

AUTIZM SINDROMLI BOLALARNI NUTQIY XUSUSIYATLARINI RIVOJLANTIRISH VA KORREKSION PEDAGOGIK TIZMI

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Abstract:

In this article, the speech characteristics of children with autism syndrome. The real problem in the development of household corrective pedagogical work, the creation of a comprehensive system of psychological and pedagogical support for children with autism, and the lack of formation of the communicative function of speech as a reflection of the specific characteristics of autism are presented. Speech in autism to consider the manifestation of disorders; based on the special educational needs of autistic children, to determine the characteristics of speech therapy work with children of this category in the system of psychological and pedagogical support for them; autistic information on the acquisition of practical skills of the influence of speech therapy on children's speech is given.

Keywords: Autism, speech characteristics, speech therapy, Defectologist- speech therapist experts, personal primer, PECS cards, Good mood", "Smart Cube", "Bird Voice", "Unknown Rabbit" games, communication skills.

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Every year, the number of children with autism syndrome is increasing all over the world. The variety of clinical manifestations of autism, complex forms of this disease, its presence, as well as the complexity of correctional and educational work. The study of autism syndrome is not only a medical, but also a social and urgent problem. It is studied as a manifestation of disorders in the process of interaction and forming emotional relationships with other people. The speech development of such children lags behind significantly. There are some difficulties in the development of speech and the formation of communication skills. It is known that in healthy children monologue speech is formed first and then dialogic speech is formed and has social significance for the child. In children with autism, this sequence is significantly disrupted. Often, children with autism syndrome have monologue speech, and dialogue speech is not formed. Communication disorders in children with autism are usually associated with social interaction disorders. Children with autism syndrome are unable to point to things that attract their attention. Being able to understand the emotional state of others, children have

some difficulties in imitating and imitating actions. The main symptoms of speech development delay and disorder in children with autism syndrome differ according to what autism groups are.

The first group. we observe the almost complete absence of external speech. Rare words or short phrases spoken by the child at the height of passion show that he understands the speech at least partially.

The second group. The second group for children's speech is characterized by echolalia, as well as a small set of stereotypical short phrases or received by the child in some affective situation. In the children of the second group, the verb has stereotypical requests and references that are used in the infinitive ("Juice to drink", "Give me the cookies"), and the child speaks about himself in the second or third person ("Sasha draws"). But often, such children prefer to approach and ask, not in the usual way, but by shouting or simply by bringing adults to the right place and trying to put their hand on something they are interested in.

The third group. The third group of children has a detailed literary speech, but at the same time they are almost unable to communicate, they do not hear the interlocutor, although they quote whole pages of their favorite books or talk about their favorite topics.

The fourth group. In the fourth group in the child, we meet with silent, slurred speech and echolalia, sometimes delayed in time. Such a child, as a rule, asks and appeals with the help of speech, but it is difficult to repeat it. To clarify the picture of the holistic development of the child, the speech therapist can use the diagnostic map developed by K.S.Lebedinskaya and O.S.Nikolskaya. When studying the field of communication, the speech therapist should pay attention to visual communication, features of the revitalization complex, recognition of loved ones, formation of connections with loved ones, attitude to a new person, communication with children, physical relationships. Communication, response to verbal appeals, failure to respond to name, selective response to speech, lack of adequate gestures, behavior in solitude, response to environment, "lack" of distinction between animate and inanimate . If there is a suspicion of an autism spectrum disorder in the examined child, it is not recommended to make a diagnostic conclusion to the speech therapist and present the diagnosis to the parents as an established fact. The speech therapist offers a diagnosis and encourages the parents to undergo further examination by a child psychiatrist. Autistic syndrome

development of children's understanding of speech (emotional-semantic review, plot drawing). A speech therapist engaged in psychological and pedagogical support of a child with autism should learn to implement emotional and semantic interpretation as a necessary part of the course. This is the only correct way to achieve the child's acceptance of reality, awareness of what is happening around, and understanding of speech.

When introducing such children to letters, it is necessary to create their own personal example. Formation of initial writing skills. In such a situation, the most correct thing is that learning is maximally connected with the child's personal life experience, himself, his family, his closest

people, and what is happening in their lives. Experience shows that this is the only way to make the knowledge of an autistic child meaningful and conscious. The creation of a "personal primer" implies a special sequence aimed at meaningful mastery of letters in learning. Thus, practicing teachers recommend starting with the letter "I" and not "A". Together with adults, the child sticks his photo under it. It is known that a child with autism talks about himself for a long time in the 2nd or 3rd person, does not use personal pronouns in his speech. A child who created a primer about himself, in his name, in the first person, from "I" as a book, better understood the objects, events, relationships that are important in his life. Then the child should learn that the letter "I" can be in other words, at the beginning, in the middle, at the end of the word. Thus, in the upper left corner, the letter under study is written in large size, and the rest of the space is occupied by signed pictures. For each letter and word, we first draw a line where they will be written. This is done so that the child gradually gets used to writing along the line without going beyond it. However, so that the child does not stereotypically "stick" to the image of the letter written by the teacher for the first time, we can make letters of different sizes, with words of different colors. We need the child to recognize this letter in various books, magazines, signs, etc. Therefore, we try to ensure that he understands that each letter can be depicted in different ways: it can be red, blue, and plasticine. , and cut out of paper, etc., and not just what my mother drew. After studying "I", we will move on to the letters of the child's name. After filling in the letters of the name, the adult together with the child signs his photo: "I (child's name)". Then the letters "M" and "A" are studied. Consistently studying the letters "M", "A" and the picture of a mother with the title "mother" in the album will involuntarily encourage the child to read the word "mother" instead of the abstract syllable "ma". In general, the sequence of work in the primer can be expressed as follows: 1) learning a new letter. The letter is first written by an adult, then by the child himself (or by an adult's hand); 2) draw objects whose names contain the studied letter. The child independently or with the help of an adult draws objects or draws some details in his picture; 3) sign the drawn objects. The child writes a familiar letter with one word by himself or with the help of an adult. If necessary, writing a letter is developed in advance with the help of exercises. 1-2 lessons are allocated for learning one letter. In the evening, the mother flips through the album with the child and comments adding new details to the story. Thus, the album becomes a "piggy bank" of all impressions of the child related to learning letters: what he knows, what he can do, what he likes, what he is happy to remember, what he talks about. Once all the letters of the alphabet are finished, My Primer usually becomes a favorite book of an autistic child. In the process of forming communication skills in children with autism syndrome, speech development games that develop finger and small hand motor skills are very suitable.

We invite children to sing in our game "When the fingers speak". In this case, children learn to sing happy poems and imitate movements with hands and fingers during pronunciation by a speech and language pathologist in individual classes. At the same time, tactile games can

enhance emotional response and eye contact (gesture). For example, when singing the poem "Little feet ran along the road", the speech therapist first begins to "run" around the child with his fingers, and when the child is ready, he does it with him. Such games delight and amuse the child, which helps to develop the relationship between the child and the speech therapist. Special PECS cards - finger games with emotions can be a stimulus for the development of speech in children with autism syndrome. The game "When fingers talk" helps to develop behavior in children with autism syndrome. normalizes variability, develops speech and imitation. Forms the ability to listen to songs and understand their content, to feel their rhythm. It also helps to develop children's expressive speech. Another favorite activity of children with autism syndrome is construction. It is widely used to develop communication skills. We teach children how to build a house, a bus for children, a garage for a car, and other things. It is known that one of the most important aspects of working with an autistic child is the formation of an emotional connection with others. Of course, in the process of establishing communication, children's individual communication skills are formed. If the communication situation is convenient and understandable for the child, it will leave a positive impression on the child. It is very important that the child first acquires a comfortable form of communication, and only then can bond be achieved and gradually develop more complex forms of interaction. This can be helped by the use of games that help to establish an emotional connection with others, for example : "Good Mood", "Smart Cube", "Bird Voice", "Unknowing Rabbit".

Summary

Summing up from the above, it should be said that speech is not well developed in children with autism syndrome, and they have only one-sided, i.e., monologue speech. This is also indicated in the symptoms of the disease, and it is somewhat difficult to communicate with others, that is, dialog speech is not well developed. specialists working with children with autism syndrome are recommended to choose games and technologies according to the individual characteristics of children. It is recommended to use objects or play materials that are familiar to a child with autism syndrome when conducting activities aimed at forming communication skills. The place where the classes are held should be familiar to the child. If the child has fully mastered the skills, the communication material can be complicated, that is, actions are gradually performed independently by the child. These methods may seem very simple and simple, but when they are used purposefully and systematically, they give effective results in the formation of communication skills in children with autism syndrome. In this, the role of not only specialists, but also parents and relatives is important. Also, most parents with autistic children mother and father are together and can communicate well with them. It is desirable for father and mother to work together with specialists and pay more attention without sparing their time.

Currently, psychologists recommend autistic children to study foreign languages. Perhaps because the teachers used a large number of schemes and algorithms in the construction of sentences, such children were said to master the educational material more easily.

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