

AUTIZM SINDROMINING BELGILARI

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Abstract : В этой статье представлена информация о причинах, типах и симптомах аутизма у детей, актуальных в настоящее время. Выделены особенности детей с синдромом аутизма.

Ключевые слова и понятия: аутизм, умственная отсталость, синдром ретта, аспергиллез, метод, аутизм, коррекция, социальная коммуникация.

Abstract : This article provides information on the current causes, types, and symptoms of autism in children. The features of children with autism syndrome are highlighted.

Key words and concepts: autism, mental retardation, retta syndrome, aspergillosis, method, autism, correction, social communication.

Bolalarda uchraydigan ruhiy o'zgarishlarning barchasi ham miyaning organik yetishmovchiligi natijasida kelib chiqmaydi. Ba'zan ruhiy jarayonlarning buzilishiga bolaning yashash muhiti, atrofdagi odamlarning unga bo'lgan munosabatlari yoxud noto'g'ri tarbiya ham sabab bo'lishi mumkin. Miya faoliyatidagi o'zgarishlarga organik shikastlanishlardan tashqari yana shunday sabablar borki, bu sabablar miya to'qimasida kerakli bo'lgan ayrim moddalar yetishmovchiligi bilan baholanadi. Shunday kasalliklardan biri autizm sindromidir.

Autizm (grekcha „autos”-“o'zim”degan ma'noni bildiradi). Olimlar bu kasallikning kelib chiqishiga sabab, embrion bosh miyasining rivojlanish bosqichida mocos oqsilining yetishmasligi deb fikr yuritadilar. Ayrim manbalar esa, bu kasallikning kelib chiqishi boshqa kasalliklar deb taxmin qiladilar. Masalan, qizilcha, sil, onaning homiladorlik paytida semirib ketishi kabilar. Ammo bularning barchasi shunchaki faraz xolos. Aslida kasallikning paydo bo'lishi haqidagi aniq ilmiy faktlar hali ham mavjud emas. Bu ruhiyat bilan bog'liq jarayon bo'lib, bunday kasallikka chalingan bolalarning ruhiy xususiyatlari sog'lom bolalarnikidan tubdan farq qiladi. Kasallikning yengil darajasi aspergiya deb nomlanadi, og'ir shakli esa retta sindromi deyilib, o'n mingtadan bitta bolada uchraydi. Kasallikning o'ziga xosligi shundan iboratki, bu

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sindromga chalingan bolalarning ruhiyatida sustkashtlik, ya'ni o'z qobig'iga o'ralish kuzatiladi. Bunday bemorlar atrofdagilar bilan muomala qilishni istamaydilar, yolg'izlikni va tinchlikni xohlaydilar, kulmaydilar. Faqatgina ularga biror buyum yoki kimdir yoqib qolgandagina ularga qarab jilmayishlari mumkin. Ularning tashqi ko'rinishlari xuddi niqob taqqanga o'xshaydi. Jonli va jonsiz predmetlarni farqlamaydilar, predmetlarni bir tekisda joylashtirib chiqishni, tartibni

juda yaxshi ko'radilar. Xavf-xatarni his qilmaydilar va ma'lum bir so'z yoki gaplarni qayta-qayta takrorlaydilar yoki umuman gapirmaydilar. Besh yosh va ba'zan undan kattalarda ham nutqning yaxshi rivojlanmasligi, ayrim hollarda esa umuman yo'qligini ham kuzatish mumkin. Ular boshqalarning emotsiyalarini tushunmaydilar. Autizm sindromiga chalingan bolalar hayotida faqatgina o'zlari mavjud bo'ladilar. Fransuz tadqiqotchisi J.M.Itar bu kasallikni aqliy mutizm deb ta'riflaydi. Bu kasallikda miyadagi nutq markazlari shikastlanmagan holda ham nutqiy buzilishlari kuzatiladi. Ko'pgina olimlarning tadqiqotlari va uzoq yillik kuzatuvlari shuni ko'rsatadiki, autizm bilan kassallangan bola o'z “men”ini unutadi. Bunday bolalar uchun oddiy jummalarni ham tushuna olmaslik, baland tovushdan qo'rqish, yorqin ranglardan chekinish (masalan, sariq rangga nisbatan ularda fobiya mavjud bo'lishi), tanadagi arzimas jarohatdan ham qattiq og'riq his qilish kabi xususiyatlar xosdir. Bunday bolalar ko'p hollarda murakkab bo'lgan aqliy mashqlarni qiynalmay bajarishlari mumkin, ammo shuning barobarida eng oddiy

vazifalarni, masalan bog'ich bog'lashni eplolmasliklari kuzatiladi. Sindrom asosan bola uch yoshga to'lganda va shu oraliqdagi vaqt davomida ilk belgilarini namoyon qiladi. Chaqaloqlik davrida ham ushbu kasallik belgilarini sezish unchalik qiyin emas. Autizmga chalingan chaqaloqlarda tashqi ta'sirlarga e'tibor umuman kuzatilmaydi. Ular hatto kam yig'laydilar, onasiga va boshqa yaqinlariga intilishmaydi. Ushbu sindrom o'smirlar va kattalarda kam uchraydi. Sindrom qizlarga qaraganda o'g'il bolalarda ko'proq uchraydi. Kasallik etiologiyasi hali to'liq o'rganilmagan. Bu sindrom irsiy ekanligi ham aniqlanmagan. Kasallikning 4 asosiy belgisi farqlanadi:

1. Ijtimoiy aloqaning buzilishi (ko'zga qaramaslik, atrofdagilarga e'tiborsizlik va h.k)
 2. Aloqa yo'lining buzilishi (nutqning buzilishi)
 3. O'zini tutishdagi o'ziga xosliklar
 4. Dastlabki simptomlarning asosan 3 – 5 yoshdan boshlab namoyon bo'lishi (bolada ijtimoiylashuv jarayoniga to'liq kirishish boshlanadigan davrda).
- Kasallikka qarshi hali davvo choralari topilmaganini inobatga olib, autistik bolalarga ta'lim-tarbiya jarayonini keng ko'lamda va to'g'ri tashkillash asosiy vazifa hisoblanadi. Ularga qattiqqo'llik va o'ta mehribonlik qilish noto'g'ri. Bunday bolalarni davolash imkoni yo'q bo'lsada, ularning kasalliklarini imkon

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qadar erta aniqlash va ularga tegishli ruhiy ta'sir ko'satishga erishish mumkin. Aytaylik, autizmga chalingan bolalarning aksariyatlarida musiqa, matematika, tasviriy san'at

kabi fanlarni o'zlashtirish qobiliyati yaxshi rivojlangan bo'ladi. Shuni inobatga olgan holda, ularni aynan shu yo'nalishdagi mashg'ulotlarga jalb qilishga urinish, og'zaki nutqini rivojlantirish uchun ular bilan o'zlari istagan narsalar haqida ko'proq gaplashishga harakat qilish lozim. Bundan tashqari, ularning o'yin faoliyatlarini kuzatish va ularni o'ziga jalb qilishi mumkin bo'lgan o'yinlardan foydalanish maqsadga muvofiq. Bu borada ijtimoiy hamkorlikning yo'lga qo'yilishi zarur omildir. Autistik bolada ham o'ziga xos qobiliyatlarning shakllanganligini inobatga olish lozim. Agar bunday bolalar uchun ta'lim-tarbiya jarayoni to'g'ri tashkil etilsa, ularning yashirin qobiliyatlarini rivojlantirishga erishish mumkin. Bunda psixolog, defektolog, pediatr, ota-ona va albatta, jamiyat a'zolarining hamkorlikdagi faoliyatlari alohida o'rin egallaydi.



Yevropa mamlakatlarida bunday bolalar alohida xarakter xususiyatiga ega hisoblanganliklari sababli ularga o'zlari istaganday erkin yashay olish uchun sharoit yaratishga e'tibor qaratiladi. Chunki ular erkin shaxs sifatida faoliyat yuritib, ma'lum sohalarda yutuqlarga erishishlari mumkin. Ammo bu ko'pincha ijobiy natijaga olib kelavermaydi. Bizning mamlakatimizda esa, bunday bolalar ta'lim-tarbiyasi uchun maxsus muassaslar va pedagogik faoliyatlar tashkil etilgan. Kompleks yondashuv asosida bu bolalarga ta'lim-tarbiya beriladi. Ularning ijtimoiylashuv jarayonini imkon qadar oshirish juda muhim. Shu sababli ham bola asosan, psixolog mutaxassis tomonidan chuqur o'rganilishi va bemorning o'ziga xos jihatlarini inobatga olgan holda faoliyatni tashkil etish maqsadga muvofiq hisoblanadi. Kasallik garchi chuqur o'rganilmagan bo'lsada, bugungi kunga kelib mamlakatimizda autizmga chalingan bolalar ham korreksion ta'lim jarayoniga jalb etilmoqda. Bundan ko'zlangan asosiy maqsad esa autik bolalarni ham imkon qadar ta'limga jalb etish, ularning ijtimoiy hayotga moslashuvini ta'minlash, ularning imkoniyatlarini ochish, shu bilan bir qatorda ta'limni olib borish jarayonida ularning o'ziga xos jihatlarini belgilab borish, ularni chuqurroq o'rganishdir. Mustaqil respublikamizda bolalar salomatligi, ularning ta'lim-tarbiyasiga alohida e'tibor qaratiladi. Ularning barkamol va har tomonlama yetuk shaxs sifatida shakllanishlari uchun yetarli shart-sharoitlar yaratiladi. Sog'lom bolalar qatori nuqsonga ega bo'lgan bolalarning ham jamiyatda o'z o'rnini topishi, ularni sog'lomlashtirish va ularga ham sog'lom bolalar qatori ta'lim-tarbiya berish mamlakatimizning muhim bir e'tiborga molik jihatidir. Mamlakatimizda tashkil

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etilgan maxsus korreksion-pedagogik shart-sharoitlar buning yaqqol isboti bo‘la oladi. Shuning uchun bu faoliyatni yanada takomillashtirish, to‘liq o‘rganilmagan anomaliyalarni o‘rganish va ularga korreksion yondashuvning, ta‘lim-tarbiya jarayonining yangi texnologiyalarini ishlab chiqish bizning oldimizda turgan eng muhim vazifadir. Autizmga chalingan bolalarning bizning mamlakatimizda ham yo‘q emasligini hisobga oladigan bo‘lsak, bunday bolalarga alohida yondashuvni tashkil qilish, ularning intellektual salohiyatlarini inobatga olgan holda ularga yordamni tashkil etish, joiz bo‘lsa ularga inklyuziv ta‘lim asosida ta‘lim berish masalalariga jiddiy e‘tibor qaratmog‘imiz lozim.

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