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## PERSONALITY OF IMAGINATION, ATTENTION, MEMORY AND WILL IN CHILDREN WITH AUTISM

**Abstract.** This article provides information about imagination, attention, memory and volition in children with autism. A child with autism perceives a person as an element of the environment and is a very strong influencer for him.

**Keywords:** autism, imagination, sensor, rhythm, attention, memory, perception.

**Imagination.** In children with autism, the features of imagination are uniquely manifested in play and creative works. Pictures of children with autism are filled with action.

Children of preschool age who develop according to the immobility of the picture while it is normal for a child with autism, they do not arouse interest. It is the rhythm of painting, playing through colors, their gloss tends to avoid uniformity, precision moves. Autistic child's fantasies are between reality and unreality

balance. The rhythmic recording of sensory perceptions is the world of fantasy shapes the internal concerns and interests of an autistic child through pictures is expressed. Children's play includes autistic fantasies. Children love stories about animals. Children of another group are interested in exact sciences and computer technology.

**Attention.** When focusing on high-power influences and danger detection, the peculiarity of the manifestation of involuntary attention in the increased power is observed. However, the duration of such tension leads to an affective explosion (crying, withdrawal from communication) through emotional anxiety. All this leads to involuntarily unsteadiness of attention.

Voluntary attention is associated with learning activities and is formed with great difficulty. Difficulties in the development of attention are determined by a defect in the direction of activity towards the goal. Defects are observed in the stagnation of attention.

Fear, negative consequences in the perception of effects play a big role in this plays The child "slides" from one algorithm to another, doing so does not record actions.

**A memory.** In children with preserved intelligence, involuntary auditory and visual memory may be well developed in remembering logical symbols and formulas.

Sometimes mixed fantasy elements to remind what they represent occurs. Logical voluntary memorization of the child's interests and remembering depending on the ability to develop motivation to stay is formed.

**Uniqueness of perception and sensory process.** Autistic children's perception is characterized by high sensitivity of object perception. Hypercompensation of the mechanism occurs in conditions of extreme sensory sensitivity, which represents psychological protection on the one hand, and mental deprivation on the other hand, as well as denial of the development of cognitive processes, as well as perception.

Surrounding sensory processing is consistently negative for a child with autism

It is the source of feelings and the inability to connect emotionally. The sensor is negative The experience is formed and expressed in the child's unique emotional process. Of perception in addition to its own defects, as well as enough perceptive samples it is observed that it is not, which means the child's image selection and reception of sensory effects explains.

Autistic children are particularly affective without fully understanding the objects around them are based on characters. For example, the task is to find what it is: "small, fluffy, angry, long-toothed" Children with autism are immediately wolf or they answer that it is a crocodile, and the healthy ones do not answer at all. Received information, affective-negative perceptions of the environment, constant fear forms, which in turn prevents the child's feelings from becoming sthenic does.

Studying children with autism due to difficulties in establishing a relationship



creates its own complications. So check them out special attention should be paid to organization. Children with autism examination is longitudinal, dynamic and diagnostic. For this purpose diagnostic groups are formed, in which specialists work with each child individually (individually) work.

Another distinctive feature of examining children with autism is a comprehensive approach The organization of the inspection is one, especially at the initial stage specialist, psychologist or pedagogue conducts purposefully. Such an approach is a child helps him get used to the new environment, adapt even a little.

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