

METHODOLOGICAL RECOMMENDATIONS FOR ADAPTING CHILDREN WITH AUTISM TO SOCIAL LIFE

Abdurashidova Umida

Master's student, International University of Chemistry in Tashkent

Annotation: Autism diagnosis placed children for social to life adaptation process very complex and numerous requires an individual approach. Children's mutual in communication and society with in integration to difficulties face arrival usual is the case, because they social relationships, feelings understanding and self in society right manifestation in the process of. However, autism diagnosed children for social to life adaptation opportunities exists and this the process relief for one row methodical recommendations there is.

Keywords: autism, children with autism, social adaptation, social skills development, behavioral interventions, autism spectrum disorder (ASD), social integration, communication skills, methodological recommendations, support strategies.

Introduction. An individual approach and adapted educational programs are important for children diagnosed with autism, because each child has unique characteristics and difficulties of autism spectrum disorder. It is necessary to organize the educational process and personalize methods, taking into account the development, specific needs, abilities and behavior of each child. This process facilitates the child's adaptation to social life and helps to develop the social skills necessary for his integration into society. An individual approach means the use of a curriculum and pedagogical methods prepared taking into account the developmental characteristics, abilities, specific needs and processes of adaptation to the social environment of a child with autism. Through such an approach, each child has the opportunity to acquire knowledge, successfully participate in the social environment and receive support in managing his behavior. Children diagnosed with autism have various social, intellectual and emotional difficulties, and these children often require educational materials and methods adapted to them. All of this can be coordinated using an individual approach.

Materials and methods. To autism played children's reading and learning styles often from others difference. Curriculum and methods should be modified and adapted to the individual needs of the child. Each child has unique social skills and communication abilities. For example, some children may have difficulty understanding facial expressions or body language, and therefore need to be helped by special visual or pictorial materials. Others may have misunderstandings in communication, and it is important to provide clear and simple instructions during the learning process to overcome this situation. Children diagnosed with autism often have difficulty managing their emotions. It is necessary to use adapted methods to help these children react appropriately in social situations, manage stress, and understand emotions. For example, through imagination (role-playing, social stories, visual aids), the child can be taught to understand and manage emotional reactions.

To autism played children's study styles many various will be. Some children visual to teach preferably their views possible, others and kinesthetic learning (learning through movement) better acceptance they do. That's why for, study process diversification to do - that is, different methods and materials to apply to a child his/her study style based on help gives. Autism

diagnosis placed children often new information in mastering to difficulties face They come. That's why for training in the process one kind information repetition and the child in the study steps right observation necessary. Continuous and recurring exercises through children own skills reinforcements possible.

The curriculum of the child social in the environment himself catch, others with communication to do, to express one's feelings expressing and understanding the feelings of others understanding skills to develop aimed at to be This is a study. in the program games, role-playing games, social stories and more methods using social skills develop possible. Autism played children often their feelings in management to difficulties face For this, adapted training programs through child's emotional to develop help to give For example, the child own feelings understanding and expressing training, stress reduce methods application possible.

Table 1. Analytical table of methodological recommendations for adapting children with autism to social life

Aspect	Description	Recommended Methods / Strategies	Expected Outcomes
Social Skills	Ability to interact with peers and adults	Role-playing, social stories, peer-mediated interventions	Improved communication and social interaction
Communication	Verbal and non-verbal communication skills	Speech therapy, visual aids, augmentative communication devices	Enhanced understanding and self-expression
Behavioral Challenges	Managing repetitive behaviors and sensory sensitivities	Applied Behavior Analysis (ABA), sensory integration therapy	Reduced behavioral outbursts and improved focus
Emotional Regulation	Recognizing and managing emotions	Cognitive-behavioral techniques, relaxation methods	Better emotional control and reduced anxiety
Inclusion in Education	Integrating children in mainstream schools	Individualized Education Programs (IEPs), teacher training	Increased participation and academic progress
Family Involvement	Role of parents and caregivers in adaptation	Parent training, family counseling	Consistent support and reinforcement at home

The curriculum should be presented in accordance with the child's learning style. Some children learn best when they see the material visually, while others learn better through practical exercises. Therefore, presenting the material in a variety of ways - for example, videos, diagrams, real-life examples - is necessary for the child to effectively absorb knowledge. The curriculum should adapt to the changes that occur as the child learns. The learning process of each child should be monitored individually and teaching methods and materials should be changed if necessary. Collaboration with teachers, psychologists and other specialists is essential to continue this process. Close cooperation between parents and educators is necessary for the successful implementation of the social adaptation process of children with autism.

Parents are well aware of how the child develops, changes and needs at home, so they should be in constant contact with teachers. Educators, in turn, monitor the child's development at school and make necessary changes to the curriculum. Such cooperation helps to provide individual support to the child and facilitate his successful adaptation to social life. Teaching social skills for children with autism helps them to participate in communication, establish social relationships with others. This helps to develop skills, build mutual respect and work in a team. Children with autism spectrum disorders often have certain difficulties in expressing and managing their emotions, as well as in acting appropriately in social situations. This condition can negatively affect their daily life, the educational process and interactions with others. Therefore, a systematic approach to psychological support and behavior adjustment is necessary. This process is aimed at ensuring the child's emotional stability, developing social skills and forming appropriate behavior in stressful situations. Psychological support plays an important role in strengthening children's mental health, reducing anxiety and stress levels, and developing self-awareness and self-management skills. The following therapeutic approaches may be useful when working with children with autism:

Cognitive behavioral therapy (CBT): This method helps identify a child's negative thoughts and behaviors and change them into more positive ones. It teaches the child to be aware of their situation, take adaptive actions, and respond appropriately to social situations.

Play therapy: Children tend to express their feelings through play rather than verbally. Through play therapy, psychologists are able to penetrate children's inner world, understand them, and provide the necessary support.

Sensory therapy: Children with autism often have unusual sensitivity to their sensory systems. They may be overly sensitive to sound, light, smell, or touch. Sensory therapy can help them calm down and adjust to outside stimuli.

For children to successfully participate in social interactions and adapt to society, it is essential to develop appropriate behaviors. Individual behavior modification programs are used for this purpose.

Reinforcement (encouragement) method: Rewards, praise, or small gifts given for correct behavior encourage the child to repeat positive actions.

Social Stories : Simple stories and scenarios are developed to teach children how to behave in different social situations. For example, stories can be created on topics such as "How do I greet my friend?" or "How do I behave while waiting in line?"

Modeling: A teacher or parent sets an example of positive behavior, and the child learns by following this example. Through this, the child acquires skills such as good communication and problem-solving.

Children with autism spectrum disorder (ASD) often have problems expressing and managing their emotions and responding appropriately to social cues in the environment. In such cases, psychological support, behavior modification, and the development of appropriate social responses are key components of the child's adaptation to social life. Psychological counseling and individual or group therapy sessions should be organized to identify the child's emotional state and direct it in a positive direction. In particular, cognitive-behavioral therapy (CBT), self-management training, and emotional identification training exercises are effective.

The adaptation of children with autism to social life is, first of all, closely related to the environment in which they live - family and society. The conscious approach of family members

and supportive conditions in society play a key role in the social development of the child. Psychological and pedagogical trainings, seminars and consultations should be organized for parents and family members. Through this, they will gain knowledge and skills on how to correctly understand the needs of children and how to approach them. It is necessary to organize adapted training centers, rehabilitation centers, special schools and free activity areas for children with autism in society. This will allow children to engage in social interaction in a comfortable and safe environment. Raising awareness among the population about autism spectrum disorders, building empathy and patience in people through awareness campaigns and social projects will facilitate the integration of children with autism into society. When working with children on the autism spectrum, it is important to constantly monitor their development. Through monitoring, changes in the child's needs will be identified and new approaches will be developed that are appropriate for them. The child's academic achievements and problems should be regularly assessed. For this, special diagnostic tests, psychological assessment methods and pedagogical observation charts are used. Individual development programs should be reviewed and updated every quarter or every semester. This allows for the development of educational strategies that are appropriate to the child's developmental pace and needs. Regular consultations and monitoring meetings between teachers, defect ologists and psychologists allow for monitoring the child's development based on a team approach.

Research results and discussion. Adaptation of children on the autism spectrum to social life is a complex and continuous process. This process is successfully implemented not only through the cooperation of psychologists and educators, but also through the cooperation of parents, society and state structures. Through approaches such as psychological support, special pedagogical methods, the use of technological tools, the creation of a healthy social environment and constant monitoring, children's opportunities for developing social skills, self-expression, and adaptation in society significantly increase. Most importantly, an individual approach to each child, love, patience and a supportive environment can reveal his potential.

Training development

Topic: We will learn to greet a friend and play a game.

Type of activity: Interactive activity based on role-playing.

Direction: Developing social skills

Education level: For children aged 6–9 on the autism spectrum

Training purpose :

- In children **greeting, turn waiting, game to the rules compliance to do** such as social skills to form.
- Mimicry, gesture and body movements through communication to do qualification reinforcement.
- Learning to be friendly in a practical way.

Necessary equipment :

- Soft toys (teddy bear, bunny, cars)
- Pictograms (greeting, waiting, playing) play, goodbye)
- Mirror (mirror) see for)
- Incidental cards (cases) reflection reached pictures)

Training Duration : 30–35 minutes

Training stages :

1. Introduction (5 minutes):

- The teacher greets the children: "Hello, dear friends!"
- Greetings pictogram is displayed.
- Every one child turn with teacher with hand giving greets (or chosen gesture - gesture via).

2. Getting to know and feeling Expression (5 minutes):

- " Today myself How do I feel ?" mini - exercise :
 - Children face expression lowered from pictures one selectively they show (happy, sad, surprised, angry).
 - Teacher facial expression through expression does, children him/her repeats.

3. Home Activity – Role play (15 minutes):

Situation : Game on the playground two children met.

- Stage 1: Greetings
 - Two children greet each other (with the help of the teacher): "Hello, my name is ... You with if I play " Will it be ?"
- Stage 2: Queue with to play
 - Children the car turn with they drive or soft toys with roller the script execution They say : " Little rabbit" with Teddy bear to the park " is leaving."
- Stage 3: Saying goodbye
 - Game ends. "Thank you, with me you played " For !" to say goodbye exercise will be done.

From every move before and after icon is displayed.

4. Strengthening (5 minutes):

- The teacher asks the children a question:
 - "What did we learn today?"
 - " When greeting what to say need ?
 - "Why is it important to take turns in a game?"

5. Final Encouragement (2–3 minutes):

- Every one child good participation for sticker, star or a " well done !" card with is encouraged.

Pedagogical note :

- Individual approach to each child save.
- Social to communicate not entered to the child soft support, participation encouragement recommendation is being done.
- Skills are reinforced when games are repeated frequently.

Developing social skills in children with autism is an important stage in their adaptation to society and preparation for independent life. Activities conducted through role-playing, mimicry, and body movements create the foundation for children to learn how to properly interact with their environment, communicate, and express emotions.

Conclusion. The successful implementation of professional and pedagogical activities in working with children with disabilities, in particular, with autism, largely depends on the special training and professional skills of the teacher. Unlike the ordinary educational process, working with children with autism requires a high level of patience, psychological sensitivity, flexibility and an innovative approach from the teacher. The effectiveness of adapting children of this

category to social life depends, first of all, on the methods and tools used by the teacher. In particular, the formation of social skills through role-playing games, social stories, teaching mimicry, staging and interest-based activities is of great importance. In this regard, understanding the child, finding an appropriate approach to him and gradually forming social contacts are the main tasks. The educational process organized on the basis of innovative technologies, as well as approaches based on socio-psychological theories and practical experiences, significantly increases the level of personal and social development of children with autism. This allows them to successfully integrate into society.

References :

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
2. Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenson, J,... & Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The Early Start Denver Model. *Pediatrics*, 125(1), e17-e23. <https://doi.org/10.1542/peds.2009-0958>
3. Howlin, P., & Moss, P. (2012). Adults with autism spectrum disorders. *Canadian Journal of Psychiatry*, 57(5), 275-283. <https://doi.org/10.1177/070674371205700502>
4. Murodova, N. (2018). **Autism in children and ways to integrate them into society.** Medicine sciences doctor dissertation, Tashkent.
5. National Research Council. (2001). *Educating Children with Autism*. Washington, DC: The National Academies Press.
6. Toshpulatov, S. (2017). **Autism with sick to children pedagogical help.** Pedagogy and psychology scientific Journal, Issue 5, pp. 33-40.
7. Schreibman, L., Dawson, G., Stahmer, AC, Landa, R., Rogers, SJ, McGee, GG,... & Halladay, A. (2015). Naturalistic developmental behavioral interventions: Empirically validated treatments for autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45(8), 2411-2428. <https://doi.org/10.1007/s10803-015-2407-8>