

# Development Technology of Social and Household Skills of Children with Autism Spectrum

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**Abstract:** This article covers the content of development of social and household skills of children with autism spectrum. In this article, an analysis of effective methods of developing social and household skills of children with autism spectrum is carried out.

**Key words:** Autism, children with autism spectrum, social and household skills, development, effective methods, adaptation, cultural-hygienic skills, self-service skills, daily skills

## 1. Introduction

In the 2030 Sustainable Development Program adopted by the UN, strategic tasks aimed at creating a comprehensive, fair, quality education opportunity for all people throughout their lives, ensuring the inclusiveness and relevance of education, the professional skills of teachers and inclusive-methodological In recent years, in accordance with the world's requirements, standards have been created for the creation of modern infrastructure and technologies for quality inclusive education of teachers with special educational needs, and the development of skills of inclusive education pedagogues. "Improving the normative base in the field of inclusive education system, ... expanding inclusive education processes, training, retraining and improving the qualifications of qualified pedagogues for the inclusive education system, .modern information and communication technologies and implementation of innovative projects"<sup>1</sup> are defined as priority tasks. Article 19 of the new version of the Constitution of the Republic of Uzbekistan, which entered into force on April 30, 2023, states that according to the generally recognized norms of international law, all citizens have the same rights and freedoms, as well as gender, race, nationality, language, religion, social origin, regardless of faith, personality and social status, their equality before the law is strengthened. In Article 50 of the General Law, the state guarantees the right to education of all people, the creation of conditions for the development of preschool education and upbringing, free general secondary education and primary professional education. Children with special educational needs The provision of inclusive education and upbringing in educational organizations is strengthened in a separate clause of the article. That is, the openness of education based on state educational standards and state requirements for children with limited opportunities and special educational needs. , compulsory general secondary education, differentiated approach in choosing educational programs, optionality in choosing the form of education are provided by law. This article fully complies with Article 23 of the Universal Declaration of Human Rights and Article 28 of the Convention on the Rights of the Child. In Article 52 of the Constitution, the teacher's work is recognized as the basis for the development of society and the state, the formation and upbringing of a healthy, well-rounded generation, and the enrichment of the spiritual and cultural potential [8.-43-48.p.]. The state guarantees the protection of the teacher's honor and dignity, their social and material well-being, and their professional growth. Article 29 of the law guarantees the right to education of children in need of social protection by the state allocating necessary funds and taking other measures for children to receive education at the level of established educational standards and requirements. Also, in this article, children with physical and (or) mental developmental disabilities and children with disabilities should study and be educated in educational institutions according to specially developed educational programs for them, as well as their physical, mental abilities and desires. the right to an appropriate education is guaranteed. In our country, providing education to children with disabilities in accordance with the requirements of the times, as well as early detection of various developmental defects and their gradual treatment and correction, is "For human dignity!" is in harmony with the principle. Children's autism is one of

the problems facing medicine and special pedagogy all over the world. In the 60s and 70s of the last century, research on the prevalence of autism around the world was carried out by specialists in the United Kingdom and the United States, and it was 2-4 cases per 10,000 children during these periods. As a result of increased attention and improvement of diagnostic methods, in the first decade of the 21st century, 1 in 160 children (according to the World Health Organization) and today in 1 in 100 children are recognized to have symptoms of autism. being carried out [7.-65.p.].

**The Main Part:** Due to the complexity of diagnosing autism and the fact that only officially registered cases are taken into account, it is difficult to provide accurate statistics about children with autism syndrome in our country, as in almost all countries of the world. Socialization and integration of autistic children into society is one of the perennial problems of special pedagogy, and the growing trends of the number of autistic children show the need for new approaches and research in this regard. Social skills are the basis for forming an independent life of any child. The development of these skills helps the child enter society, where he becomes independent and feels like a full member of it. The process of a person's entry into the social environment and its adaptation to psychological, cultural and sociological factors is considered through socialization using the concept of "adaptation". Children acquire various skills and abilities needed in everyday life at work (homework, self-service). The child begins to work without the help of adults, becomes independent, able to overcome difficulties by improving skills and abilities. Therefore, it is important to form social and everyday skills in the process of teaching and raising children]. [pp. 5-65]. The process of acquisition of daily skills and self-service skills of the child takes place in the conditions of self-influence of various situations of community life and in educational conditions. The level of social development of skills depends on the characteristics of the environment, the child's goals and individual capabilities. The optimal result means the ability to move and act freely in a familiar space and situation, the ability to transfer acquired skills and abilities to an unfamiliar situation, the ability to know social norms of behavior and the ability to follow them. Based on the results of ten years of experience, experts identified five criteria defining the concept of social and household activities: Self-service (eating, working with clothes and shoes, using the toilet, body hygiene); Organization of meals (preparation of food, use of household appliances in food preparation, creation of menu, preparation of food according to recipe, setting the table, washing dishes); Care of things (shoe care, clothes cleaning, clothes storage, hand washing, machine washing, ironing); Room cleaning (floor cleaning, dusting, dusting, wet floor cleaning, plumbing, trash removal); Working with money, shopping (the idea of the function of purchasing money, budgeting, planning and making purchases). The formation of such complex and multi-level skills of daily activities requires a lot of time, a carefully structured program for acquiring skills. requires patience and determination from all participants of the learning process.

M. Yu. Vedenina identified the following criteria of social skills [1.-43.p.]: personal hygiene skills; table manners skills (arrangement of the place, correct placement of the spoon in the hand, independent eating and others); clothing (attitudes to clothing); safety; household skills (put away your toys, set the table, clear the table, etc.). A.R. Muller defines social skills as the ability to communicate with other people (skills such as communicating with adults and children and following existing rules of behavior) as an indicator of the criterion [3.-123.p.]. One of the main conditions of a child's development is his interaction with the people around him, which has a great impact on the formation of children's self-awareness. Communication with others is the most important factor in the formation of a child's personality, and it is a type of human activity aimed at self-evaluation and knowledge through interaction with other people. mastering even the simplest skills of social orientation, significantly reduces the child's dependence on adults, which in turn strengthens the child's self-confidence and abilities. Therefore, the subject of special attention in the family is the formation of basic (minimum necessary) household skills in the child. The child's thoughts about himself (marking his name in the photo and recognizing himself). With the development of the child's ideas about himself, his entry into society begins. The formation of the child's personality takes place under the condition of activity, knowledge of the world around the child, self-awareness in this world system. The child, first of all, begins to understand the social essence of "I" in the process of interaction with family and friends, therefore, the successful acquisition of social and daily activity skills largely depends on the parents, because the child spends most of his time in the family. Therefore, the formation of the child's personal social competence and the assimilation of accumulated human experience are carried out directly through joint activities and communication with parents. For the

further development of the child's personality, the experience of the first relationships in the family is important, it plays a major role in his attitude to the world, determines his behavior, well-being and self-awareness among people[6.-123. b.]. Children with autism vary widely in their level of communication impairment, behavioral problems, and level of intellectual development. However, all of them are united by their incompatibility with everyday life conditions and the difficulty of applying the accumulated knowledge in life. Although many parents first of all put forward speech and intellectual problems when referring to a specialist, the failure of an autistic child in the social sphere makes it almost impossible for him to be independent in society, causing great difficulties for the whole family. Usually, the child learns a lot of social and daily life by observing the behavior of adults in everyday life, accompanying parents on the street, in the store, at a party, helping mother or father with household chores, imitating them and imitating them. acquires skills naturally. To protect his independence or to quickly achieve the desired result or someone else's location, the child tries to do everything himself, to do better, often asks adults to show him the necessary operation. Gradually, despite individual characteristics and possible difficulties, he adapts to the demands of society. GM Andreeva, A.A. Bodalev, G.S. Vasiliev, E.A. Golubeva, M.S. Kogon, A.A. Kidron, A.A. Leontiev, A.N. Leontiev, E.E. Dmitrieva, N.V. Klyueva, M.I. Lisina, A.G. Ruzskaya stated[3.-123.p.] that there is a colorful and bright picture of children's affective problems and secondary defensive relationships, withdrawal from contact, negativism, stereotypes, fears, aggression and self aggressive appearances often mask the presence of obvious difficulties in mastering adequate forms. It should also be noted that children with autism often have problems with the development of cultural-hygienic skills, self-care skills due to their inability to fully control their bodies. Parents often insist that the child will comply with their requests only if he wants the same thing, but this is rarely the case. Usually, if an adult tries to demand something from an autistic child, it ends in whimpering, screaming or even hitting the child. If the adult gets scared and cancels his request or rushes to give the child what he wants in response to his cries, this way of getting his way can become entrenched in the child's mind. All children can do this, not just children with autism. But in a family with an autistic child, this is a real problem, because unlike his socially oriented peer, an autistic child does not respond to the request of adults. For a child with autism, household items are the first objects on which relationships are built, which is the main challenge in teaching household skills to an autistic child. Based on this, if the connection with a child with deep autism is very delicate, you do not need to make many demands, be happy that the child agrees to be next to him, gradually involve him in activities as a passive participant. it is enough to pay attention. , "How well you do it yourself, and I will help you." Children with autism feel calmer, safer and better able to regulate their behavior if daily routines, family customs and traditions are clear. Some children themselves establish a daily routine and demand strict adherence to it: food should be given only at a certain hour, walking always at the same time, along the same route, etc. must be. It is very difficult to change the established routine in an autistic child. If he is offered something unexpected, even if it is pleasant, he can be capricious. Often this disturbs your loved ones, stops their activities. There is a need to support the stereotyped ways of the child's behavior, because they are the basis of his further socialization. If an adult discusses the possible options with him in advance, prepares him to change the existing order, the child can more easily accept the new one. Visual-spatial organization of a child with autism spectrum disorders, that is, lesson planning, is important when teaching daily skills to an autistic child. When compiling an approximate routine of the day for a preschooler with autism (with mandatory participation in its compilation, even if it is difficult to implement the routine on its own), a weekly schedule (it shows what happened on different days of the week) and making these charts visible to the child can be an important step towards self-organization for the autistic child. Of course, with an autistic child, it is necessary to carry out extensive work to develop the emotional sphere, intelligence, and various levels of interaction with the outside world. Only in this case, the skills of self-service and behavior in various daily situations can be used most effectively and flexibly. Also, as noted, more independence in ordinary daily behavior, o in turn, it often improves the general organization of behavior and facilitates the work of developing emotional interaction. A child with autism develops attention, motor skills and appropriateness of activities in the process of mastering household skills. The role of "mother's assistant" or "independent older child" often helps to control his behavior, changes his position in family relationships. Mom frees up energy and time to draw, read and play with her child. If you can involve the autistic child in cooking, this will allow the mother to pay more attention to him during the joint activity. Conclusion So, children with autism do not learn social skills independently.

They are not motivated to achieve the final result due to psychological characteristics - they cannot imitate adults or peers, they quickly overwork and switch to another type of activity. Psychological support of a family raising an autistic child is necessary throughout its development and maturity, but it is of particular importance to create an opportunity for cooperation between parents and specialists in its initial stages, to ensure their activity. The development of interactions between relatives and a small child, guided by a specialist, gives him a unique opportunity to follow the path of consistent formation of the first forms of active and meaningful relationships with others in the most natural way. the following areas are considered the most relevant [8,-54.p.]: help in making a diagnosis (information about the risk of autistic disorder); explaining to the child's relatives the features of his mental development, current difficulties and opportunities; to inform parents about the forms of developmental interaction necessary for the child, correction methods that are most suitable for his age and mental development, recommendations for choosing a specialist for regular correctional sessions with the child; explaining to parents the need to participate in the correctional process and their role in it; specific recommendations on organizing a home life with a child, sharing power and opportunities for the participation of all his relatives, creating a special therapeutic mode of education; together with parents to jointly analyze the existing experience of interaction with the child, highlight its successful forms and suggestions for their maintenance and development, explain the reasons for the failures that have occurred and ways to eliminate the rooted negative experience determination; teaching and helping to master special ways and methods of developing relationships with the child (in various forms of homework: playing together, watching cartoons, reading, drawing, etc., on walks, in various everyday situations) ; help in evaluating changes in the child's condition, paying attention to important indicators of their positivity; support the progress of relatives in mastering the recommended techniques and methods of corrective and developmental interaction with the baby and their own conclusions in their application. The most important task of psychological support for parents raising a small child with autism is to find resources to initiate, support and develop emotional connection with the child, which is a necessary condition for the child's mental development and development, as well as greater emotional stability. , it is considered to expand the positive experience of interaction with him among his relatives, to increase their vitality and confidence in their abilities and growing skills.

## 2. Conclusion

In order to provide psychological support to the parents of an autistic child, first of all, it is necessary to gain an understanding of their difficulties and opportunities, the distribution of positive and negative experiences of interaction with him. Such familiarization with the child and his parents (or a wide circle of his relatives) is carried out during the initial consultation, where psychological support for the family begins. The further activities of the parents of the child with autism, their willingness to communicate and the implementation of recommendations largely depend on its quality and, accordingly, trust in the specialist. (fear, nervousness and weakness, depressive experiences, depression) requires finding a suitable form to discuss with them the difficulties in the child's development. The first psychological consultation should combine solving the necessary diagnostic tasks and show parents how to establish and maintain an emotional connection with the child, involve him in joint play, stimulate speech, etc. One of its most important tasks, as well as the initial stages of corrective work with a child, is not only to identify characteristic difficulties in his development, but also to form a general view of specialists and parents on these difficulties. Existing problems (including behavioral problems) should be ranked together according to their level of importance: priority areas of correctional assistance to the child are determined, their solution determines the possibility of eliminating other difficulties, problems and behavioral characteristics of the child. Opportunities and difficulties of the child In order to get a more complete picture of the child, participation in the consultation can help not only parents, but also other members of the child's family, as well as professionals who work with him. The systemic nature of deviations in the development of the personality and its relationship in the context of special needs require the counselor to be able to "technologize" his compassion and acceptance of clients as people. Consultative-psychological assistance is carried out in the process of communication with the family and the child. The member of the system feels whole and complete if all those who belong to his system and family have a good and honorable place in his heart and soul, if he keeps his dignity there. Everyone should be here. A person who cares only about his "I" and his narrow personal happiness feels incomplete. Determining the level of development of the child, the characteristics of his behavior, interactions, the zone of proximal development

development of detection and corrective measures, training, requires conducting diagnostic activities for the purpose of recreation. Planning of consulting work may be conditional due to the uncertainty of the actual need for its implementation. At the same time, the results of the initial consultation may indicate the need for a cycle of consultations.

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