

The Purpose of The Study of Disorders in The Lexical Structure of Speech in Children with Autism Spectrum Disorders with Speech Impairment

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Abstract: This article discusses the issues of social adaptation of children with autism spectrum disorders, as well as ways of supporting them. It analyzes the specific features of communication, interaction with society, and behavior of children with autism. The article also highlights the important role of family, educational institutions, and teachers in integrating children with autism into social life. In addition, it provides information about certain pedagogical and psychological approaches used in working with children with autism.

Keywords: Autism, autism spectrum disorder, children with autism, social adaptation, inclusive education, pedagogical support, psychological support, social support.

Introduction: Currently, the study of neurological and developmental features of children's development is one of the important areas of scientific research. In particular, the issue of autism spectrum disorder is considered an urgent problem in the fields of pedagogy, psychology and medicine. Autism is characterized by specific features that manifest themselves in a person's social relationships, communication skills and behavior. In such children, the processes of interacting with the environment, communicating with peers and adapting to social situations are usually complicated. Therefore, supporting the development of children with autism syndrome, ensuring their adaptation to society and involving them in the educational process are one of the important scientific and practical tasks today.

LITERATURE REVIEW

The issue of studying disorders in the lexical structure of speech in children with autism spectrum disorder is one of the current areas of speech therapy, special pedagogy and psychology. Scientific sources have widely covered the specific aspects of speech development in children with autism, in particular,

limited vocabulary, difficulties in understanding the meaning of words, and shortcomings in the purposeful use of words in the process of communication. Researchers emphasize that violations of the lexical component of speech in children with autism are often associated with insufficiently developed social communication.

L.S. Vygotsky scientifically substantiated the fact that a child's speech and thinking develop inextricably. According to the scientist, a child's speech activity is formed on the basis of the social environment and communication with adults [3, p. 112]. In children with autism spectrum disorders, it is precisely because of the underdevelopment of social communication and communicative needs that the vocabulary and the substantive side of speech are not sufficiently formed. Vygotsky placed special emphasis on the principle of the "zone of proximal development" in speech development, which indicates the importance of adult support in corrective work with children with autism [3, p. 118].

E.N. Vinarskaya, studying the processes of speech

development in early childhood, emphasized the great role of emotional relationships in the formation of speech [4, p. 37]. According to the author, the child's emotional contact with others contributes to the expansion of vocabulary and increased speech activity. In children with autism, as a result of limited emotional contact, the acquisition of new words and their use in active speech slows down.

R.E. Levina analyzed the stages of vocabulary formation in children with general speech underdevelopment, showing such phenomena as semantically incorrect use of words, difficulties in naming objects and phenomena, and violations of grammatical structure [6, p. 54]. These theoretical views serve as an important methodological basis for explaining lexical disorders that are also observed in children with autism. In particular, the prevalence of echolalia, stereotyped phrases, and situational speech in children with autism spectrum disorders is somewhat similar to the speech defects described by Levina.

O.E. Gribova paid special attention to examining the lexical aspect of speech in developing speech therapy testing technologies [5, p. 29]. The author showed that it is possible to assess the level of lexical development of children through tasks such as determining the volume of vocabulary, naming objects, using generalizing concepts, and distinguishing antonyms and synonyms. These methods are an effective tool for studying the lexical structure of speech in children with autism.

G.V. Chirkina emphasizes the need for systematic work on vocabulary in the process of eliminating general speech underdevelopment in preschool children [8, p. 63]. According to the author, the use of subject-practical activities, visual materials and didactic games during correctional work helps to develop children's vocabulary. This approach is also important in working with children with autism, for whom demonstration and repeated exercises are one of the effective methods.

S.N. Shakhovskaya noted in her research in the field of speech therapy the need to correct speech disorders based on a comprehensive approach [9, p. 81]. The scientist noted that in eliminating lexical disorders in speech, it is important to combine psychological, pedagogical and speech therapy tools. The complex nature of speech development in children with autism

further increases the importance of this comprehensive approach.

Local scientists M.Yu. Ayupova, Z.M. Ahmedova and M.P. Khamidova studied the role of speech therapy games in speech development [2, p. 45]. In their opinion, through game activities, children's need for communication increases, the acquisition of new words is facilitated, and the active vocabulary expands. In particular, the use of game technologies in children with autism is an important pedagogical tool for stimulating their speech activity.

L.R. Muminova developed speech development technologies based on folk games and showed the role of national games in enriching children's vocabulary [7, p. 74]. According to the author, during the game, children naturally acquire object names, words denoting actions, and everyday communication units. This creates an important methodological basis for the development of social communication in children with autism.

Shoakhmedova S.K. The research conducted by A.A. has extensively covered the issues of supporting children with speech impairments in inclusive education. The author emphasizes that one of the main tasks of a speech therapist is to develop children's communicative competence [10, p. 19]. The effectiveness of correcting speech disorders through the use of computer technologies has also been substantiated [11]. In the scientist's subsequent research, methods for developing vocabulary and the content of game-based correctional and developmental work with children with underdeveloped speech were analyzed [13, p. 52]. These scientific views serve as an important theoretical and practical basis for studying and correcting lexical development in children with autism spectrum disorders.

Thus, the analyzed scientific literature shows that the insufficient formation of the lexical structure of speech in children with autism spectrum disorders is inextricably linked to their social communication, emotional development and communicative activity. The pedagogical, psychological and speech therapy approaches developed by the researchers serve as an important scientific basis for developing the vocabulary of children with autism, increasing their speech activity and improving their social adaptation.

METHODOLOGY

This study used a complex methodological approach aimed at studying disorders in the lexical structure of speech in children with autism spectrum disorders with speech impairments. The research process used pedagogical observation, interview, speech therapy examination and analysis methods.

Through the observation method, children's speech activity in everyday communication, the level of word use, communicative behavior and attitude to social situations were studied. Using the interview method, information was obtained from parents and educators about children's speech development, vocabulary and communication difficulties.

During the speech therapy examination, tasks were used to name objects, use generalizing concepts, distinguish synonyms and antonyms, and determine the volume of active and passive vocabulary. Echolalia, stereotyped expressions, and situational word use in children's speech were also analyzed.

RESULTS AND DISCUSSION

Autism spectrum disorders include developmental features of varying degrees. Some children may have mild symptoms of autism, while others may have significant difficulties in social communication, speech development, and behavior. Children with autism often have difficulty communicating with their peers, their emotional reactions may be specific, and sometimes there is a tendency to repeat the same actions. At the same time, some children with autism may also have high interest and abilities in certain areas. This indicates the need for an individual approach in working with children with autism.

One of the most important issues in the development of children with autism is their social adaptation. Social adaptation refers to the process of an individual's adaptation to the social environment in society, establishing effective communication with other people, and actively participating in social life. This process is often complicated in children with autism, as they may encounter certain difficulties in understanding social situations, perceiving emotional states, and in the process of communication. Therefore, pedagogical, psychological, and social support play an important role in ensuring the social adaptation of children with autism. The role of the family environment in the social

adaptation of children with autism is of particular importance. The family is the first social environment of the child, and the relationships and upbringing methods formed in it have a great impact on the child's further development. The support, patience, and understanding provided by parents have a positive effect on the adaptation of children with autism to the social environment. At the same time, it is also important for teachers and specialists to provide parents with methodological recommendations.

Today, the principles of inclusive education are widely used in the educational process of children with autism. Inclusive education is an educational system aimed at educating children with different developmental characteristics together, which is aimed at creating opportunities for education taking into account the individual needs of each child. In the process of inclusive education, children with autism syndrome have the opportunity to develop social communication skills by learning together with their peers. This has a positive effect on their adaptation to society.

Pedagogical approaches are of great importance in working with children with autism syndrome. Pedagogical approaches involve organizing the educational process in accordance with the individual developmental characteristics of the child. In this regard, the use of visual materials, giving short and clear instructions, using repetition methods, and developing individual educational programs are important. At the same time, organizing activities taking into account the interests of children also gives effective results.

Psychological approaches also play an important role in the development of children with autism. Psychological support is aimed at building emotional stability in children, developing social skills, and reducing stress. Individual classes conducted by specialist psychologists, play therapy, and training aimed at developing social skills can give positive results in the development of children with autism.

The use of various scientific methods is important in supporting children with autism syndrome. In particular, the observation method, the interview method, the questionnaire method, and analysis methods are used to study the developmental characteristics of children with autism. With the help of these methods, the level of social adaptation,

communication skills, and behavioral characteristics of children are studied, and appropriate pedagogical and psychological measures are developed.

From this point of view, one of the important scientific tasks is to study the problem of social adaptation of children with autism syndrome and develop effective mechanisms for their support. The development of an inclusive approach in the education system, the improvement of pedagogical and psychological support, and the formation of the right attitude towards children with autism syndrome in society serve their full development.

CONCLUSION

The lexical structure of speech in children with autism spectrum disorders is characterized by its own complexities. Their vocabulary is usually limited, and the process of mastering words, connecting them meaningfully, and using them correctly in various communicative situations is accompanied by significant difficulties. This situation also limits the children's opportunities for social communication to a certain extent and weakens their interaction with the environment. The main manifestations of lexical disorders in children with autism are the predominance of passive vocabulary, slow development of active vocabulary, difficulties in generalizing word meanings, as well as the use of stereotypes and repetitive phrases in speech. This prevents the full implementation of the communicative function of speech and reduces the child's ability to freely express his thoughts. An individual approach is of great importance in working with children in this category. Speech therapy and pedagogical activities organized taking into account the level of development and needs of each child increase the chances of achieving positive results. The use of visual materials, game technologies, repeated exercises and tasks based on practical activities serve as an effective tool for expanding vocabulary. Emotional and social support is also an important factor. The stability of the family environment, cooperation with teachers and systematic assistance from specialists help to increase children's speech activity and increase their interest in communication. In an inclusive education environment, peer interaction has a positive impact on the development of social skills. The development of the lexical structure of speech in children with autism spectrum disorders requires a long-term, consistent and

comprehensive approach. Such an approach will expand their communicative capabilities, facilitate their social adaptation and create the basis for their active participation in society.

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