAFFUZ TOMONIDAN BUZILISHI SIFATIDA. Interpretation and researches, 1.
3. Madinakhan, M., & Iroda, K. (2023). SPECIFIC FEATURES OF DYSARTHRIA SPEECH DISORDER IN CHILDREN WITH SPEECH DEFICIENCY. American Journal of Interdisciplinary Research and Development, 16, 42-45.
4. Saule, Z., & Sobirxonovna, M. M. (2023). DISRUPTION OF SPEECH, WHICH IS NOT VISIBLE IN RETARDATION OF MENTAL DEVELOPMENT. Academia Science Repository, 4, 46-50.
5. Madinakhan, M. (2023). THE THEORETICAL SIGNIFICANCE OF THE DEVELOPMENT OF THE PROFESSIONAL COMPETENCE OF THE TUTOR OF A SPECIAL EDUCATIONAL INSTITUTION. Galaxy International Interdisciplinary Research Journal, 11(11), 353-356.

6. Shukhratovich, M. K. (2023). WAYS TO OVERCOME SPEECH DEFECTS IN THE EDUCATION OF PARALYZED CHILDREN. Galaxy International Interdisciplinary Research Journal, 11(11), 348-352.
7. Xurshid, M. (2023). Maxsus yordamga muxtoj bolalar va o'smirlarni ijtimoiy reabilitatsiyasida oilaning roli. Conferencea, 12(12), 338-342.
8. Xurshid, M. (2023). Rivojlanishida nuqsoni mavjud bolalar oilalarida oilaviy munosabatlarning rivojlanishi davrlari. Conferencea, 12(12), 332-337.
9. Xurshid, M. (2023). Maxsus yordamga muxtoj bolalar oilalari bilan olib boriladigan psixoterapevtik ish. Conferencea, 12(12), 326-331.
10. Khurshid, M. (2023). Views Of Eastern Thinkers On The Education Of Children With Special Needs. JournalNX, 9(11), 210-215.