

Correctional Work And Working Mechanisms For Children With Autism Spectrum Disorders

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Abstract: This article describes the process of "correctional speech therapy in the development of speech in children with autism" and "Autism".

Keywords: Autism, exolalia, agrammatism, Asperger's syndrome, Rett's syndrome, socialization.

Introduction: Autism (Greek "autos" - the word "myself") - this is a peculiar state of mind, in which the patient does not want to communicate with the outside world and others. He likes solitude. He repeats the same behavior and words again. A child diagnosed with autism lives in his own world. His thinking is different from others. Their behavior is not related to real reality. Emotional experiences play a key role in patients' actions. This disease syndrome is more common in boys than in girls. The variety of symptoms and variability of the disease indicate the difficulty of this disease: from insignificant autistic features to the need for constant care. "Autismus" The term was coined by the Swiss psychiatrist Eigen Bühler in 1911 in connection with the concept of schizophrenia in Dementia praecox oder Gruppe der Schizophrenien (German Dementia praecox oder Gruppe der Schizophrenien). In the 1910s and 40s, most researchers actively used the term autism in connection with schizophrenia and viewed it as a specific manifestation of the disease.

Causes of Autism: According to scientists, one of the causes of autism is a lack of certain types of proteins in the fetus during pregnancy. The second reason is the proliferation of two different heavy metals in the body, lead and mercury. The third reason is environmental degradation and severe stress during pregnancy. Anemia and high blood pressure, increased pressure in the kidneys - all these are the causes of autism. In addition, an increase in the symptoms of autism, i.e., symptoms of developmental delay, is common in Rett syndrome, Asperger syndrome, and the classic symptom complexes of autism. Information about the

disease is also increasing. Formerly shy, timid, while children introverted and prone to schizophrenia have been called 'abnormal children', to date such children are called autistic children (autism). In the study of autism in Russia in the 1990s, Bleuler still advanced two aspects of the structure of autism: 1) external behavior, behavioral disorders in society, and avoidance of reality 2) internal, leading, meaningful - autistic thinking. E. Bleuler and E. Kretschmer came to the conclusion that the characteristic of schizophrenic thinking is the fragmentation of both logical-categorical thinking and magical thinking. According to Arthur Kronfeld, Blair first identified the tendency for mental relationships to split due to impaired associative communication in autistic patients, a supposed primary disorder, and only then did he first identify the 'primary disorder'. began to see this. German psychiatrist Karl Jaspers described autism as "self-deprecation in one's own isolated world." One aspect of that autism is that it lacks the ability to focus on one's fantasies regardless of reality and thus separate reality and account for it correctly. In the world of autism, the German-British psychiatrist Wilhelm Mayer-Gross noted that a person with schizophrenia had no desire, was satisfied with its existence, and for him all the barriers of truth were deprived of objectivity. SMKorsunsky describes autism as "a specially impressive world built on the laws of logic, a product of the decline of logical thinking and the desire to think."

Autism is divided into the following age: early childhood autism - up to 2 years; childhood autism - up to 2-11 years; adolescent autism 11-18 years of age.

Symptoms of autism: social backwardness, self-talk in

communication, various hand movements, early onset of general symptoms, indifference to the child's mother (laughter, physical activity, vocalizations), lack of "readiness" of the child that is, he does not stretch his arms when trying to lift her, does not try to stand on his knees, and completely stops breastfeeding; reluctance to play with a team, whimsy when playing with parents and others, desire to play alone, increased sensitivity to sound, light, as well as intimidation, shouting, arg ' whimsy during games such as squatting, impaired ability to speak, even to the point of mutism, exolalia, i.e. repetition of words, spontaneity of anger, laughter, panic. Autism in children is characterized by certain clinical signs. Early autism can first appear even in a one-year-old infant. Of course, only a specialist who understands the problem can make an accurate diagnosis, but parents can suspect pathology in a child if he often has the following conditions: when talking to an adult, he removes his gaze and never looks into the eyes (no eyes); not interested in communicating with peers, prefers to play by himself and leaves the playing field; does not like to be touched, always nervous at the same time; sensitive to some loud noises; does not speak, is more silent, and if he speaks, he can't always express exactly what he wants; often irritating; passive or, conversely, hyperactive; does not understand the danger of the situation, for example, puts things in the socket, takes sharp objects in his hand, the car tries to cross the road at high speed.

Autism or any other medical condition? The clinical manifestations of autism in children are similar to some of the symptoms of the disease, so do not engage in self-medication, seek immediate medical attention. Such diseases (similar clinical manifestations) include: delayed psycho-speech development - despite the similarity of symptoms, it helps to correct it by timely visits to the doctor and regular exercise with the child; hyperactivity syndrome and attention deficit - children become anxious, concentrate, do not learn new material, they are difficult to learn; hearing loss is a congenital or acquired hearing disorder. Because the child does not hear well,

How does an autistic child perceive the world around them? With autism, the child, as a rule, can not connect the details of any actions into a single chain. A child with autism is unable to distinguish between animate and inanimate objects in almost any situation, and sees the person not as a whole but as a "collection" of individual parts of the body. All external influences (touch, light, sound, close contact) disturb the autistic person, so the patient often shuts himself down and refuses to even communicate with close people.

Communication Disorders: Children with autism under the age of 5 and later have significant delays in speech

development or mutism (no speech at all). As for the possibility of further development of speech (after 5 years), it all depends on the severity of the disease - a child with an advanced severe form of autism may not begin to speak at all or may briefly express his needs. words - eat, drink, sleep. In many cases, if there is speech, then it is not consistent, the sentences are meaningless and mean a set of words. Many autistic people talk about themselves in the third person, for example, Masha sleeps, plays, and so on. Abnormal speech is observed. If you ask a child like that, it's just the last question. may repeat themselves or respond to things that are not relevant to the topic. Often children with autism do not respond to their names when called.

Stereotypical behaviors. Stereotypical behaviors in autistic children include the following behaviors: Focusing on one lesson is also called obsession. The child can build a tower in a few hours, turn the wheel on a typewriter, and collect that puzzle. At the same time, it is very difficult to divert his attention to something else. Doing daily rituals - Autistic children feel uncomfortable and anxious if their surroundings change. Changes such as remodeling furniture in a room, moving to a new apartment can cause the baby to pull too deep or become aggressive. Repetition of certain actions many times in a row - when under stress or in an unusual environment, a child with autism may repeat the same actions in vain, for example, shaking his head, shaking to the sides, playing with his fingers. Developing Fear - In repetitive stressful situations, such a child will also develop aggression towards himself.

Intelligence in a child with autism: Depending on the developmental characteristics of this disease, some symptoms of autism may also appear in the intellectual development of the child. In most cases, these babies have mild mental retardation. Autistic children don't read well in school, don't remember material, can't concentrate on lessons - all because they have brain abnormalities and defects. If autism is caused by developmental chromosomal abnormalities, microcephaly, or epilepsy, then the child will have profound mental impairment. In children, the main feature of this disease is selective intelligence. This means that sick children can achieve remarkable success in certain areas of science - drawing, math, reading, music,

Speech in children with autism syndrome: In patients with autism syndrome, speech develops slowly and with distinct specificity. Slow development is manifested in the later appearance of words and sentences and in agrammatism. In most cases, speech is streptic, the child often speaks with quotes or memorized sentences, unable to form an independent

speech. The most common symptom is exolalia, in which the child repeats only what he has heard. In any case, speech is not used for communication. A child with autism has a disorder of nonverbal communication, ie gestures and facial expressions. A child who is lagging behind in speech development can convey his or her thoughts with gestures and facial expressions. A child with autism cannot do that. The third group of symptoms is the nature of limited stereotypical interests. There are many options for this manifestation. Highly functional people with autism may study a topic in a narrow range in depth and ignore nothing else. In children with developmental delays, this may be worse. This can be manifested in sensomotor stereotypes when children focus on a specific instinct: they look at the water, move their fingers in front of their eyes, or focus on some sound. At the heart of such behaviors lies the desire to feel the same emotions. Therefore, it is very difficult to correct the symptoms of this group. The child wants to feel the same emotions, always trying to return to this activity, it does not need anyone for its realization. This activity is self-sustaining and has no development. In general practice, corrective work with autistic children is carried out by a number of specialists: speech therapists, speech pathologists, psychologists.

Well, based on the above ideas, we can ask the question of what to do with autistic children, or what ways we can activate their speech through games. Of course, didactic games are the basis of modern pedagogical technologies. The effectiveness of didactic games is that they bring educational work closer to life, as well as in each of them are used elements of verbal expression of knowledge, visual and practical methods. Due to these features, didactic games have a synthetic character. There are several types: Simulative play - a method of organizing and managing education in a comparative way, equating education with social events in life. This game is used effectively in history and geography lessons: one teacher, Amir Temur, the other, Boyazid, and the rest take on the role of commander-in-chief, soldiers, and thus the education is organized in comparison with the historical event that took place. One type of simulative game is the method of innesenirovka (role-playing). Artistic texts in primary school, role-playing in the upper grades Pineapple in the practice of our schools for a long time when literature teachers read the work "camel and camel" one student is a writer, the second student is a camel, the third is a camel. The teacher reads the words and participates. Situational games are gradually finding their place in the school experience. The organization and management of education is a situational game, based on the nature of various life

situations, such as hospitality, treatment of the patient, shopping. During the game, students acquire skills such as starting a conversation, reading the speech of the interlocutor from the lips with gestures, asking questions and answering questions. The expected goal can be achieved if students play the game with a clear goal in mind. Role-playing games are popular with a group of students and should be familiar to them. Each image must be explained in advance. The student can take part in secondary roles during the game. But not in the lead role. Because in this case, role-playing becomes one of the traditional methods of education. It is advisable to discuss the shortcomings of the dialogue not during the game, but after it. In the development of children's speech, it is important to use methods that encourage independent thinking, inquisitiveness and generalization. Didactic games can be used to introduce students to new material, to strengthen their previously acquired knowledge, to increase their vocabulary and to develop their thinking. Taking an individual approach to students and giving them appropriate assignments will help them develop their abilities. Students' focus on the most important and complex aspects of the task should increase their interest in the long signs. This develops their creative qualities. Understanding the educational resources of games In order to diagnose and correct deficiencies in children's physical, mental and personal development, the ability to use games correctly in the educational process in preschool education Rhythmic correction is based on the use of developmental technologies. In this case, the game has a two-way effect: on the one hand, it affects the child and the whole team of children, on the other hand, it affects the shortcomings. This leads to the establishment of organic knowledge between the specific methodology of the game and the technologies of correction. Many educators have pointed out the use of games in creating conditions for the education and upbringing of deaf children. According to scientists, for various reasons, children who are lagging behind other children in development think slowly. And develops and does not understand any distractions. There are many of them. Instead of developing without games at school, they become illiterate, fearful, and a waste of time. If the educator conducts the lesson in the form of a game, it will help such children to discover the abilities of the less active children from the free energy games that distract them from their sedentary activities. The educator can increase their development and provide the necessary invaluable assistance in this way, this factor will have an impact on the future lives of children. There is no doubt that such actions are important for a child's development. And develops and does not understand any distractions. There are many of them. Instead of

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