



## Peculiarities of the speech of a child with autism syndrome

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### ABSTRACT

This article talks about the uniqueness of the speech of a child with autism syndrome and various speech defects that occur in children with autism syndrome. At the same time, there are recommendations about the most optimal stages of forming communication skills in a non-speaking autistic child.

### Keywords:

autism syndrome, child, pedagogy, psychology, speech, communication, gesture, correction.

A child was born in the family. A newborn baby brings new hopes, new dreams and a whole world of happiness to its parents. As the child grows up, he brings joy to his family with his behavior, posture and sweet words. But it doesn't always happen like that. Sometimes, as a result of various medical, social and psychological reasons, disabled children are born in the family. Raising such children requires special attention from parents, medical and pedagogical knowledge and, most importantly, great patience. It is considered a duty of humanity to provide all-round support, material and spiritual encouragement to disabled children and their parents, and their quality education, treatment and, most importantly, to lead a life equal to no one else's, are guaranteed by the laws of our country. guaranteed.

As proof of our opinion, we can cite the Decree of the President of the Republic of Uzbekistan "On measures to fundamentally improve the system of state support for persons with disabilities" dated December 1, 2017 No. PF-5270 . The content of this decree is to improve the level and quality of medical care for the population, to increase the effectiveness of screening examinations for early detection of

diseases and the expansion of preventive measures, which also provide for the early detection and prevention of the causes and conditions of the growth of birth defects and hereditary diseases. .

In accordance with this decision, screening centers are operating in our country, and they are helping to prevent disability by early detection of many genetic diseases in the womb. But there are some diseases that are not only impossible to detect early, but their correct diagnosis has become an urgent problem today. One such disease is Autism syndrome.

Children with autism syndrome can be born in any family and under any circumstances. According to the Centers for Disease Control and Prevention's Autism Speaks, 2021-2023 data, some regions of the United States have fewer African-American and Hispanic children and are diagnosed later and are more likely to be diagnosed with mental retardation, because in many cases autism syndrome is also recognized as a type of mental retardation. This is because of poverty, high rates of preterm birth, and African-American families have less access to diagnostic services and less access to support programs. This trend is not seen in states with improved autism screening and

greater access to services for all population groups. The authors of the study, discussing these data, concluded that additional resources are needed to develop monitoring and support programs for low-income families in need of social protection.

Despite the fact that the term autism was coined 40 years ago, there is still room for debate and discussion as to whether a person (usually a child) can be diagnosed as "autistic". The reason is that some autistic children learn seriously in their field of interest and even become real geniuses in their chosen fields. Among them are Albert Einstein and Leonardo da Vinci, who left a deep mark in history with their scientific and creative heritage.

In 1944, Hans Asperger described the symptoms of this syndrome in his "Autistic Psychopaths in Childhood" and Leo Kanner's work "Autistisches narusheniya emotsionalnogo kontakt". According to them, the following symptoms are observed in children with autism syndrome:

- The main symptom of autism is a violation of perception of real life.
- A child with autism syndrome does not want to communicate with anyone.
- Speech develops very slowly.
- The child is afraid of new things, changes in the environment, he always repeats the same actions.
- Does not use facial expressions and gestures.
- The child rarely laughs and does not look the interlocutor in the eye.
- He rarely engages in communication.
- Other people don't even pay attention to their parents.
- Interests will be limited.
- 0 plays with itself.
- If the surrounding environment changes, he gets mad.
- Tries to repeat the same action over and over again.
- Focuses on only one thing

In solving the problem of autism, we cannot determine the strengths and weaknesses, in other words, the problems of children with this syndrome, without studying how they perceive the environment. Sensory, social and emotional difficulties faced by children with autism

syndrome throughout life are related to their individual characteristics in information perception. In order to understand the peculiarities of the field of perception and behavior of these children, we need to study their processing of sensory information coming from the outside world, that is, the process of sensory integration. Below we will consider the peculiarities of the speech of a child with autism syndrome.

Speech defects in children with autism are manifested in insufficient components of communicative processes. Various speech defects are observed.

Some children have mutism. Mutism is manifested by the absence of speech, emotional-volitional processes depending on the scope of speech communication and communicative demands are characterized by the uniqueness of speech. The occurrence of mutism can be considered not as a defect in the formation of speech activity, but as a lack of motivation for speech communication. However, the level of expression of mutism varies.

In complete mutism, the development of the expressive side of speech is very slow. Individual sounds and combinations of sounds do not appear in the form of words and phrases and do not arouse interest in a child with autism. As a result of abandoning all communication at the verbal level, they have almost no reserve of passive words. Auditory attention is weak and underdeveloped. During the examination of such children, it seems that they do not want to perceive and imitate the speech directed at the child. Human speech scares an autistic child and creates complete emotional discomfort in him. Some children do not even have the foundation for speech development. Such speech defects often occur together with intellectual defects.

Children of the second group suffer from partial mutism. Compared to the children of the first group, there are preserved possibilities of speech. The speech abilities of these children can be compared with the defects of the first level of underdeveloped speech. In some of these children, speech defects are manifested in the incomplete development of the first and second level of speech. The speech of an autistic child is expressed autonomously, unlike the

speech of a logopathic child, that is, the speech is not focused on society and is expressed by a combination of separate sounds.

The speech of the third group of children is somewhat formed, which corresponds to the second and third levels of underdeveloped speech. However, like those in the second group, the speech is without an address, characterized by the fact that the speech is not focused on a specific person or object.

At this stage in the development of speech, an autistic child faces great difficulties in expressing his "I" in words. The difficulties of expressing oneself with the word "I" are connected with the complexities of the autistic child's self-understanding and the formation of his/her personality. A child with autism does not say his name and does not use the first person pronoun in his speech. He talks about himself in the second and third person. His speech is expressed in echolalia, speech stamps, sound combinations, word combinations or separate sentences. The intonation aspect of his speech is unique, his voice is artificial, sometimes falsetto.

Children of the fourth group are characterized by a certain degree of speech development. The child can conduct a monologue for a long time. However, conducting a dialogical speech can cause its own difficulties. Speech stereotypes, stamps, slowness of autonomous manifestation are expressed. However, these deficiencies are mitigated and partially manifested with a high level of speech development.

It should be noted that the four isolated groups of autistic children with isolated speech disorders are an independent classification and do not belong to the autistic dysontogenesis type of K.S. Lebedinskaya, O.S. Nikolskaya (1991).

Scientific approaches to the organization of correctional-pedagogical work with children with autism syndrome Bashina, V.V. Lebedinsky, E.M. Mastjukova, O.S. Developed by Nikolskaya and other researchers, they propose the following stages of communication skills formation in a non-verbal autistic child.

#### **The first step. Main contact.**

The adjustment period of working with a child often lasts several months before formal contact

with the child is established. Formally established contact implies that the child feels the "safety" of the situation and is ready to be in the same room with the teacher. During this time, tools that attract the child's attention are identified (vestibular - swing on a swing, touch - tickling, sensory - rustling, different sounds, food - the child likes it). These can be used later in class for motivation.

The second step. Basic learning skills.

If the child has a clear negative attitude to lessons at the table, it is better to first put the material prepared for the lesson (mosaics, puzzles, pictures, etc.) in a place where he feels more comfortable, for example, on the floor. The picture or toy that the child is paying attention to should be put on the table and pretend to forget about it. Perhaps the child accidentally approaches the table and takes already familiar objects. Gradually, the fear disappears and it becomes possible to conduct exercises at the table.

Organization of lessons and workplace

A properly organized workplace develops the necessary educational stereotypes in a child. The material prepared for work is placed next to the child. The child must remove the didactic material and replace it by himself or with a little help. Initially, the child is invited only to observe how the teacher performs the task. The child is only required to sort the didactic material into boxes or packages at the end of each element of the work. When the child completes this activity, he should be rewarded in a predetermined way and he will leave the table with a positive feeling of completion.

Work on basic communication skills.

As an alternative to the "eye-to-eye" view, first of all, the fixation of looking at the picture, which is held at the level of the teacher's lips, is developed. If the child does not respond to the appeal, he should be gently turned away from the chin and wait until the gaze turns to the presented material. Gradually, the time spent looking at the picture increases and is replaced by looking at the eyes.

Pictures or objects and sweets (candy or cookies) are suitable as stimulus material. The child is made sure to look at the picture or object, and only then is the stimulus given to put

it in his hands. This can be achieved in a simple way: along with the picture, the teacher holds a treat in his hand. The child follows the approach of a tasty piece (with a card) and if he keeps his eyes on the picture long enough, he gets it. At this stage, the minimum number of speech instructions is used: "Take", "Put". The accuracy of their implementation is important for further study.

The third step. Work on gestures and "yes", "no" gestures.

Autistic children cannot use "yes", "no" and gestures independently. These gestures can be formed through special training. In the classroom, the teacher regularly asks children questions: "Did you post the pictures?" "Did you remove the pictures?" and he nodded. If the child does not do it on his own, the teacher should do it by lightly pressing the palm of his hand on the occipital part of the child's head. As soon as the gesture appears, even with the help of the teacher's hands, the gesture "no" is included in the vocabulary. The same questions are used first, but they are asked before the task is completed. Then "yes" and "no" gestures are used as answers to various questions.

At the same time, gesturing is practiced. To the verbal instructions "Take", "Put", we add one more: "Show". The teacher sets the child's hand in a gesture position and teaches him to accurately place the finger on the desired object or picture.

These stages are important in taking the first steps in working with an autistic child.

In conclusion, we can say that if we want to communicate with a child with autism syndrome, we must first establish an emotional connection with him, gradually enter his aura, help him understand the need for communication, and strengthen his motivation to communicate. . It requires a lot of patience and a lot of time from defectologists, but when the result is achieved, the number of children with autism syndrome who have found their place in society through communication will expand. By identifying their hidden abilities and giving them the right direction, if they strengthen those abilities, they will not become dependent on someone, but will become a person who will benefit the society.

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