

# AUTISM AS A DISORDER OF AFFECTIVE REGULATION OF CONSCIOUSNESS AND BEHAVIOR

Nabiev Ravshanjon Shavkatjon o'g'li<sup>1</sup> Khaitov Lazizbek Rustamzhon o'g'li<sup>2</sup>  
Khovodullaev Murodjon Khabibullo o'g'li<sup>3</sup> Kabirova Zarnigor Rakhmonjon kizi<sup>4</sup>

<sup>1</sup>*Teacher of the Department of Special Pedagogy, Kokand State Pedagogical Institute*  
*ravshanbeknabiyev18@gmail.com*  
*<https://orcid.org/0009-0006-4764-6257>*

<sup>2</sup>*Head of the Department of Special Pedagogy of Kokand State Pedagogical Institute (PhD),*  
*Associate Professor*  
*<https://orcid.org/0009-0001-6290-8562>*  
*[lazizbek\\_khayitov@mail.ru](mailto:lazizbek_khayitov@mail.ru)*

<sup>3</sup>*Teacher of the Department of Special Pedagogy, Kokand State Pedagogical Institute*  
*murodjonxovodillayev@gmail.com*  
*<https://orcid.org/0009-0000-2967-2546>*

<sup>4</sup>*Teacher of the Department of Special Pedagogy, Kokand State Pedagogical Institute*  
*<https://orcid.org/0009-0002-9718-3896>*

**Abstract.** This article talks about autism, which is one of the most pressing problems of our time, disorders of affective regulation of consciousness and behavior and the correctional work carried out with them. Information is given about the problems in their behavior and that they have been studied by scientists. The article covers communication and socialization of children with autism syndrome, skills of their diagnosis from an early age, upbringing and preparation for school education. Motor stereotypes described by Kainer. They are distinguished by “field behavior”, aimless movement in space, they can climb to any height without fear, avoid adults without looking back, since they do not have a developed sense of danger. Children of the first group do not have speech, although it is known that a child can very rarely pronounce a word or even a phrase, but such sudden “pop-up” words are no longer repeated.

**Key words:** autism syndrome, communication, speech, socialization process, learning, education, behavior, sensory system, fine motor skills, motor stereotypes, autostimulation, cognitive processes.

## INTRODUCTION

Today, a number of large-scale projects are being carried out in our republic to further improve the education system for children with special educational needs. In particular, in accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030" No. DP-5712 inclusive education for the purpose of developing Uzbekistan, improving the education system for children with special educational needs and improving the quality of educational services provided to them, a number of measures have been identified. It was decided to improve the education system for children with special educational needs, simultaneously prepare children with autism spectrum without pronounced behavioral

disorders for school education and create an effective inclusive environment. This requires pedagogical and psychological study of children in this category and the assimilation of foreign models.

### **LITERATURE REVIEW**

For example, in Russia, comprehensive theoretical and practical approaches to the correction of childhood autism have been developed (K.S. Lebedinskaya, O.S. Nikolskaya, (1991); E.R. Baevsкая, M.M. Liebling, 1997). The system of psychological correction of an autistic child and his family is based on the idea of a primary disorder in the development of the affective sphere in the general structure of the syndrome (O.S. Nikolskaya, 1985, 1999). According to O.S. Nikolskaya, two biological factors are of the greatest importance in the formation of the psychological structure of the syndrome: the child's weakness (reduction of the limits of affective and emotional discomfort) and activity disorders. In such conditions, the child's behavior and all his development are aimed not at solving real adaptation problems, at developing forms of interaction with the outside world, but at creating systems of protection and compensation. In his behavior, autostimulation comes to the fore - a constant repetition of stereotypical feelings and experiences.

This involves seeking out unusual sensations, thinking about objects spinning, reflecting and shining on a polished or glass surface, making different sounds.

Creation of special vestibular and proprioceptive sensations called "motor stereotypes" of jumping, spinning, swinging, and waving arms.

The goals of autostimulation can be the repetition of the same sounds, unfamiliar-sounding words, the desire to talk about unpleasant, scary things that initially caused fear in the child.

### **RESEARCH METHODOLOGY**

According to B. Bettelheim, an autistic child tries to suppress all external influences with the help of autostimulation and translate events into simplified, unchangeable stereotypes. In this way, he wants to stop time and the entire course of terrible events (B. Bettelheim, 2004). But, in addition to the protective function, autostimulation also acts as an activating tool, compensating for the lack of mental tone of the child. It is evident that the child's mental development is impaired, the disorders are widespread and manifest themselves in the peculiarities of motor, speech and intellectual development. The autistic child's inability and clumsiness to master simple skills and follow adult instructions contrasts with his amazing dexterity in self-stimulation.

The same is true in the area of attention: objects or events used only for autostimulation can remain in the child's "field of attention" for a long time; his attention is drawn to other objects with difficulty and for a very short time. Such attentional features also influence the child's perception, which is fragmented, but it is especially difficult to recognize the color, shape, and individual emotional characteristics of objects that the child uses for self-stimulation.

When examining the characteristics of speech, it is evident that its communicative function is impaired. It should be noted that in the most severe cases, mutism is observed - the absence of external, expressive speech with the ability to form internal speech. In other cases, we observe difficulties in constructing a detailed statement, echolalia, the use of speech signs, agrammatisms, the absence of personal pronouns in speech. At the same time, the child can recite favorite poems and texts from miles away, obsessively repeat complex, unusually sounding words and invent neologisms. The same laws can be observed in the development of thinking. The precision, literality and fragmentary understanding of the environment, revealed during testing of a child with autism, differ from his ability to work with abstract concepts, to demonstrate the ability to generalize and symbolize within the framework of his autostimulating activity.

Such children:

- ▶ perform complex mathematical calculations;
- ▶ understand electrical circuits and electronic devices;

- can talk about microbiology and the structure of the earth's crust.

At the same time, they cannot coherently talk about any event that happened in their lives, or explain the meaning of a fairy tale or story they read.

According to national tradition, within the framework of correctional work, mutual cooperation between the teacher and the psychologist is necessary. The basis for the construction of this interaction is the common understanding by all specialists of the psychological structure of the syndrome, the essence of the disorder as a violation of the formation of psychological mechanisms responsible for the affective development of the child. Depending on the immaturity of one or another mechanism of affective regulation, it is important to distinguish between different variants of childhood autism syndrome. O.S. Nikolskaya speaks of four main groups of autistic children, which differ in the severity and nature of autism, the level of maladaptation of the child and his or her socialization capabilities (O.S. Nikolskaya, 1985, 1987).

### **ANALYSIS AND RESULTS**

The first group includes children with the most severe variant of the syndrome, completely isolated from the environment. These children do not have active forms of communication with the outside world, they do not show fear and desire, often do not feel pain and cold. Experts often initially suspect deafness or blindness in such children, and only objective studies can determine the preservation of vision and hearing. Such children do not even have active forms of autostimulation.

Motor stereotypes described by Kainer. They are characterized by "field behavior", aimless movement in space, they can climb to any height without fear, avoid adults without looking back, since they do not have a developed sense of danger. Children of the first group do not have speech, although it is known that a child can very rarely pronounce a word or even a phrase, but such sudden "pop-up" words are no longer repeated.

In children of the second group, autism manifests itself as an active refusal to communicate with the outside world. They are the ones who exhibit the most stereotypical behavior and the need to maintain a constant environment and daily routine. Even compared to other autistic children, children of the second group suffer more and often experience physical discomfort, fear and anxiety. They find most environmental influences unpleasant, so they develop complex methods of autostimulation - motor and speech stereotypes that block external influences. However, such children already have the ability to actively communicate with the environment in familiar situations; They learn simple skills and use speech. True, such a child's speech is dominated by simple, once-learned symbols, sometimes book quotations. Also characteristic are delayed echolalia, indefinite use of verbs, and incorrect use of personal pronouns. Voluntary concentration is possible only for a short time, but by "adapting" to the child's stereotypical pleasures, it is possible to extend these moments in learning and mastering something new, establish an emotional connection with the child, and achieve a unification of attention with adults.

O.S. Nikolskaya describes autism in children of the third group as "obsession with their experiences." Such children are less stereotypical than children of the second group, suffer less from environmental instability, and their inhibition system is not as well developed. However, such a child cannot tolerate a violation of the logic of his behavior, the "action program". Children with the third variant of the syndrome are characterized by a special type of autostimulation: the child is constantly in speech and play, returning to the same situation, situations that frighten him. He may fantasize about terrible natural disasters, robbers, pirates and burglars and play "crash" or "fire". Often such a child is prone to provocative behavior, is prone to anger close adults, shout at them and punish them. Playing out situations that once frightened the child is a means of indulging one's weaknesses and stereotypical pleasure. Children of this group, as a rule, have developed, "bookish" speech, and at an early age they are often considered gifted. They are interested in astronomy, biology, electrical engineering and other fields of science early on. At the same time, encyclopedic knowledge is not connected with real life for the child, he happily collects and systematizes the information received; Usually, it soon

becomes clear that it is very difficult to teach such a child anything purposefully: his period of voluntary concentration is very short, and it is almost impossible to communicate with him. A child with the third variant of autism develops a long, touching monologue, often preferring to act according to his own logic, according to his own program, without taking into account the reaction of the audience.

Children of the fourth group give the impression that they are "slowed down", very shy and constantly need help from a close person to whom they are attached (most often the mother). The child builds his relations with the world indirectly, through close adults and is completely dependent on his "emotional charity". It is clear that such a child is especially sensitive to a breakdown in communication, a negative assessment of a loved one. In such children, stereotypes manifest themselves in excessive adherence to rules learned from loved ones. Such a child is inclined to scrupulously repeat familiar behavior programs and suffers if he has to deviate from them. A child with this type of autism looks very inhibited, clumsy, awkward. Motor stereotypes may appear only in emotionally stressful situations and disappear in a comfortable environment. Pedagogical examination often reveals mental retardation in such children. However, only children with this form of the syndrome show initiative in communicating with the world and the people around them, and can sometimes act independently and imitate adults.

### CONCLUSION

Thus, children with autism syndrome have many unique features and characteristics that are not similar to other categories. In the work of psychologists and teachers, there are clear indications, variants or groups of autism, determined by O.S. Nikolskaya, and in each case an individual program of pedagogical and psychological correction is drawn up. Children with the third variant of the syndrome are characterized by a special type of autostimulation: the child is constantly in speech and play, returning to the same situation, situations that frighten him. He can fantasize about terrible natural disasters, robbers, burglars and pirates and play "crash" or "fire". Such a child is often prone to provocative behavior, prone to anger close adults, yell at them and punish them. Playing out situations that once frightened the child is a means of indulging one's weaknesses and stereotypical pleasure. It is these programs that show the importance of working with them more effectively.

### REFERENCES

1. Lavrentyeva Natalia Borisovna. "Preparation for school education of children with autism" dissertation Moscow 2008.
2. J.B. HANDLEY "HOW TO END *the* AUTISM EPIDEMIC" Chelsea Green Publishing White River Junction, Vermont London, UK. 2018
3. Shavkatjon ogli Nabiev Ravshanbek, and Ahmadaliyev Otabek. "TECHNOLOGY OF WORKING WITH CHILDREN WITH AUTISM SYNDROME." *Ethiopian International Journal of Multidisciplinary Research* 11.11 (2024): 182-187.
4. Shavkatjon ogli Nabiev Ravshanbek. "PREPARATING CHILDREN WITH AUTISM SYNDROME FOR SCHOOL EDUCATION". *EDUCATION SCIENCE AND INNOVATIVE IDEAS IN THE WORLD* 36.4 (2024): 159-163.
5. Shavkatjon ogli Nabiev Ravshanbek. "SPECIAL EDUCATIONAL NEEDS OF CHILDREN WITH AUTISM". *EDUCATION SCIENCE AND INNOVATIVE IDEAS IN THE WORLD* 36.4 (2024): 164-168.
6. Abdullaevna, Saliyeva Dilorom, and Rakhmonova Ayshakhan Oribovna. "Gender Stereotype In Adolescence The Study Of The Formation Of Properties." *Journal of Positive School Psychology* 6.10 (2022): 3283-3288.