



DEVELOPMENT OF NONVERBAL COMMUNICATION BASED ON THE USE OF VISUAL TOOLS IN CHILDREN WITH AUTISM SPECTRUM

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Abstract

The article provides information on the specifics of verbal and non-verbal communication skills of children with autism spectrum, the deficiencies encountered in the speech of such children, as well as methods of correcting these deficiencies by speech and non-verbal methods.

Keywords: Autism syndrome, speech and communication, verbal and non-verbal communication, PECS cards, exolalia, apraxia, mutism, prosodic.

Introduction

Currently, the urgency of the problem of autism spectrum disorder is also due to the diversity of clinical manifestations and the complexity of corrective work. This problem attracts the attention of experts in various fields of scientific knowledge because autism is a comprehensive disorder. Autism is Greek for "self," "wildness." This disease was studied by Eugen Bleyler in the 1st chapter. According to Leo Kanner, "Autism—a brain developmental disorder that results from the occurrence of a developmental disorder, difficulty in social adaptation and communication, limited interests and irreversible behavior, is a lifelong nervous system disorder." Symptoms of autism are fully developed at the age of 1-3 years. These diseases account for 11% of all health problems globally. The WHO says there are at least 1,100,000 cases of autism in China, 650,000 in the UK, 500,000 in the Philippines and at least 180,000 in Thailand. The prevalence

rate of autism worldwide is increasing by 14% each year. The prevalence rate of autism in China is around 20% a year. In 2000, the prevalence of autism was estimated to be between 5 and 26 per 10,000 child populations. In 2005, the figure was an average of one case of autism for every 250-300 newborns. The United Nations (UN), realizing the depth of the problem and the severity of the consequences for society, declared April 2 as the International Day for Autism Awareness Day. In 2012, the Center for Disease Control in the United States reported an average of 88 autism cases for every 1 child. Within a decade, the number of children with autism had increased 10-fold.

The causes of autism are still unknown. There are many theories that try to explain the etiology of autism. Scientific studies show that autism is a defect caused by a combination of genetic and environmental factors that affect brain development. Childhood autism manifests itself in different forms, at different levels of intellectual and speech development. The level of speech development is one of the main indicators of a child's overall development, as speech is the result of coordinated activity of many areas of the brain.

Specific features of speech in autism spectrum disorder include:

1. The uniqueness of the infant cry;
2. Limited or unusual (screaming) of cackling and roaring;
3. Lack of skills to imitate sounds;
4. Sharp limitation of communication, to the point of complete mutism (they do not need contact with the outside world);
5. Lack of development of the lexical grammatical side of speech;
6. Naming himself in the second or third person;
7. Speech stereotypes;
8. Exolalia;
9. The prosodic side of speech, the disorder of tempo and fluent speech;
10. Apraxia of speech;

In the studies of E. R. Baenskoy, M. M. Liebling, O. S. Nikolskaya, V. V. Lebedinsky, see autism as an important disorders in the emotional sphere of preschool children. Scientists V. M. Bashina and E. Courchesne analyzed the genetics and neuroscience of the relationship between the impaired functions of the cerebral hemisphere and the cause of autism. Children with autism also have specific deficiencies in nonverbal communication in combination with verbal

communication. We can identify children on the autism spectrum with nonverbal communication disorders through their behaviors, constantly repetitive stereotyping actions. Such children rely more on nonverbal communication because they are unable to verbalize their wants, needs, or feelings. And visual tools are one of the most effective technologies that facilitate this process.

Poor development of nonverbal communication in children on the autism spectrum is associated with the following neuropsychological factors:

- low social focus
- Impairment of sensor sensitivity
- the limitations of semantic comprehension.

Shaping verbal and nonverbal communication among children on the autism spectrum is of utmost importance. However, it is somewhat difficult to do a correctional job. But visuals that are more common are gaining popularity now.

Why Visuals Are Effective?

- Visual information is stable;
- It's clear and clear;
- Reduces cognitive load;
- Increases Independence ;

The following visual aids are used in the corrective work with children with autism syndrome:

Icons (PECS — Picture Interchange System)	Vizual jadval (daily schedule)	Task strips	Emoticon cards	Choice cards
The most common communication system for children with autism. Principle: the child sends a picture expressing his desire to the teacher. Example: → "Give Me an Apple" → "I Want to Go Out"	The order of the day is given by pictures. anticipated situations will be clear, - Princess Kamayadi, - Discipline and independence increase. Examples: washing → getting dressed → breakfast → school.	Shows the complex activity step by step. For example: hand washing: opening water → wetting your hands → soaping → rinsing → drying.	It allows the child to express his feelings. - Happy - Worried - Angry	The child chooses one of 2–3 options. This process makes it easier to express one's opinion.

Visual aids are one of the most effective techniques for developing nonverbal communication in children with autism. They help to concentrate the child's attention, facilitate comprehension and stabilize the emotional state. The main

thing is to use visual aids consistently, based on an individual approach and in accordance with the interests of the child. F.G.Mukhametzyanova, A.F.Myasagutova, G.V. Valiullina conducted researches and formative works on the use of PECS cards in the development of speech communication in children with autism syndrome. They found that children with autism syndrome developed not only nonverbal communication through PECS cards, but also verbal communication. Children on the autism spectrum have learned to express requests, express feelings, use polite words, and answer questions.

Conclusion

In a nutshell, autism is children with their own universe that transcends boundaries. The development of verbal and nonverbal communication in them serves as a key weapon in their adaptation to life. Visual-guided approaches are one of the most effective modern ways to work with children with autism spectrum disorder. They facilitate the process of learning, communication and social adaptation of children. Nevertheless, in order to use their full potential, an individual approach, training of parents and teachers, and technological adaptation are important. Future research is intended to focus on the long-term effectiveness of visual aids and their integration with digital platforms.

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