



 Research Article

TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS IN UZBEKISTAN

Submission Date: November 01, 2022, **Accepted Date:** November 05, 2022,

Published Date: November 21, 2022 |

Crossref doi: <https://doi.org/10.37547/tajjir/Volume04Issue11-12>

Journal Website:
<https://theamericanjournals.com/index.php/tajjir>

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ABSTRACT

It is impossible to unambiguously determine the main reason for such a rapidly increasing number of children with this disorder, however, many scientists from the fields of education and medicine have been trying for decades to reveal this in their scientific research, as well as to find ways to prevent and correct this disorder.

KEYWORDS

Severe speech disorders, stuttering, logophobia, speech rules for stutter elimination.

INTRODUCTION

Today, one of the many unresolved aspects of modern Uzbekistan and the world society as a whole is the wide increase in the number of children with autism spectrum disorders. This is evidenced by the regularly published results of certain studies of psychological, pedagogical and clinical nature [4].

According to the World Health Organization, autism spectrum disorders (ASD - autism spectrum disorder) are conditions that include a wide range of all disorders of the autistic circle, such as autistic manifestations, autistic syndromes, organic, metabolic, chromosomal



and psychogenic paraautistic disorders. origins that have characteristics similar to the underlying syndrome. All conditions classified as autism spectrum disorders have three features that distinguish them from similar conditions: underdevelopment of the ability to show social interaction, a very narrow range of interests, and stereotypical behavior [3].

THE MAIN RESULTS AND FINDINGS

The state structures of the Republic of Uzbekistan have been keeping statistics of students with "deviations in physical or mental development" since 2000, but in this category all developmental disorders are presented without division into particular disorders. The official website of the Ministry of Public Education of the Republic of Uzbekistan has a section "For Students with Disabilities", which contains only educational videos on some school subjects with sign language translation. This section does not provide any statistical data on the number of students with disabilities in the Republic or regions, nor does it provide information on exactly where such children can receive education [2].

As in the Russian Federation, Uzbekistan has two systems of education for children with autism spectrum disorders: special or inclusive education. The difference between special and inclusive education lies in the attitude of the education system itself to a child with educational needs: in special education, a child with disabilities studies among similar children, and in inclusive education, children with disabilities can study with their normally developing peers. If the system of special education in the Republic has a long history and has already been formed, then inclusive education for children with autism spectrum disorders is only entering the educational space of Uzbekistan. Much attention is paid to the development of a theoretical

framework for the formation of a model of inclusive education for children with autism spectrum disorders and the legal framework in the Republic of Uzbekistan.

Currently, in Uzbekistan, about 21,000 students study and educate in 86 specialized schools and boarding schools for children with disabilities in physical or mental development, and just over 6,000 students in 21 sanatorium-type boarding schools. In addition, more than 13,000 students study at home on an individual basis. need long-term and continuous treatment. As you can see, data on the number of children with a particular developmental disorder are not given [1].

In addition to the lack of statistics and accounting for the number of children with autism spectrum disorders, in the Republic of Uzbekistan there are a number of issues in the diagnosis of autism spectrum disorders and other features of childhood development. Due to insufficient understanding of the problem and taking into account different points of view, an erroneous interpretation of the clinical manifestations of a particular condition often occurs, which can lead to incorrect diagnosis and, as a result, incorrect treatment and / or correction [1].

Many features in the field of training qualified specialists with professional competencies in the field of education of children with autism spectrum disorders cannot be left unnoticed. The main and main task is the level of training and professional qualifications of teachers, which is important in the organization of education in the Republic of Uzbekistan, not only for children with autism spectrum disorders, but also for other children with disabilities. Among them, it is worth noting the insufficiently formulated ideas on the part of teachers about the methods of teaching and raising children with autism spectrum disorders in the educational programs of



higher educational institutions of a pedagogical orientation, as well as the lack of practice of future teachers in educational institutions in which children with disabilities study. Majority programs for working with children with autism spectrum disorders, developed abroad, are beginning to be used in Uzbekistan due to insufficient training and a shortage of speech pathologists. All these factors lead to the impossibility of providing timely and qualified assistance to students with autism spectrum disorders in the Republic of Uzbekistan.

There are a number of peculiarities in the sphere of organization of education and upbringing of children with autism spectrum disorders in the Republic of Uzbekistan. These include the insufficient organization of the accessible environment in individual educational institutions in which children with autism spectrum disorders study. In addition, it should be noted the timely provision of educational institutions in which children with autism spectrum disorders study with the necessary literature, teaching aids, equipment and means for teaching children various professions. These features hinder the development of access to education for children with autism spectrum disorders and, as a result, their successful integration into society and independent life [5].

Also, one of the significant features affecting the lack of education of children with autism spectrum disorders in the Republic of Uzbekistan is the “passivity” of parents, their lack of awareness in the correction, education and upbringing of a child with developmental disabilities. This phenomenon can be explained by the general closeness of the family as a social institution in the society of Central Asia. In such a society, it is not customary to show children with developmental disabilities, and therefore, in order to avoid unnecessary publicity, parents often hide the

child or teach him at home. Ethnic features should also be noted in relation to women: they often remain housewives who raise children on their own.

Due to insufficient explanatory work among citizens of the Republic of Uzbekistan about the right to education of children with autism spectrum disorders and disabilities, as well as the essence and content of the special education system, the parents of such children do not have sufficient information about the possibility of teaching their children in educational institutions, their opportunities in future employment. This factor also has a detrimental effect on the socialization of children with autism spectrum disorders and their ability to live independently [3].

At present, in Uzbekistan, the theoretically substantiated development of inclusive education is reflected in the Concept for the development of inclusive education in the system of public education in 2020-2025 in the Republic of Uzbekistan, the system of public education. Its main goal is to provide equal opportunities for education and create the conditions necessary for achieving success in education for all children, regardless of their individual characteristics, previous educational achievements, language, culture, and social and economic status of parents. To achieve this goal, it is necessary to destroy the stereotypes about the lack of certain opportunities for children with special educational needs and disabilities. It is advisable to involve parents in the decision-making process and the development of appropriate legislation and educational programs. Newly developed educational programs and the learning process should take into account the individual characteristics of each student [1].

The Republican Center for the Social Adaptation of Children, in which specialists develop programs and



projects to provide timely psychological and pedagogical assistance to children in this category, is actively involved in the socialization of children with autism spectrum disorders in our country. This center also organizes systematic correctional activities for children with autism. It is also impossible not to note the activities of various private clinics and educational institutions that are specialized in the education and upbringing of children with autism spectrum disorder. Specialists of these private institutions are graduates of international courses in applied behavior analysis (ABA-therapy), professional speech therapists, specialists in the field of sensory integration, neuropsychology, neurospeech therapy and educational psychology.

CONCLUSION

Summarizing the above, it is worth noting that the education of children with autism spectrum disorders in Uzbekistan is relevant. The strategy for the development of assistance to children with disabilities, in particular the education of children with ASD, is aimed at:

- solving the problem of diagnostics;
- improvement of the material and technical base of educational institutions of special education;
- training and advanced training of teachers for the system of inclusive education;
- modernization of teaching methods in inclusive education, contributing to the gradual introduction of the principle of an individual approach;
- pedagogical conditions.

The implementation of these areas will contribute to the improvement of the education system for children with autism spectrum disorders in the Republic of Uzbekistan.

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