

REPUBLIC OF AZERBAIJAN

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**PEDAGOGICAL PRINCIPLES OF SCHOOL PREPARATION
WORK IN THE FAMILY FOR CHILDREN WHO NEED
SPECIAL CARE**

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ABSTRACT

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GENERAL CHARACTERISTICS OF THE WORK

Relevance of the topic and degree of elaboration. In recent times, the scope of children in need of special care in the countries of the world, including Azerbaijan, has expanded and started to take on new content. These children have the opportunity to live a normal life, have a general developmental disorder, and have certain mental and physical problems. As we know, people with autism spectrum disorders who need special care in society in terms of their physical, or mental disorders have limited opportunities to live in life. They are included among the vulnerable groups of the society. Due to the lack of improvement of rehabilitation services, as well as the lack of educational and vocational guidance services, these people may be deprived of opportunities to engage in work and lead an independent lifestyle for a long time.

Since the 1990s, the Independent Republic of Azerbaijan has joined the Universal Declaration of Human Rights (10.12.1948), the Declaration of the Rights of the Child (20.11.1959), and the Convention on the Rights of Persons with Disabilities (13.12.2006) adopted by the UN, and has conducted research in collaboration with Non-Governmental Organizations and various Civil Society Institutes, implementing a number of significant reforms.

By signing the law dated October 2, 2008, on joining the "Convention on the Rights of Persons with Disabilities", the Republic of Azerbaijan defined necessary tasks in the direction of improving the social condition of people with special needs and integrating them into society.

Effectively conducted activities strengthen the protection of children with special needs and autism spectrum disorders and their families. This leads to their greater integration into society, reduction of the social burden of the state budget, etc. can lead to positive results.

The issue of the participation of children in need of special care in the education process has not been overlooked in their integration into society. The "Law of the Republic of Azerbaijan on Education for Persons with Limited Health Opportunities" (Special Education)

was adopted in 2001. This law defines the responsibilities of the state in the field of special education, ensuring the rights and responsibilities of individuals with limited health opportunities, their parents, or other legal representatives in the field of special education. It also establishes the organization of special education and the management of the special education system. Undoubtedly, the preparation of children in need of special care for school within the family is directly dependent on this process. At the state level, special education and development programs are implemented to assist children in need of special care and those with autism spectrum disorders in accessing education.

The implementation of the "Inclusive Education Project" in Azerbaijan has been started since 2005. According to the decision of the Cabinet of Ministers No. 20 dated February 3, 2005, the Development Program on the organization of "Education of children with special needs (with limited health opportunities) in the Republic of Azerbaijan" was approved. With the help of special education, children who always need special care adapt to the collective and integrate into society. This also forms a sense of self-confidence in children and encourages them to grow up as equal individuals like other members of society. On the other hand, taking this step helps to eliminate their employment problems in the future.

Incessantly increasing diseases have become a problem that constantly shakes the school and families. The solution to this problem is not so easy, and it also reveals the need to eliminate it soon. For this, it is one of the main issues to study scientific literature in depth, to analyze it, to master the necessary things from the point of view of the problem, and to master the technology of their elimination. Bringing the investigated problem to the agenda is of great importance.

One of the issues that makes the research relevant is not being able to see the availability of the joint activity of the school and the family in solving this problem. Parents who are engaged in intense work often cannot see their children who need special care grow up in the family, they can focus only on their financial support. The need to educate parents from a pedagogical point of view is often

overlooked. From this point of view, it is necessary to conduct such studies.

Autism syndromes are the majority of children who need special care. It is among the most necessary issues that the training work with children with autism syndrome should be carried out with a special program, not individually, and that it should be designed according to the child's needs. The conducted research also brought up the implementation of this problem as a necessary issue. From this point of view, the research work is one of the problems that differ in its relevance. Autism, which has spread rapidly all over the world in recent years, is already manifested in more than one percent of the world's population. Such syndromic diseases, whose scope is rapidly expanding, make it urgent to conduct research in this direction. Autism and people with special needs present themselves in society as a complex organism. Recently, with the increase in the number of children with autism syndrome, the interest and attention to this sphere has also increased.

Of course, the family is a great force in preparing children with special school needs. The upbringing established in the basic family significantly manifests itself in the success they will achieve in the future, their formation as a personality, and their participation in public life. Because the family is the first school in the preschool period, and the parents are the child's teachers. Children receive the first psychological and medical help in the family. The common efforts of parents and teachers are aimed at obtaining information about the child, sharing ideas and opinions about their behavior, attitudes, and relationships, and most importantly, creating more favorable conditions for the child's growth and development. Currently, correctional and developmental individual training programs, which play a major role in preparing children with autism spectrum disorders for school, are being developed together with parents and specialists. The state is one of the helpers of parents in organizing the school preparation process for children with special needs in the family. Based on world experience, the development of employees operating in the public and private sectors is expanded. Families of children in need of special care use the help of special

kindergartens and psychological rehabilitation centers. In Azerbaijan, organizations such as the Together and Healthy Public Union, United Aid For Azerbaijan (UAFA), Modern Education and Training Assistance Center, "Autism" Defectology and Psychological Assistance Center, UNICEF Azerbaijan, TISA (International school), PM Academy, Modern Psychology Center, "Regional Development" Public Union of Heydar Aliyev Foundation, "Narinc" Child Psychology Center, and "Loqos" Psychological and Speech Development Center, among others, facilitate the integration of children in need of special care and those with autism spectrum disorders into life and society by providing education and training tailored to their needs.

On March 2, 2018, the Cabinet of Ministers of the Republic of Azerbaijan approved the regulation on "the organization of preschool education in family-type, community-based, short-term training groups", providing an opportunity for children in need of special care and those with autism spectrum disorders to receive appropriate education and training in family-type care centers, thus becoming close assistants for parents in directing the upbringing and education of these children.

Along with the achieved achievements, in the Republic of Azerbaijan, there are still a number of difficulties in the organization of school preparation work in the families of children who need special care and with autism spectrum disorder. First of all, appropriate measures, exercises, special regime diets, and special rehabilitation methods are needed with such children. One of the issues at the root of the difficulties is that private psychological rehabilitation centers charge high prices for treatment and rehabilitation. This is natural because their parents spend more or less money on this work, and it can cause them anxiety. The number of parents who have difficulty in determining a number of psychological diseases of their children, especially autism spectrum disorder. Such parents are in need of education. It is unfortunate that the number of doctors, psychologists-pedagogues, as well as scientific-pedagogical, scientific-methodical resources that can help parents in the family in the education and upbringing of children with autism syndrome,

especially in preschool preparation, is low. There has always been a need to select exemplary tools used in the field of preschool education for children with special care needs and autism spectrum disorders in the family and to present effective tools that have been experienced by specialists.

In the research work, the issues of preparing children with special needs and autism spectrum disorders for education in the family were taken into consideration, and the investigation of the problem in this direction was considered an important issue. It is not by chance that it is considered appropriate to call the scientific work "Pedagogical foundations of family preparation of children with special care needs".

The object of research. It is the process of preparing children with autism syndrome who need special care for school in the family.

The subject of the study is the work done by the family in preparing children with autism syndrome who need special care for school.

The purpose of the research. It is to review and generalize the school preparation work of children with special needs autism syndrome in the family from the point of view of a pedagogical problem, to scientifically substantiate the possibilities of systematically using the school preparation of children with autism syndrome in the family, and to provide relevant theoretical and practical help to those working in this field.

Based on the purpose and scientific hypothesis of the research, the dissertation tried to solve the following tasks:

1. examination of the situation of the problem in the existing pedagogical, psychological, and methodical literature, as well as in modern family practice;

2. defining the forms and directions of the family's joint work with the school in terms of the problem;

3. Providing information about the general features of the school preparation process in the families of children with special needs and autism spectrum disorders;

4. Analyzing the theoretical and methodological aspects of the family school preparation process for children with special needs and

autism spectrum disorders;

5. Determining the directions of effective organization of preschool education and school preparation process of children with special needs and autism spectrum disorders in the family;

4. Conducting a comparative analysis of the school preparation work of children with autism spectrum disorders in the family from the point of view of international experience;

5. Clarifying the role of family, preschool education, and rehabilitation centers in the organization of school preparation work for children with autism spectrum disorder;

6. Determining ways of organizing school preparation work in the families of children who need special care and with autism spectrum disorders in modern times in the Republic of Azerbaijan;

The main provisions of the defence:

The following are defended in connection with the factual materials covered by the dissertation, the theoretical and practical issues it raises, as well as the conclusions and proposals arising from the research:

- Children with special care needs and autism spectrum disorders have preschool opportunities;

- The significant strength of the family plays a crucial role in the care and preschool of children with special needs and those with autism spectrum disorders.

- The role of rehabilitation centers in the school preparation of children with special needs and autism spectrum disorders;

- The place of specialized kindergartens in the preschool of children with special needs and autism spectrum disorders;

- Organization of school preparation work for children with autism spectrum disorders in the family and the possibility of using international experience;

- The current state of organizing school preparation work in the families of children with special needs and autism spectrum disorders and the difficulties that have arisen.

The methodological basis of the research is the dialectical method, the laws of development of society.

Research methods. The documents of the Republic of

Azerbaijan, the Laws on Education, the Law of the Republic of Azerbaijan on the education of persons with disabilities (special education) were used in the research. During the research, theoretical analysis, pedagogical observation, interview, experiment, etc. research methods were used.

1. Theoretical analysis and composition. In order to clarify at what level the problem is studied, the available scientific-pedagogical, psychological, philosophical, and methodical literature was studied and analyzed, generalizations were made and relevant conclusions were drawn.

2. Pedagogical observation. In the training process, the organization of school preparation work in the family of children with special needs and autism spectrum disorders, the behavior and attitudes of children included in this group, communication style, their relationship with their teachers, parents, peers, and others, and their adaptation to school in the family, were studied.

3. Pedagogical interview. This study was conducted with parents of children with special needs and autism spectrum disorders.

4. The pedagogical experiment was conducted in the Rehabilitation Center of Joint and Healthy Public Union, "Loqos" Psychological and Speech Development Center, "Narinc" Child Psychology Center, PRIM Autism and Development Center, and Kanner Autism Center with the participation of specialists, parents, and children. 150 people participated in the experiment.

Deterministic, educational and checking types of pedagogical experiment were used during the research.

The scientific novelty of the study is that the role of the family in the school preparation of children with special needs and autism spectrum disorders is scientifically and theoretically investigated, and the causes of autism, ways, and possibilities of its alleviation are determined and summarized.

The theoretical and practical significance of research. The theoretical significance of the study. The scientific propositions put forward in the research, the created work system will be able to enrich the science of special pedagogy with new ideas.

Practical significance of research. The results of the research

will be a source in the research of applicants who write textbooks and teaching aids for special schools, as well as conduct research in this direction.

Approbation and implementation. The dissertation was completed at the Department of Pedagogy at Baku Engineering University. The results of the research are presented in the materials of the II International Teacher Training Policy Congress held at Qafqaz University on April 18-19, 2014 (“Educational problem of children with special needs in Azerbaijan”), In the Journal of Psychology of Baku State University (2013, No:4) (“Social-psychological problems in the education of children with special needs in Azerbaijan”), In Scientific News of Keiv National Pedagogical University named after M.P. Dragomanov (2018, seriya 5, No:62) (“Проблемы социализации детей с синдромом аутизма в Азербайджане”), In the materials of the II International Scientific Conference of Young Researchers held in Baku on April 27-28, 2018 (“The Role of Preschool Special Education in the Education of Children with Physical and Psychological Disabilities”), “İmpact Azerbaijan” jurnalında (Bakı, 2018, bur.29) (Autism in Azerbaijan and Steps Ahead), Bakı Mühəndislik Universitetinin jurnalının (Journals of Baku Engineering University) 2017-ci ildə çap olunmuş 2-ci sayında (Azərbaycanda Autizm spektr pozuntulu Uşaqların Ailədə Məktəbhazırlıq Prosesinin Təşkilində Dövlət-Özəl Sektor Əməkdaşlığı), 2018-ci il 29 mart-1 aprel tarixində Antalyada keçirilmiş II. Beynəlxalq Erkən Uşaqlıqda Müdaxilə Konqresinin (II.Uluslararası Erken Çocuklukta Müdahale Kongresi) materiallarında (“Otizmli Çocuğa Sahip Bir Anneye Uzaktan Eđitimle Öğretme Becerisi Kazandırma”) çap edilmiş məqalə və tezislərdə əks olunmuşdur.

The name of the institution where the dissertation work was completed. The dissertation was completed at Baku Engineering University.

The volume of the dissertation's structural sections separately and the general volume: The dissertation containing introduction, two chapters, conclusion, and a bibliography. The introductory part of the work consists of 7 pages, the first chapter 48

pages, the second chapter 69 pages, the conclusion part 3 pages, bibliography 10 pages. The dissertation consists of 144 pages and 242,530 characters.

BASIC CONTENT OF THE DISSERTATION

In the introduction of the dissertation, the relevance of the topic is justified, the degree of scientific development of the problem, the goals and objectives of the work, the object and subject of the research, the hypothesis of the dissertation, research methods, sources, scientific innovation, the main provisions submitted to the defense, the approval of the research are explained.

The first chapter, called "**Pedagogical principles of school preparation work in the family for children who need special care**" combines three paragraphs. The first paragraph of the chapter is called "Features of the school preparation process in the Family of Children with special needs". The paragraph shows that the family is considered the main nucleus of society and plays a necessary role in the formation of the child. It is the structural unit of society. The encyclopedic dictionary of the family states: *"The family is a small community that develops with its unique world. People and nations are formed in this small society, and the level of the nation and the country depends on the level of these families."*¹

At the same time, the paragraph examines the general characteristics of the school preparation process of children with special care needs in the family, and the pedagogical basics of the school preparation work conducted in the family regarding the development and integration of children with special care needs into society have been clarified.

The child acquires moral values through the family. In turn, it expresses the psychology of interpersonal relations in the family. The influence and leadership of the parents influence the socialization of the personality in the family and the information of the relations within the family. One of the tasks of school preparation is to create

¹ Ganjali S. Family encyclopedic dictionary (in two volumes). Baku. Azerneshr. II volume, 2011, p 3

enthusiasm for reading in children, to develop and strengthen their positive emotional attitude to school, and to form personal and social characteristics in them for successful adaptation of children to school.

Ensuring the child's readiness for school forms their characteristic qualities such as independence, responsibility, activity, initiative, listening to others and agreeing with them, following rules, working in groups, sociability, and self-esteem. However, in children with physical and psychological limitations, this process manifests itself in different forms. The retardation of physical development also has a negative effect on the child's mental activity. The preparation of such children for school training depends on their ability to communicate and prepare for communication. Attention and care for children with disabilities, especially on the autism spectrum, is comprehensive, both in public and private educational fields. It is not accidental that on a global scale, state-level work is being done to enable disabled children to study together with other children, to integrate children with special needs into society, and to create optimal conditions for them, which is one of the important steps forward.

The second paragraph of the chapter is called "**Theoretical-methodological aspects of the family school preparation process of children with special needs**".

The paragraph shows that corrective, developmental, and restorative functions are very important for a child in need of special care. Because these functions play an important role in the formation of his psychophysical and social status. The purpose of the family is to raise healthy, well-developed children. The family, acting as a social environment, strives to create conditions for the future lifestyle and education of a child with special needs, along with providing comprehensive support and great love.

Raising children with special needs in the family requires special methods. These methods help to form their behavioral experience, organize independent life activities, and actively stimulate their full psychophysiological, moral, and spiritual development.

These educational methods include exemplary behavior of

parents, persuasion, habituation, training, tasking, demanding (forcing), self-control, rewarding, punishing, etc. includes. There are also methods of upbringing that have a negative effect on the psychology of autistic children. Punishment and coercion methods can be included in this order. Thus, using the punishment method in the upbringing of children with autism spectrum, who need special care in the family, causes the aggravation of their disease. That is why the choice of methods is individual. It is possible to define several models of upbringing based on the child's attitude towards his physical limitations. Non-constructive models of family upbringing of a child with a developmental delay harm his intellectual and personal development and cause additional psychological disturbances. Only adequate and correct assessment of physical and psychological limitations by parents will affect the purposeful upbringing of the child.

A comparative analysis of families with children with autism and children with other developmental delays in early childhood showed that children with autism did not have to face a harsher, more difficult situation in the family than others. Parents of autistic children tend to be more caring, kind, and attached to their children than other families with "problem" children.

Most of the children who have been rehabilitated have a productive life for them. In order to achieve such success, correctional teachers must be able to deal with each child and help the family in this work. For such children involved in home education, parents, psychologist-educators, and doctors consider it appropriate to prepare an action plan for the child. It is mentioned in the paragraph that children should be taught to do the right physical movements, a suitable type of gymnastics should be chosen for them, orthopedic equipment should be used, water treatment should be carried out, and massage sessions should be organized. It is of great importance to start initial speech therapy work in the family.

The third paragraph of the chapter is called "Issues of the development of public-private sector cooperation in the organization of the family school preparation process of children with special needs in Azerbaijan". The paragraph states that as indicated in the

legislation of the Republic of Azerbaijan, persons with limited health capabilities have the right to use the services provided by the medical-pedagogical-psychological commission and medical-social expert commissions free of charge.

The country's legislation offers different educational opportunities for children who need special education services. To meet the needs of such children, home education, inclusive and integrative classrooms, special schools, etc. educational services are available. The conducted statistical studies show that there are 25 special schools and boarding schools for children with limited health opportunities in the country. 18 of them are boarding institutions and 7 are private schools. Of those institutions, 16 boarding schools are in the system of the Ministry of Science and Education, 2 boarding schools for children with mental retardation are in the system of the Ministry of Labor and Social Protection of the Population. 6 of the boarding schools are financed by the Ministry of Science and Education. As a result of the creation of the appropriate legislative framework, a favorable basis for the organization of the education of children in need of special care has been created. Thus, in 2001, the Law of the Republic of Azerbaijan "On education (special education) of children with limited health opportunities" was adopted. In order to ensure the implementation of the law, the Cabinet of Ministers of the Republic of Azerbaijan "On the approval of the Regulation on the admission of persons with limited health capabilities to vocational and specialized educational institutions" dated April 29, 2002 No. 72, "On the approval of the Regulation on speech therapy services" of 2002 dated April 29, 2002 No. 73, "On Approval of the Regulation on the Psychological-Medical-Pedagogical Commission" No. 74, dated April 29, 2002, "On Approval of the List of Diseases Entitled to Home Education and Rules for Organizing Home Education" of 2002 No. 77 dated May 10, 2002 No. 78 dated May 10, 2002 "On approval of the Regulation on special educational institutions", No. 86 dated May 29, 2002 "On approval of the Regulation on receiving free special education for persons with disabilities" , "On the approval of the Rules for the organization of education in educational institutions with integrated training" No. 87 dated May 29, 2002, "On

the approval of the Rules for the organization of education in stationary conditions" No. 88 dated May 29, 2002 were adopted.

The Action Plan covering the years 2005-2009 envisages the organization of comprehensive (inclusive) education of children in need of special care, elimination of existing problems of specialized educational institutions, provision of their dynamic development, and strengthening of social protection of children studying in these institutions. The "Rule of Social Protection of Students in State Preschool Educational Institutions" approved by the Cabinet of Ministers of the Republic of Azerbaijan's decision No. 622 dated December 29, 2017, regulates the issues of social protection of children admitted to state institutions engaged in the education of preschool children.

The paragraph also mentions that preschool education of children with autism spectrum disorder is carried out at the preschool educational institution, in the relevant structures of general education institutions, and the family based on the choice of their parents.

There are a number of such organizations that can work in the field of preschool education in the country. They assist the Ministry of Science and Education in establishing and managing preschool educational institutions for children with disabilities, implementing training programs, and supervising and monitoring educational institutions. Involvement of children in need of special care in family-type training groups has an important role. Institutions of this type are important in the development of public-private sector cooperation in the organization of the school preparation process in the families of children with special care needs.

Rural and urban medical centers provide medical assistance to children in family-type groups. When the creation of this type of group is achieved, the local executive authority entrusts the creation of a family-type training group to the state preschool educational institution operating in the nearest administrative area. The financing of the preschool educational institution organized on the basis of the state budget for the maintenance of family-type preparatory groups is carried out on the basis of appropriate funds.

In the paragraph, the prospects of organizing school preparation

work in the family for children with special needs are revealed, and detailed information about them is given.

Preschool education of children with special needs requires parents to restructure family relationships. It gives the following requirements for the behavior of such children:

- Listen carefully, understand, and accept the task set by the parent;
- Carrying out parent-provided learning activities without distraction or involvement in extraneous activities;
- To respond correctly to the child's parent's remarks, adjust his/her self-activity accordingly.

It is clear from the paragraph that in order to ensure the child's activity and the formation of his skills, the parents manage to fulfill a number of tasks, such as regulating the development of children in the preschool period, providing the rules for the organization of preparation for school, and increasing the competence in working with children.

In the second chapter entitled "**Organization of School Preparation Work in the Family of Children with autism spectrum disorder who need special care**", the process of school preparation in the family of children with an autism spectrum disorder in Azerbaijan has been clarified. The first paragraph of the chapter is called "**Directions of effective organization of school preparation process in the Family of Children with autism spectrum disorders in Azerbaijan**". It is shown here that parenting a child with autism spectrum disorder is not an easy task. It is natural that when helping the family, all efforts should be directed not only to the child but to the family. It is necessary to accept a child with autism, as well as other problems, as he is, to see him as an individual of the family, and to accept the child with his strengths and weaknesses. The morally and psychologically unhealthy family environment and the inadequacy of mutual relations between family members have a negative impact on the formation of the communication sphere, along with the child's cognitive sphere.

The abnormal approach of parents to children, negative signs in their personal qualities: adherence to principles, excessive demands,

impatience, high assertiveness, egocentrism, often repeated neurotic states, affectivity (shouts, threats, swearing, etc.), each characteristic such as incitement to unconditionally follow instructions, mistrust of children, emotional dullness and introversion can lead to loss of mutual love and trust between children's parents. Against the background of frequent failures in the family, children receive severe psychological trauma, which becomes a catalyst for the development of neurotic reactions.

In order to prevent defects that may occur in family education and family relations, explanation work is carried out with parents, they are informed about the forms of family relations.

In Azerbaijan, new medical-psychological and pedagogical methods have been discovered in the treatment and examination methods of autism, and their application has brought some light to the lifestyle of children with this spectrum. Joint and Healthy Public Association, Pm Academy, "Autism" Defectological and Psychological Assistance Center, UN Children's Fund, TISA (International School), Modern Psychology Center, "Regional Development" Public Association of the Heydar Aliyev Foundation, "Narinc" Children's Psychology Center, educational and health centers such as "Loqos" Psychological and Speech Development Center closely support parents with children diagnosed with autism. In these centers, in addition to special specialists, the help of parents is also used, and extensive educational work is carried out with them.

The third paragraph of the chapter is called "School preparation work in the family of children with autism spectrum disorder". In the paragraph, a comparative analysis of the school preparation work of children with autism spectrum disorders in the family from the point of view of international experience was carried out. Autism spectrum disorder is as widespread a phenomenon as possible today. The number of people suffering from this psychological-hereditary disease is increasing every year. This is also confirmed by autism statistics. According to "Autism Speaks" organization, 67 million people worldwide suffer from autism. This is a disease that has been diagnosed more and more recently in the world. "Today, every 68th child in the world (every 42nd child among boys) has autism."

This problem has long existed in America and Europe. That is why all conditions are created for such people so that they consider themselves as equal members of society.

The following international organizations are involved in advocating for the rights of people with autism:

- The World Autism Organisation

This organization was founded in Luxembourg in 1998 to help people with autism and their families in all parts of the world.

- Autism-European International Association.

Every three to four years, the Association holds a congress on the problems of autism. The purpose of the congress is to connect parents and professionals, and to provide information about tools and methods for caring for people with autism spectrum disorders.

"Applied behavioral analysis (ABA) and TEACCH therapy (Treatment and Education of Autistic and related Communication-handicapped Children) methods are used in the world to help people with autism spectrum disorder. The emergence of these methods laid the foundation for the modern system of helping children with autism spectrum disorders in North America and Western Europe, and a little later in other parts of the world.

More fundamental research on the psychological characteristics of children with autism has been conducted within TEACCH. "In the last 20 years of the 20th century, in addition to ABA and TEACCH programs, according to statistics, 50 different corrective approaches were applied to correct autism in children.

In families with children with autism spectrum disorders, there are two national federations and numerous other federations. In the initial stage, pilot projects have been implemented in various regions of the country to identify autism.

A strategy on autism is aimed at ensuring full and productive lives, creating comprehensive conditions for the training and preparation of specialists in autism, establishing local commissions on autism, planning and providing services, creating national, local, and regional assistance centers, and involving families and relatives of individuals with autism spectrum disorders in this process.

This issue is one of the problems that are at the center of

attention of the countries of the world. Currently, 3 National Centers such as Autisme France, Sesame Autisme, and Pro Aide Autisme are closely involved in the preparation of children with autism spectrum disorders in families for school.

Individual home training of such children is particularly strong in Poland. A National Autistic Association is operating in 14 centers in the country, which helps children and their parents.

The Israeli Society for Autistic Children-ALUT, which unites parents of children with autism spectrum disorders, operates in Israel.

In Sweden, there is an Autism Center in each province. These centers help children with autism spectrum disorders and strengthen their social protection by utilizing various methods from pedagogy and psychoanalysis, such as ABA and TEACCH.

According to 2021 data, one in 44 people in the United States will be diagnosed with an autism spectrum disorder. Until the 1970s, it was enough to place people with autism spectrum disorders only in closed type special institutions and provide financial assistance to their families. Only up to 20% of those who were forced to admit such children to schools could study in general schools. The first work in this field and the first step forward was the "Treatment and Education of Autistic and Communication related handicapped Children" in North Carolina in 1972. Currently, the country's most famous specialist training and assistance center operates in this state.

In 2014, Russia joined the documents prepared by the World Health Organization on helping people with autism spectrum disorders. These documents reflect complex measures and specific experimental steps aimed at effective diagnosis of autism, education of people with autism spectrum disorders, vocational training, and employment issues.

The experience of Autism Centers and Autism schools operating in the cities of Istanbul and Antalya of the Republic of Türkiye is also very interesting. "Tohum Autism Foundation" in Istanbul has achieved excellent results in this field by applying international standards. All this has been studied and summarized in the research work.

The third paragraph called "The role of family, kindergartens

and rehabilitation centers in the organization of school preparation work of children with autism spectrum disorder in the family", discussed the joint activity of family, kindergartens, and the role of the rehabilitation center in the organization of school preparation work in the family of children with autism spectrum disorder. Raising a child in a family is one of the most responsible and difficult jobs. Parents should focus on creating optimal conditions for the normal growth and development of their children. There is a selection of more effective methods and tools for improving the process of raising a child. The stages of parental support to children that meet their needs include parents creating an atmosphere of positive relations with the child by their own personal example, helping them monitor the child's behavior, seeing his choice, helping children make valuable decisions about their actions, making a plan for the improvement of the child's situation, parents' own including avoiding punishment in order to maintain their reputation. The most difficult and responsible task for parents is the education and training of their children with autism spectrum disorders. Domestic conflicts are extensive in terms of the psychological problems they cause in children. These include their cognitive, emotional, and behavioral spheres. Domestic conflicts have a negative impact on the emotional sphere of autistic children, causing them psychological tension. In such families, the economic, social, and psychological burden is especially greater on the mother. Thus, for this reason, researches show that mothers are always more worried about the future lives of their children than fathers. This can be attributed to the sensitivity of women, the strong emotional bond with their children, and the fact that they spend more time with the child.

As a rule, the education and training of preschool children with limited health opportunities is adapted to individual rehabilitation programs and is carried out in general preschool educational institutions.

Unfortunately, children with severe autism spectrum disorder are deprived of these rights. The role of families should be prioritized in this work. Parents use the help of rehabilitation centers in the school preparation of their children with autism spectrum disorders.

Relationships established with rehabilitation centers that deal with autism rehabilitation and use the most advanced methods play an important role in preparing families suffering from this spectrum for future life and instilling the most necessary skills. The rules for the organization of special preschool institutions for children with special needs are jointly determined by the education and health authorities of the republic.

It is clear from the paragraph that there are also kindergartens established for the purpose of adapting children who need special care (having difficulties in hearing, vision, physical and perceptual skills and whose development does not meet age characteristics) to kindergarten and to support parents who have to interrupt their careers due to the needs of their children. In order to assign children with autism spectrum disorders to kindergarten, parents must first consult a psychiatrist. Only a doctor can diagnose autism. In addition, it is considered appropriate to have a psychologist, speech therapist, and physiotherapist for early intervention.

"Indigo" specialized kindergarten, which is part of the "Bağcam" network of kindergartens, is currently operating in Azerbaijan and can accept children who need special care, including children with autism spectrum disorders. Here, children with difficulties in hearing, vision, physical and perceptive skills, behavioral problems, those with Down syndrome and autism who need special care and whose development does not meet age characteristics can receive training and education. There are also rehabilitation centers that play an important role in the preparation of preschool children with autism spectrum disorders. In accordance with the "Law of the Republic of Azerbaijan on education (special education) of persons with limited health capabilities" (2001), rehabilitation centers of various profiles were established for the training and education of persons with complex and severe disabilities. The main task of rehabilitation centers is the formation of communication, self-service, and simple work habits for people with disabilities, correction of defects, and organization of lessons in accordance with individual education programs.

For children with autism spectrum disorders, rehabilitative

education is critical to living independently, acquiring skills across multiple developmental stages, and resolving problematic behaviors. In short, rehabilitation education, home education, preschool and school education, sports, and many social activities are important for the development of children with autism spectrum disorder. When children with autism spectrum disorders are examined and compared with children with normal psychological communication and behavior at different age stages, the qualities revealed make it necessary to correct them. Thus, children with special needs and typically developing children learn to get to know each other better, learn new information, and communicate with each other.

The fourth paragraph of the chapter is called "**Current State of Organization of School Preparation Work in the Family of children who need special care and autism spectrum disorders in the Modern Period in the Republic of Azerbaijan**". It is shown that the legislation of Azerbaijan offers various educational opportunities for children who need special education services. Children with disabilities are involved in education in one way or another. About 64% of children with special needs and autism spectrum disorder live in villages, and 44.4% of urban children are homeschooled. Getting an education will help them integrate into the society and meet their needs in the future. Research shows that various educational services such as home education, inclusive and integrative classrooms, and special schools are available to meet the needs of such children.

Being in need of special care is the opposite of health. Such a situation is a violation of vital health due to damage to the body's structure and functions due to the influence of external and internal factors. Some positive work is being done in the field of eliminating the problems faced by children with special needs and autism spectrum disorders and their parents.

Although a number of initiatives related to inclusive education have been put forward in our country, we still find very few such children in most secondary schools. They are at best homeschooled, which severely limits their contact with the community.

A more suitable method for the development of an autistic

child is a special approach system that takes this fact into account and is maximally oriented to the possibilities of undifferentiated attention, imitation, reception, and memorization. According to unofficial statistics in Azerbaijan, about 5,000 children in our country suffer from autism spectrum disorders. The lack of early detection of autism makes the current problem a little more difficult. Research and recovery centers have not been created by the state. Only special education centers are operating.

There are no autism schools in Azerbaijan. Those children study together with other children with neurological problems. Along with other children with disabilities, it is very necessary to implement a plan of action related to the inclusion of children with autism spectrum disorders in inclusive education. The lack of special kindergartens and schools forces an autistic child to stay between four walls.

In regions of the country, families of children with special needs and autism spectrum disorders do not know what to do in terms of solving the current illness and psychological problem. This hinders the preparation of those children for school in the regions and causes them to be left out of education.

In Azerbaijan, especially, there are gaps in the laws in the field of the rights of children with autism spectrum disorder and their protection. There is no extensive propaganda work on the autism problem in the mass media, no special programs are prepared with the participation of specialists. Undoubtedly, in this case, it is difficult for parents to communicate with their children who need special care and have autism spectrum disorders. It would be very good if it would be possible to appoint family psychologist-pedagogues at home for preschool children who cannot study in an educational institution due to their health condition, and this could play an important role in preparing children for school. Families of children with disabilities in Azerbaijan face great moral, financial, and administrative difficulties, which limit the ability of parents to effectively seek educational opportunities for their children. Existing state and non-governmental organizations do not have the opportunity to comprehensively approach the problems of children

with limited health opportunities. There is still a lot of work to be done in the field of organizing the training and education of persons with limited health capabilities in order to create appropriate conditions for the protection and restoration of their health.

The fifth paragraph of the chapter is called "**Organization, conduct, and Results of the Experiment**".

The research shows that the proper organization and conduct of the experiment depends greatly on the professional training, knowledge level, and ability to build relationships with children and parents of specialists who work with children with special needs and autism spectrum disorders. At this time, the ability to act correctly according to the circumstances and the situation plays an important role. Self-monitoring allows professionals working in this field to choose more effective and useful tools.

The experiment with children in need of special care and autism spectrum disorder was conducted at the Joint and Healthy Public Union Rehabilitation Center, Loqos Psychological and Speech Development Center, Narinc Child Psychology Center, PRIM Autism and Development Center, and Kanner Autism Center. 150 people participated in the experiment.

The reliability index of the surveys was 83.0. This means that 83% of the answers fully reflect the reality. It should be noted that the result of 83% in social sciences is considered very good and shows the reliability of the questionnaire.

It was clear from the answers of the parents involved in the survey that it is possible to overcome the existing limitations in the thinking, interest, behavior, and speech of children with mild and moderate forms of autism, and the work carried out in families in these directions can play an important role in their school preparation.

Thus, the analysis and investigation of the topic set in the research work showed that although there are medical, pedagogical, and psychological rehabilitation works with children in need of special care and with autism spectrum disorders in Azerbaijan, there are a number of problems, especially in the work with children with autism spectrum disorders. There are also opportunities to eliminate

them.

When implementing the education and upbringing of children with autism spectrum disorders, several factors should be addressed to eliminate difficulties, such as the lack of communication with family and rehabilitation centers, the absence of support from psychologists, educators, and other specialists, inadequate awareness among parents, and the financial and emotional challenges in meeting the needs of children with autism spectrum disorders.

In the **final part**, the following **conclusions** were reached:

1. Both the anatomical and physiological development of any child preparing for school should be in focus. Delays in physical development also limit the child's mental activity. The learning process of children with physical disabilities and autism spectrum disorder is very difficult. The child gets tired quickly during the training process and his enthusiasm for training decreases.

2. The poor development of speech and logical thinking creates a situation in hearing-impaired children that they acquire this or that knowledge formally. The situation is different for visually impaired children. They do not see things and events, they hear what is said about things and events, and by touching objects, they get an idea of their signs. Hearing and touch senses are strongly developed in visually impaired children. Children with autism spectrum disorders are withdrawn and distanced from real life. Disruption is observed in their relationships with peers and others in general, speech and communication, and imagination.

3. Autism first manifests itself in children at the age of 2-4. The activities of such children should be evaluated, supported, and developed by their families during various activities carried out in preschool training and education.

4. Young children have the opportunity to solve problems in their daily lives every day. By carefully observing children, parents can use their children's social, cognitive, motor skill, and emotional experiences with the help of professionals to help them solve problems and develop strategies that are effective in lifelong learning.

5. Psychologists, teachers, doctors, and parents should constantly cooperate in the health and upbringing of preschool

children, and an important aspect of this cooperation is the family's provision of information about a child with special needs or autism. Specialists collect information about the child from the parent using a questionnaire. Open communication is a prerequisite for the observation and evaluation of knowledge in various fields of development. For those who cannot be involved in the educational process at the educational institution due to health problems, education is organized at home by the relevant educational institution.

6. The task of protecting children with special needs and autism spectrum disorders and providing them with the necessary values for life is primarily the responsibility of the family. In the family, the personal examples of the parents and the methods of education they use regulate family relations and bring their children of preschool age, who are exposed to physical and psychological difficulties, to society.

7. The analysis and investigation of the topic presented in the research work showed that although medical, psycho-pedagogical rehabilitation works are carried out with children in need of special care and with autism spectrum disorders in Azerbaijan, there are a number of problems, especially in the work with children with autism spectrum disorders. When training and education of children with autism spectrum disorders is carried out, there is no connection with the family in rehabilitation and psychological centers, no preference is given to science-based training methods, more use of traditional rehabilitation processes, few professionals, limited opportunities for intensive training, the insufficient study of international experience, or lack of application, insufficient individual approach to children, an educational process not matching the budget of many families, limited educational opportunities, lack of specialist support for parents, weak education among parents, difficulties in meeting the financial and spiritual needs of the family's children with autism spectrum disorders should be taken into account and find its own solution.

8. Based on the research, I can make suggestions that the legislative structure and the management process of the services

provided to children with special needs and autism spectrum disorders should be improved, and more financial resources should be allocated to solving this issue.

9. Special training programs should be developed in the primary healthcare and education system for children with special care needs and autism spectrum disorders, and the monitoring of their implementation should be strengthened.

10. Special research centers should be established for children with autism spectrum disorders, and preschool education for children with special care needs and autism spectrum disorders should be implemented in newly created family-type, community-based training groups. For parents, in order to help their children with autism spectrum disorders, the activities of special educational centers using scientifically based methods should be organized in all cities and regions of Azerbaijan. Initial and detailed diagnosis of autism spectrum disorder in children should be carried out, specialist training should be carried out in this field, and then school and other problems should be solved.

11. The subject programs of universities engaged in the training of specialists in the relevant field should be improved according to modern world standards. Multidirectional projects involving the transfer and application of modern knowledge and skills related to autism are being implemented. The development of public-private sector cooperation in this field, as in the experience of a number of neighboring countries, financial support for the training of autistic children for a certain number of hours per month should be given to relevant institutions in a controlled manner, and it should be achieved by them to implement quality school preparation programs for autistic children.

The following scientific works of the author have been published on the topic of the dissertation:

1. Eynalova, A.S. Azərbaycanca xüsusi qayğıya ehtiyacı olan uşaqların (XQEU) təhsil problemi // II Beynəlxalq müəllim yetişdirmə siyasəti Konqresi-Materiallar, 18-19 aprel, 2014-cü il, Bakı Qafqaz Universiteti, s.426-427.
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