

**EDUCATOR IN WORKING WITH CHILDREN WITH AUTISM - METHODS OF
COLLABORATION WITH TEACHERS**

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ANNOTATION: The following article describes how to establish a cooperative relationship with students when working with children with autistic syndrome. It is stated that methods should be used taking into account the characteristics of teachers when working with children with autism syndrome. It was mentioned that psychological problems should be identified and dealt with in working with them .

Key words: Autism, speech, communication, cognitive activity, correction, socialization, education, upbringing, individual.

Year by year, the number of children with autism syndrome is increasing all over the world. The variety of clinical manifestations of autism, the presence of complex forms of this disease, as well as the complexity of correctional and educational work, the study of autism syndrome is not only a medical, but also a social and urgent problem. Autism syndrome, which is viewed as a delay in the mental development of a person , is characterized as a manifestation of disorders in the process of interaction with the outside world and the formation of emotional connections with other people.

have specific defects in their communication skills and speech development. Communication skills in children with autism syndrome are very different from incomplete development of speech (mutism), but there are specific disorders in the pragmatic side of speech:

- * the specific features of the speech of children with autism syndrome are that they usually do not respond to the speech of adults when addressing children (the child does not even respond to his own name);

- * in the stereotypical use of speech;

- *using common words in unusual contexts;

difficulties in understanding the meaning and use of concepts ;

and continue a conversation ;

- * in prosodic disorders;

- * when replacing pronouns ;

- * in the delay or absence of speech development;

- * manifested in non-verbal communication disorders.

It is known that in healthy children, monologue speech is formed first, and then dialogic speech is formed, and it is of social importance for the child. In children with autism, this sequence is significantly disturbed . Often, children with autism syndrome have monologue speech, and dialogue speech is not formed . Communication disorders in children with autism are usually associated with impaired social interaction. Children with autism syndrome cannot show their attention. Being able to understand the emotional state of others, children have some difficulties in imitating and imitating actions.

Children with autism syndrome have a number of difficulties in learning communication skills, as well as behavior. It is often easier to teach children to behave when they already know what to do. Difficulties in mastering movements are unique for children with autism syndrome. In this, we can see that it is difficult for children to initiate actions independently, to move from one action to another . Children with autism syndrome have learning problems, as well as the specificity of the sensory sphere, selectivity in choosing clothes or eating food, increased sensitivity to tactile

effects, various fears, inadequate reactions and inappropriate attitudes, behavior such as the tendency to refuse to perform actions.

In connection with the above, specially organized psychological-pedagogical support for children with autism syndrome in preschool educational organizations is one of the most important problems. The correctional-pedagogical system of forming communication skills in children with autism syndrome, the technology and games used in training by a speech therapist and a number of specialists are described below.

ABA therapy is best used with children with autism syndrome who have mental retardation. Emotional and behavioral approaches should be implemented in teaching communication and speech skills to children with autism syndrome. It is known that in teaching autistic children to use speech forms of communication, one cannot rely on the general laws of normal ontogenesis. In order to teach children with autism syndrome the first basic communication skills, it is important to create communication motivation. In this case, it is appropriate for a speech-language pathologist or an ABA therapist to freely lead the process of communication with children with autism syndrome through various games, to teach children to enjoy the feeling of their own potential. We must shape children's behavior in a way that is inseparable from the development of their emotional sphere. To do this, we try to start each session with an emotional relationship. We involve children in the training process using PECS cards with special expressions and emotions:

- Oh, what a ball! (surprise, surprise card) Did you bring it to me? (thinking card) Through this ball, we try to establish communication with children with autism syndrome. Tell the child to catch the ball and invite him to talk ! We rejoice with the child, clap our hands, shout with joy: "Hurray! ", —Barakalla!! In the process of cooperation between the child and adults, we create conditions for success, which is an important condition for the personal development of the preschool child.

Organization of a successful situation makes it possible to implement the principle of an optimistic approach in correctional training with children with autism syndrome. It is necessary to try to maintain a positive attitude and transfer it to the child, to focus on the child's positive actions and not to notice his wrong actions. Speech development games that develop finger and small hand motor skills are very suitable for the formation of communication skills in children with autism syndrome. We invite children to sing in our game "When the fingers speak".

In this, children learn to sing cheerful poems by a speech therapist in individual classes, and imitate movements with hands and fingers during pronunciation. At the same time, tactile games can enhance emotional response and eye contact (gesture). For example, when singing the poem "Little feet ran along the road", the speech and language therapist first begins to "run" around the child with his fingers, and when the child is ready, he does it with him. Such games delight and amuse the child, which helps to develop the relationship between the child and the speech therapist.

Special PECS cards - finger games with emotions can stimulate the development of speech in children with autism syndrome. The game "When fingers talk" helps to educate behavior in children with autism syndrome, normalizes the variability of excitation and inhibition processes, develops speech and imitation. Listening to songs and understanding their content forms the ability to feel their rhythm. also helps to develop children's expressive speech.

Another favorite activity of children with autism syndrome is construction. It is widely used to develop communication skills. We teach children how to build a house, a children's bus, a car garage and more. It is known that one of the important aspects of working with an autistic child is the formation of an emotional connection with others. Of course, in the process of establishing communication, children's individual communication skills are formed. If the communication situation is convenient and understandable for the child, it will leave a positive impression on the

child. It is very important that the child first acquires a comfortable form of communication, and only after that, bonding can be achieved and more complex forms of interaction can be gradually developed. This is helped by the use of games that help to establish an emotional connection with others, for example: "Good mood", "Smart cube", "Bird sounds", "Unknowing rabbit". helps to master, learn to communicate with peers, develop attention, imagination, provides a better understanding and implementation of elementary instructions, helps to overcome negativism, reduces psycho-emotional stress in children reduces

Specialists working with children with autism syndrome are advised to choose games and technologies according to the individual characteristics of children. To build communication skills, like other skills in children with autism, you can use the following basic methods:

- 1) it is necessary to clearly plan and form the stereotype of the training step by step (that is, first the child learns to throw the ball, then - to hit the ball at the target, then to answer the question, etc.);
- 2) taking into account the interests and emotional characteristics of the child, skillful training of the speech therapist in the game;
- 3) training should be conducted in such a way that all its elements are connected on the basis of one plot and have a specific motivation;
- 4) use rewards in children as positive incentives for well-performed behavior ("smiling" apples or emoticons, points or toys).

It is recommended to use objects or play materials that are familiar to a child with autism syndrome when conducting activities aimed at forming communication skills. The place where the classes are held should be familiar to the child. If the child has fully mastered the skills, the communication material can be complicated, that is, the actions are gradually performed independently by the child. These methods may seem very simple and simple, but when used purposefully and systematically, they give effective results in the formation of communication skills in children with autism syndrome.

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