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## DEVELOPMENT OF COMMUNICATION SKILLS IN CHILDREN WITH EARLY CHILDHOOD AUTISM SYNDROME

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### ABSTRACT

The article is devoted to the problem of developing communication skills in children with early childhood autism syndrome. A brief description of developmental approaches is given, such skills show the importance of working not only with children, but also with their families, in various pedagogical and psychological fields.

### KEYWORDS

Autism, communication skills, autistic children, development, socialization, developmental psychology.

### INTRODUCTION

Communication is the most sought after and necessary skill for any person. Life cannot be imagined without any conversation or connection with other people. We get information and exchange ideas through communication.

A. A. Leontiev developed the concept of communication as a system-forming concept, not only in modern psychology, pedagogy, but also as one of the main categories of other human sciences. He formulated the following definition of the concept of "communication". "Communication is a process of purposeful, direct or mediated communication

between people who are psychologically related to each other in some way. This establishing communication coordinating "individual" activity on changing the course of collective (joint) activity (incompatibility) one or another parameter or vice versa, or the implementation of a target effect (its size and quality specificity can be determined both by society "from the outside" and by the individual himself "from the inside") about the formation and change of an individual (or directly, specifically, about his behavior) in a collective or "individual" process, but enables social mediation (personally oriented communication)".

In the concept of A.A. Leontiev, great attention is paid to the relationship between the categories of communication and activity. Many rules were developed by him in discussions with B.F. Lomov's approach, he considered communication and activity as two independent processes. B.F. Lomov "... defined concepts of activity... "subject-object" cover only one aspect of human existence. According to him, there was a need to develop a category of communication that reveals another side of human existence: the "subject-subject" relationship.

According to E. P. Ilyin, the criteria of communication between real people: exchange of information, exchange of feelings and interaction. "Human communication is a specific type of communication that involves mental communication between real

subjects and leads to their interaction, mutual experience and mutual understanding."

According to R. and K. Verderber, communication can occur in different conditions. Despite the differences in approaches to the study of communication in domestic and foreign theories, all researchers recognized the role and impact of communication on personality development.

Of course, communication is very important for children's development. According to Russian pedagogues, child development is a process of the child's assimilation of socio-historical experience. Isolation of the baby from adults, as well as the lack of communication, the most severe impact on the mental development of a small person. Communication affects various areas of children's mental development: interest, emotional experiences, love for adults in formation, speech acquisition, personality and consciousness of the child.

According to M. I. Lisina, during life, the need for communication is formed as a result of the child's communication with adults. As a result of his research, the following stages of communication needs were identified: the child's attention and interest in adults; emotional displays aimed at adults; proactive actions of the child to attract adults; sensitivity to the child's assessment of adults.

Communication is very important for a child's development. During the communication, the child absorbs the socio-historical experience accumulated by previous generations of mankind. For such assimilation, it is necessary to communicate with adults, which is a necessary condition for human existence. It not only enriches the content of children's minds, but also plays a decisive role in the child's acquisition of new knowledge.

In the preverbal stage of communication, the child communicates with the world around him through emotions and facial expressions transferred from his parents. The more widely the second spectrum is demonstrated by relatives, the greater the child's ability to later "objectify" the feelings, the process or the object of action. At this stage of child development, father and mother are the first and only encyclopedia of knowledge about the world. Nothing brings parents and their children closer than common feelings.

At the same time, it is very important to expand the circle of communication in the second year of the child's life. If during the first six months the baby is surrounded by the home environment and the circle of people familiar to him (which was certainly good for him), by the 2-3 years of his life, it is not enough to satisfy his curiosity and expand his world view.

Around the age of 2, most children make their first attempts to communicate, get to know each other,

and begin to participate in games, including adult-initiated games. This environment socializes the developing child.

At the same time, we understand that sooner or later the child will get out of this circle: there is a whole world in front of him. He will have to communicate with different people throughout his life. And the flexibility, convenience of this communication is sometimes determined by the presence of experience accumulated at the right time in a person's life and the experience he constantly receives.

In the socialization of the child, the society should implement social adaptation.

Socialization is a continuous and multifaceted process that continues throughout the child's life. However, it takes place intensively during childhood, the main social norms are mastered and the motivation of relationships and social behavior is formed.

Socialization of a child occurs in interdependence with the environment, which affects the process of its formation and development as a person through various social factors.

The socialization of the child is influenced by environmental, demographic, economic, socio-political processes, as well as the country, society and state. In addition, the influence of the regional conditions in

which the child lives and develops should be taken into account.

The immediate environment includes the family, educational institutions, peer groups and many other things that form the space and social environment in which the child is directly located and in contact with him.

In modern society, there is a problem of adaptation of children with developmental disabilities. All groups of such children are characterized by a change in communication methods, which is manifested in the violation of their verbal communication, most of them develop communication through non-verbal means. Many children have speech defects, the process of perceiving and understanding the content of stories is difficult. Linked speech is not age appropriate.

One of the main deficits that prevent the successful adaptation of children with childhood autism is the violation of communicative relationships. Foreign researchers have developed three main approaches to the formation of communication skills in such children: psychoanalytical, behavioral, psycholinguistic.

Proponents of the psychoanalytic approach believe that communication disorders in autism are a means of expressing inner mental conflicts. They believe that lack of communication is the result of impaired self-awareness, that the development of communication skills in children with autism is a therapeutic work

aimed at developing self-awareness and that it occurs spontaneously through conflict resolution. They believe that Many modern researchers reject the psychoanalytical approach, because they believe that it is necessary to purposefully develop communication skills in children with childhood autism.

In behavioristic programs, the stimulus conditions, the learning context, the cues used, and the reinforcement of correct responses are elaborated. Early programs based on a psycholinguistic approach taught children to use appropriate communication skills in the classroom. At the same time, the ability to transfer basic communication skills in everyday life was not considered. The main problem is that children are not able to show their self-learned skills for the purpose of information transfer and do not use the acquired skills in natural conditions. This may have led to some changes in the programs: researchers began to focus on the "functionality" of communication skills in everyday life

According to many foreign scientists, the most effective method is the "accompanying" method, which allows children to learn the ability to communicate in natural situations. Thus, the correction process is based on the child's interests and needs, which leads to an increase in educational results.

Proponents of the behaviorist approach pay particular attention to the means of communication for teaching

mute children who are unable to master oral speech. Methods of teaching the use of alternative communication systems are actively developing: gestures, sounds, pictures, icons and written speech. Alternative tools allow many non-verbal autistic children to acquire the basic communication skills necessary for successful social adjustment.

Psycholinguistic researchers study the ontogenetic development of normal children and apply this knowledge to teaching children with autism. They compare the sequence of acquisition of communication skills in normal conditions and in autism; examines the relationship of language and cognitive and social relationship with other areas of mental development of an autistic child. The first program for teaching children with autism was developed by J. MacDonald. Then the interest in studying the meaning of speech units of communication increased. In recent studies, special attention was paid to the pragmatic aspects of communication. Questions related to the ability of children with autism to use speech in different social situations according to their meaning are being considered.

A combination of behavioral and psycholinguistic approaches has been found to be most effective in developing communication skills in children with autism.

In local literature, the problem of developing communication skills in children with autism spectrum in childhood is not sufficiently developed. Methods of pedagogical influence aimed at developing communication skills in children with autism, questions about the development of remedial programs remain relevant.

Information transmission is carried out through signal systems. Usually, two types of communication can be distinguished depending on the existing sign systems: verbal and non-verbal.

Verbal communication implies the use of language as a speech signaling system. All types and forms of non-verbal communication are rich in their potential, and time cannot completely replace verbal communication.

The development of verbal communication is based on interaction with non-verbal communication. According to researchers, speech is the most universal means of communication.

Verbal communication often takes the form of a dialogue. During the conversation, there are consistent changes in communicative roles ("speaker" and "listener"), which affects the content of the speech. The success of verbal communication is determined by the degree to which both parties provide thematic orientation of information during the dialogue process. Thus, one of the most important communication skills is the ability to respond to the interlocutor's words and



respond adequately, as well as the ability to continue a conversation on a certain topic.

Nonverbal communication is the exchange of information between people without the help of speech or other means. Non-verbal means of communication are performed by facial expressions, gestures, body posture, intonation and the emotional state of communication partners.

Nonverbal communication includes the following five systems: spatial system (interpersonal space); to see optical-kinetic system (appearance of the interlocutor, facial expressions, pantomime); paralinguistic or near-speech system (vocal sound quality, range, tonality, timbre); extralinguistic or extraspeech system (speech rate, pauses, laughter)

Educators use non-verbal and verbal communication skills to carry out corrective work with children with early childhood autism. When working with people with autism, they often use icons that represent certain buildings, activities, or images of actions, and icons that describe actions that are appropriate for a social situation.

When working with autistic children, the use of collaborative drawing allows the child to develop non-verbal and verbal communication tools. A grown man uses a word to represent everything marked on paper. Such a review allows the child to clarify the meaning of previously known words, and also introduces him to

new words and their meanings, enriches his vocabulary.

In joint drawing, it is especially important in the development of active speech: a means beyond the communication function for the autistic child to show activity during the lesson.

In the process of developing the communication skills of a child with autism, in addition to the work of a specialist, the support of the family environment is great: communication with parents, brothers, sisters, grandparents, aunts and uncles, as well as healthy children.

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