EFFECTIVE WAYS TO ADAPT CHILDREN WITH AUTISM TO SOCIAL LIFE

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Abstract. Continuous monitoring and support are essential for children with autism to ensure social adaptation. Like other children, children with autism require monitoring of their development, identification of their needs, and provision of support. Teachers and psychologists should monitor their development by working with children on an ongoing basis. During the monitoring process, the child's social skills, learning level, and success in adapting to society are carefully assessed. Effective cooperation between support groups, teachers, and psychologists helps to consistently monitor children's development and provide the necessary medical or psychological support. This, in turn, effectively helps children find their place in society and develop their social skills.

Introduction. Special pedagogical support, a healthy family and social environment, a multidisciplinary approach, and continuous monitoring play a crucial role in ensuring the social adaptation of children diagnosed with autism. The methods and approaches proposed by Shoumarov, Mamedov, and other scholars contribute to the successful social integration of children with autism. All of this, in turn, helps develop children’s social skills, adapt to society, and achieve success in life. The process of adapting children with autism to social life is especially changing with the introduction of innovative technologies into the education system. In this process, it is important to enhance the effectiveness of pedagogical and psychological methods and to develop the necessary strategies for ensuring the social integration of children. The use of innovative technologies, along with special education and inclusive approaches, are considered effective tools for developing the social, psychological, and communication skills of children with autism.

The widespread use of innovative technologies for the social adaptation of children with autism—such as specialized games, sensory technologies, robotics, and visual aids—provides significant support in addressing their challenges. Such technologies help attract children's attention, encourage them to engage in communication, and foster the development of their social and emotional skills. Sensory technologies and interactive games make it easier for children to understand complex concepts and engage in communication. These technologies support children's cognitive development and help them acquire the necessary skills for integration into society. The role of robotics in education is especially important in developing communication skills among children with autism. With the help of special robots, learners can be motivated and supported throughout the learning process. Visual aids, such as videos or multimedia materials, help children overcome difficulties in understanding and facilitate their learning experience.

Sensory integration activities are used to develop the sensory learning abilities of children with autism. Through these activities, children are taught to better understand their own feelings and adapt to their environment. Sensory exercises and games create opportunities for children to recognize and manage their emotional states. It is important to apply an individualized approach in the teaching process by taking into account each child's unique needs and developmental characteristics. For this purpose, special teaching methods and pedagogical strategies are designed for children with autism. Inclusive education aims to ensure that all children, including those with autism, have equal opportunities to receive education. Organizing education for children with autism through innovative technologies greatly supports the development of their social adaptation, communication, and psychological skills. These approaches ensure successful integration of children into society and create new opportunities for them. The process of adapting children diagnosed with autism

to social life can become even more effective through the application of innovative technologies and the modernization of pedagogical methods.

Analaysis of literature. Analyzing the process of organizing education for students with disabilities from a historical perspective is of great importance in understanding the development of the field and in shaping modern teaching methods. Until the 1920s, in our country, defectology—particularly pedagogical approaches related to children diagnosed with autism—was virtually nonexistent. Therefore, it is necessary to analyze international achievements in this field, especially the works of Russian and foreign defectologists in the area of special education. During the 15th–18th centuries, several important methods were developed for working with children who exhibited social and psychological characteristics similar to autism. In particular, the physiological concept of “deafness and muteness” and the working methods developed by Gerolamo Cardano (1501–1576) for teaching deaf children hold significant historical importance. He was the first to introduce special pedagogical approaches for working with the deaf.

During this period, two main approaches developed in the education of deaf children. The first approach, represented by scholars such as J.P. Bonet (Spain) and D. Bulwer (England), proposed the use of various forms of speech, including verbal, written, dactyl, and sign language. The second approach included the methods of F.M. Van Helmont (Netherlands) and J.K. Amman (Germany), who preferred to use only verbal speech in teaching. In the second half of the 18th century, special educational institutions for the deaf were established in France, Germany, England, and Austria. Charles-Michel de l'Épée (1712–1789) opened an institute for the deaf in Paris and developed the “mimic method.” This method, in turn, can serve as a foundation for innovative approaches to teaching children diagnosed with autism.

The historical development of teaching children diagnosed with autism demonstrates that defectology and special education methods are continuously evolving. Today, modern methods and technologies for effectively organizing

education for children with autism are being further enriched, particularly through inclusive education approaches. This progress plays an important role in creating opportunities for students to successfully integrate into social life and actively participate in society. The organization and development of education for children with autism have undergone significant changes throughout history. Initially, special educational institutions for deaf children were established in Germany and other Western European countries, where specific teaching methods were developed. For example, in 1778, an institute for the deaf was opened in Germany, where education was provided based on the "pure oral method." This method was developed by Samuel Heinicke (1727–1790) and, by the end of the 19th century, had spread to many cities across Western Europe.

In the United States, the first school for the deaf was established in 1817. In Russia, at the end of the 18th century and the beginning of the 19th century, attention was given to the education of deaf children, and many special schools were opened in cities such as St. Petersburg, Warsaw, Riga, and others. At the beginning of the 20th century, a new system for educating children with hearing impairments was developed. Russian surdopedagogues such as V.I. Fleri, G.A. Gilkova, and other specialists worked actively in this field. Their main focus was to provide children with hearing impairments with vocational-level education and upbringing.

In Central Asia, particularly in Uzbekistan, there were no special educational institutions in the 1920s. However, at the end of the 19th century and the beginning of the 20th century, various private classes and charitable societies were organized for the education of children with disabilities. In 1929, on the initiative of Yo'ldosh Oxunboboyev, Chairman of the Central Executive Committee of the Republic of Uzbekistan, a special school for children with disabilities was opened in Tashkent. At first, this school provided education for blind children, and later preschool-aged children were also admitted.

In 1931, a preschool group was organized at the school named after Y. Oxunboboyev, and efforts were made to combat disabilities among these children. In Uzbekistan, the opening of a school providing education in the Uzbek language for blind children in the 1930–31 academic year was an important political event. By the late 1930s, such schools were also established in Kokand and Bukhara. During the years of war (1941–1945), the system of educating children with disabilities in Uzbekistan expanded further. Special schools were opened for children evacuated from war zones, and great attention was given to improving the provision of services and the educational process for them.

Thus, the process of educating children diagnosed with autism and adapting them to society, through historical development, laid the foundation for the emergence of a system that today incorporates advanced pedagogical methods and technologies. This process has been carried out not only to meet the individual needs of children but also to help them successfully integrate into social life. During the war years, in Uzbekistan and other countries, great importance was given to the education system for children with disabilities. Pupils of special schools assumed social responsibility by producing a certain amount of equipment for the front. After the war, measures were taken in Uzbekistan to ensure universal compulsory education for deaf, mute, blind, and other children with disabilities. In the 1940s and 1950s, the number of special schools and boarding schools for children with disabilities increased, leading to the expansion of the education system. In addition, boarding schools were organized for children with intellectual developmental delays.

In 1967, the first Faculty of Defectology in Central Asia was established at the Nizami Pedagogical Institute in Tashkent, Uzbekistan. It began operating under the Faculty of Pedagogy and Psychology and introduced the training of specialists with higher education in the field of defectology. From the 1968–1969 academic year, an evening department was also organized, and starting in 1973, the training of surdopedagogues for schools for deaf and hard-of-hearing children began.

Uzbekistan's first female scholar in the field of defectology, Candidate of Pedagogical Sciences and Associate Professor Sh. Aytmetova, made significant contributions to the development of this field. She played an important role in the establishment of the Faculty of Defectology as an independent faculty, as well as in the training of the first defectology specialists. After the launch of the first programs in oligophrenopedagogy and speech therapy in 1971, talented specialists such as V.S. Rakhmonova, B. Shoumarov, K. Mamedov, and H. Po'latova were invited to join the department as teachers.

Today, in Uzbekistan, the education system for children diagnosed with autism has been developing, with special pedagogical approaches and innovative methods being introduced. Scientific and practical approaches to education and upbringing are helping to make the process of social integration more effective. Research and practices conducted in the field of defectology play an important role in the creation of educational methodologies adapted for children diagnosed with autism.

The scientific works and educational manuals of G'.B. Shoumarov and K. Mamedov hold significant importance in the field of defectology and special psychology. Shoumarov's popular science manuals such as "A Thousand and One Questions, A Thousand and One Answers", "Family and Love", and "Family Ethics and Psychology" serve as valuable tools for the psychological development of students. Shoumarov, together with K. Mamedov, also co-authored the manual "Diagnostics of Children with Developmental Delays" (1998), which plays an important role in identifying the psychological needs of children diagnosed with autism and those with developmental delays.

K. Mamedov, in turn, is one of the scholars who made a great contribution to the field of defectology. He developed teaching methodologies and studied the psychology of students in auxiliary schools in the Uzbek language, and authored a number of manuals on oligophrenopsychology. His works such as "Psychology of Intellectually Disabled Students" and "Psychology of Children with Developmental

Delays" assist in creating effective teaching methods for children diagnosed with autism and other special needs. Mamedov's manual "Fundamentals of Oligophrenopedagogy" also serves as a key source in achieving major advancements in the field of defectology.

In 1974, the Department of Defectology was divided into two main chairs: the Department of Oligophrenopedagogy and Logopedics, and the Department of Surdopedagogy and Clinical Foundations. The Department of Surdopedagogy and Clinical Foundations was headed by Doctor of Medical Sciences M.G. Mirzakarimova. She conducted scientific research related to children with hearing impairments (lor pathology) and the clinic of intellectually disabled children, making a significant contribution to the training of defectology specialists in Uzbekistan.

M.G. Mirzakarimova also achieved important progress in the development of the science of surdopedagogy through her research and the work of her students. The scientific studies carried out by her and her mentors helped to shape practical approaches in the fields of surdopedagogy and defectology, which in turn gave strong impetus to improving education for children diagnosed with autism.

Research discusion. The contributions of these scholars today serve as a foundation for creating innovative approaches to educating children diagnosed with autism. An individualized approach plays a crucial role in the social adaptation of children with autism, as each child's developmental characteristics and needs are unique. Scholars such as G.B. Shoumarov and K. Mamedov consider this approach to be one of the key factors in achieving successful results in integrating children into society. According to them, applying a uniform pedagogical approach to children with autism may not be effective, since each child has different challenges, skills, abilities, and needs.

Children diagnosed with autism often face difficulties in social communication and challenges in expressing themselves. Therefore, it is essential to apply an individualized approach in the process of their education and upbringing. Each child's

specific characteristics, such as language development, cognitive abilities, behavior, emotional state, and interests, are taken into account. This allows teachers and psychologists to determine the appropriate learning style and pace for the child. For example, some children respond better to visual materials, while others learn more effectively through practical exercises.

Collaboration between teachers, psychologists, and parents is extremely important in developing a child's social skills. Each participant in this process must contribute to supporting the child's development. Teachers should adapt their lessons to the child's individual needs, while psychologists help children develop their emotions and social skills. Parents, in turn, should share with teachers the methods and approaches they use at home, working together to teach the child social skills. Furthermore, mutual understanding between parents and teachers, as well as jointly addressing challenges, contributes to making the child's development more effective.

Teaching methods adapted to the specific needs of children diagnosed with autism are of great importance. G.B. Shoumarov and K. Mamedov, in their scientific works and manuals, recommend using special methods to implement individualized approaches for students. For example, by using more visual and auditory materials, games, and activities, children can develop their skills more effectively. These methods help facilitate communication, establish interactions with others, and assist in problem-solving. Another important method is the use of social games to teach social skills. Such games help children learn teamwork, communication with peers, and mutual respect.

Psychological support plays an important role in the social adaptation of children diagnosed with autism. Psychologists test various methods with children to help improve their adjustment to the social environment. Through psychotherapy and special psychological exercises, children learn to manage their emotions, reduce stress, and engage in communication with others. In addition, psychologists also use

motivational techniques in their work with children. These methods help children accept changes in a positive way and allow them to feel better about themselves.

The process of a child finding their place in the social environment becomes easier with an individual approach. Teachers and psychologists provide continuous support to strengthen the child's self-confidence, develop social skills, and improve communication with others. In addition, positive encouragement from teachers and parents helps the child feel like a fully participating and active member of society. For children diagnosed with autism, the process of social adaptation may take time, but with the help of an individual approach, this process can be carried out effectively.

Thus, in the social adaptation of children diagnosed with autism, an individual approach not only supports the child's development but also helps them fully and actively participate in society. This approach is implemented through enhancing children's self-confidence, developing their social skills, and providing continuous psychological support.

The development of social skills is an extremely important and necessary process for children diagnosed with autism, as they often experience difficulties in social communication and establishing interactions with others. For these children, methods aimed at developing social communication, finding their place in society, and engaging in effective interactions with others deserve special attention. Research in the fields of surdopedagogy and speech therapy, particularly approaches developed for children with hearing impairments, are effectively applied in the development of social skills in children diagnosed with autism.

When children work together in groups, help one another, play games together, and participate in group activities, they develop mutual respect and sincere relationships. In this way, they feel more comfortable in a community and strengthen their social interactions with others. The use of special teaching methods is essential for developing social skills. For children diagnosed with autism, teachers and psychologists should employ specific exercises and games to foster social skill

development. For example, through “role-playing” or “social simulations,” children learn how to communicate with others and how to respond in social interactions. These games and exercises help children understand social relationships and develop new social skills. In addition, psychological support is important for teaching children to recognize their emotions and express them in communication with others. Psychologists apply various exercises and methods in their work with children, which help improve both their emotional awareness and their ability to communicate effectively with others.

An individual approach plays a crucial role in the development of social skills. Since each child has unique needs and abilities, teachers and psychologists must take into account their individual characteristics and apply adapted teaching methods. This approach helps to increase the child’s self-confidence and supports their integration into the social environment. In this way, the application of surdopedagogy and logopedic methods can be highly effective in developing social skills among children diagnosed with autism. Through fostering mutual respect and friendly relationships, using special teaching methods, and providing psychological support, children can enhance their social skills and adapt to society. This process ensures their social integration and helps them find their place in the community.

Special pedagogical support is of great importance for children diagnosed with autism, as they often face difficulties in communication and adaptation within the social environment. Specially designed pedagogical assistance, individualized educational programs, and the use of assistive technologies can be highly effective for their development. These approaches, taking into account the child’s individual characteristics, help to facilitate their adaptation to the social environment. Within a healthy family setting, children feel safe and comfortable, which contributes to the development of their social skills. Active involvement of educational institutions and society—especially effective cooperation between parents and teachers—enhances the child’s self-confidence and ensures their successful integration into the social

environment. In this process, strong interactions between family, school, and society help children with autism feel comfortable and valued within the community.

Conclusion. Multidisciplinary approach is an effective and comprehensive method for the social adaptation of children diagnosed with autism. In this approach, teachers, psychologists, social workers, healthcare specialists, and other professionals collaborate. The unique knowledge and expertise of each specialist can contribute positively to the development of the child. For example, psychologists analyze the child's emotional state and apply methods necessary for developing social skills, while teachers manage the learning process and adapt the child's educational experience. Such a multidisciplinary approach, in turn, leads to the best possible outcomes for children.

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