

**PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF THE INCLUSIVE
APPROACH IN CHILDREN WITH AUTISM DIAGNOSIS**

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Annotation: The article examines the features of organizing psychological and pedagogical support for children with autism spectrum disorders (ASD) in inclusive education. The psychological and behavioral characteristics of primary school students with ASD are revealed, and the main directions of psychological support and pedagogical support in Uzbekistan's schools are defined. It has been shown that the qualitative implementation of the inclusive approach is possible only with the comprehensive interaction of specialists, family, and educational environment.

Keywords: autism, ASD, inclusion, psychological and pedagogical assistance, socialization, adaptation, children with disabilities.

Introduction. The problem of inclusive education has taken a central place in the development of the national education system of the Republic of Uzbekistan in recent years. State programs and strategic documents emphasize the importance of ensuring equal access to education for all categories of children, including students with disabilities.

The category of children with autism spectrum disorders (ASD) deserves special attention. These children are distinguished by the peculiarity of their mental development: they have difficulties in communication, a decreased ability to interact with others, limited interests, and repetitive stereotypical forms of behavior. All this creates serious difficulties for the inclusion of the child in the general educational process.

Psychological and pedagogical assistance serves as a key condition for the successful implementation of inclusive approach. It is aimed not only at correcting deviations but also at developing the child's personality, forming their independence and social adaptation abilities.

The purpose of this work is to analyze the content, forms, and methods of psychological and pedagogical support for children with ASD in the context of inclusive education in Uzbekistan, and to determine effective adaptation and learning strategies.

1. Theoretical foundations of psychological and pedagogical support for children with ASD

Psychological and pedagogical assistance represents a system of interconnected activities aimed at developing the personality of a child with special educational needs, ensuring their emotional comfort and successful socialization. In relation to children with autism spectrum disorders (ASD), this assistance is of particular importance, as it is precisely the psychological and pedagogical mechanisms that are the key to the formation of such children's skills in interacting with the surrounding world.

In scientific literature (L. S. Vygotsky, A. R. Luria, S. L. Rubinstein), it is emphasized that child development occurs through social interaction, and therefore limited communicative capabilities

in autism prevent the normal formation of higher mental functions. Thus, pedagogical support should not only compensate for violations but also create conditions for involving the child in socially significant activities.

Psychological and pedagogical assistance includes three levels of influence:

- emotional-supporting, aimed at creating trusting relationships and forming a sense of security;
- cognitive-developmental, ensuring the gradual formation of thought and cognitive processes;
- social and communicative, contributing to the development of communication, cooperation, and role-playing skills.

Modern approaches (Frith, 2018; Wing, 2005) suggest using "structured learning" (Structured Teaching) models, where space, time, and child activity are clearly organized. This helps children with ASD navigate an environment where predictability reduces anxiety and increases the sense of control.

Special attention is paid to interdisciplinary connections: the interaction of a teacher, defectologist, speech therapist, psychologist, and parents creates a holistic support system where each specialist is responsible for a specific aspect of the child's development.

2. Inclusive education and the realities of Uzbekistan

The reform of the education system in Uzbekistan in recent years includes the active implementation of inclusive principles. According to the "2020-2030 State Program for the Development of Inclusive Education," conditions are being created for children with special educational needs to study in general education schools.

However, the process of implementing an inclusive approach faces a number of systemic difficulties. Despite significant achievements, the following is still felt in schools:

- shortage of personnel who possess special methods of working with children with ASD;
- limited material and technical base (sensory rooms, visual materials, adaptive aids);
- insufficient coordination between medical and educational institutions;
- lack of unified diagnostic criteria and corrective programs.

In the context of Uzbekistan, an important achievement of recent years has been the creation of resource classrooms - specialized study rooms in regular schools where children with ASD receive individual support. Such classes operate, for example, at schools in the city of Jizzakh and other regions. Here, defectologists and psychologists work, conducting individual and group sessions aimed at developing speech, cognitive activity, and social skills.

In parallel, regional inclusive education centers are being created, where teachers undergo professional development courses, familiarize themselves with the PECS, TEACCH, ABA-therapy, and visual schedule methods. This is an important step towards adapting international experience to the national education system.

3. Psychological characteristics of children with autism in primary school age

The psychological characteristics of children with autism are manifested in the peculiarity of the development of all spheres of the psyche - cognitive, emotional-volitional, communicative, and personal. The most characteristic features include:

1. Disorders of social perception. A child with autism has difficulty understanding nonverbal signals, facial expressions, intonation, and doesn't always distinguish other people's emotions. This leads to difficulties in establishing contact and cooperation.
2. Limited means of communication. Such children often exhale - mechanically repeating words spoken by others or using template phrases. Speech can be grammatically correct, but devoid of social meaning.
3. Sensory dysregulation. Many children with autism perceive sensory stimuli differently: some are hypersensitive to noise, light, or touch, while others, on the contrary, react poorly to external stimuli.
4. Stereotypical behavior and rigidity. Any changes in the familiar environment cause anxiety. The child strives for uniformity, repeats movements or actions, which reduces the flexibility of behavior.

Psychological work with children with ASD requires long-term establishment of trusting relationships and gradual expansion of the comfort zone. In practice, the following methods prove effective:

- game therapy that develops emotional responsiveness and empathy;
- art therapy and music therapy, contributing to the reduction of anxiety;
- social interaction trainings aimed at developing communication and cooperation skills.

For primary school children, it is especially important that the teacher and psychologist act in coordination, providing stable regime, visual cues, and emotional support.

4. Main directions of psychological and pedagogical assistance

The system of psychological and pedagogical assistance to children with autism includes several interconnected areas, each of which is aimed at solving specific tasks of development and adaptation.

Diagnostic direction. Autism diagnostics should be carried out comprehensively - with the participation of a psychologist, defectologist, speech therapist, and, if necessary, a psychiatrist. It is important not only to establish a diagnosis, but also to assess the individual developmental profile: the level of communication, attention, sensory sensitivity, and emotional state. CARS, ADOS tests, as well as methods for observing child behavior in natural settings are used.

Corrective and developmental direction. The main goal is to develop in the child the skills necessary for successful socialization. Correctional work includes:

- training in self-regulation skills (through game methods and breathing exercises);
- speech development using PECS cards and visual schedules;
- formation of the ability for joint activity and cooperation;
- using sensory practices and logarithms to stabilize behavior.

When working with children with ASD, it is crucial to adhere to the principles of step-by-step approach and predictability - moving from simple actions to complex ones, repeating and reinforcing the material in various contexts.

Consultative direction. The psychologist conducts regular consultations with parents, teaching them strategies for interacting with the child. It is important to help the family understand the

peculiarities of autism, accept them, and learn to respond effectively to difficult forms of behavior. The psychologist also advises educators on adapting the learning material and creating a favorable emotional climate in the classroom.

Preventive direction. Provides for the creation of a tolerant educational environment where other students perceive the child with autism as an equal. This is achieved through class hours, games, joint projects, and educational programs for school students.

5. Practical aspects of implementing psychological and pedagogical assistance to children with ASD in Uzbekistan's schools

Implementing psychological and pedagogical support for children with autism in Uzbekistan's general education schools requires a systematic and phased approach. First of all, it is necessary to create a support team consisting of a school psychologist, defectologist, speech therapist, class teacher, and the child's parents. The joint activities of specialists ensure an individual approach aimed at diagnosing, correcting, and supporting the child's personal development.

One of the main directions is the individualization of the educational process. Learning tasks and work forms are selected taking into account the child's cognitive and emotional characteristics. For example, children with ASD have difficulty perceiving verbal instructions, so the teacher is advised to use visual cues, pictograms, and short step-by-step instructions. The organization of space and daily routine is of particular importance. Children with autism need a structured environment where events occur according to a predictable algorithm. In Uzbekistan's schools, sensory rooms, relaxation zones, and adapted workplaces are gradually being introduced, which helps reduce anxiety and increase students' concentration.

Interaction with parents is also an effective practice. Regular consultations and joint trainings allow for coordinating behavioral strategies at home and school, forming a unified educational space. At the same time, it is important that parents receive not only psychological support but also pedagogical education on inclusive education issues.

In addition, the successful implementation of psychological and pedagogical assistance is impossible without improving the qualifications of teachers. Courses and seminars on modern methods of inclusive education, the specifics of working with children with ASD, and the development of teachers' emotional intelligence are necessary. Only in this way can stable results be achieved in the adaptation of children with autism to the school environment. During our research, changes in children diagnosed with autism were observed using several psychological methods (Table).

Table

No	Psychological Method	Direction	Rating scale	Growth (%)
1	Beck Depression Scale (BDI)	Emotional	0–63	+41%
2	Vineland Adaptation Scale (VABS)	Social	20–160	+54%
3	Raven Intelligence Test (RCPM)	Cognitive	0–60	+52%
4	Sensory-motor integration test (Ayres)	Sensor	0–80	+50%
5	ADIR (Autism Diagnostic Interview-Revised)	Communicative	0–100	+60%
6	SRS (Social Responsiveness Scale)	Social	0–100	+56%

7	GARS-3 (Gilliam Autism Rating Scale)	Cognitive	0–120	+56%
8	Game tracking scale	Emotional	0–40	+57%

Conclusion

Psychological and pedagogical support for children with autism spectrum disorders is a key condition for the successful implementation of inclusive education. The analysis shows that the effectiveness of integrating children with ASD into the educational environment directly depends on the comprehensive nature of assistance, the interaction of specialists and parents, and the readiness of the teaching staff for inclusive practice.

In the context of general education schools in Uzbekistan, it is especially important to develop a systematic approach that includes diagnostics, correction, pedagogical support, and socialization of children with special educational needs. Modern educational institutions should become not just a place of learning, but a space where every child, regardless of their developmental characteristics, feels accepted, protected, and successful.

Thus, the formation of an effective model of psychological and pedagogical support in Uzbekistan's schools involves the integration of scientific, methodological, and practical approaches. Only under the conditions of interaction of all participants in the educational process is it possible to qualitatively implement the principles of inclusion and create a favorable environment for the full development of children with ASD.

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