

Psychological - Pedagogical, Speech Therapy and Medical - Social Assistance to Children with Early Childhood Autism

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Abstract – This article is devoted to the problem of psychological - pedagogical, speech therapy and medical - social assistance to children with early childhood autism. The article also explains the specifics of speech therapy work with children with autism spectrum disorders.

Keywords – Early Childhood Autism, Correction, Integration, Adaptation, Communication, Education, Maladaptation, Habilitation, Speech Therapist, Pathologist, Psychologist, Medical Worker.

I. INTRODUCTION

Currently, the problem of increasing the number of children with developmental disabilities is very relevant. I would like to dwell on the problem of early childhood autism (RDA), in which impaired communication prevails in the entire behavior of the child and occupies a dominant place in the formation of his distorted mental development, while with other defects in mental development, communication disorders are secondary in nature and significantly reduced or disappear with the correction of the main disorder: mental retardation, neurotic disorders, speech and hearing defects and other disorders. Correction of early childhood autism is of a special, rather complex nature.

Early childhood autism (RDA) is a special form of impaired mental development with an uneven formation of various mental functions, with peculiar emotional - behavioral, speech and sometimes intellectual disorders. [2]

The reasons for the occurrence of RDD have not been fully identified, and the data available in the literature are quite contradictory, which greatly complicates the process of diagnosis and correction. Autism is most often detected in boys (about 4 times more often than in girls). The average

incidence of autism is 6 per 1000 people. Here are just a few theories of the etiology of this disease: hereditary burden, organic damage to the central nervous system, psychogenic factor.

So, the causes of childhood autism are not well understood. But it should be noted that childhood autism is primarily a violation of mental development caused by special biological causes, which manifests itself very early.

Children with RDA have distinctive features of the development of the psyche and the personal sphere: communication features, especially speech disorders, especially emotional development. Affective disorders, especially cognitive activity, impaired motor skills, especially game activity, especially perception, eating behavior and sleep, impaired attraction.

The system of corrective psychological and pedagogical assistance at the RDA, O.S. Nikolskaya, classified autistic children into four groups. The presence of options with a different clinical and pedagogical picture, social adaptation, and prognosis requires a different corrective approach, both therapeutic and psychological and pedagogical. Correctional work with children with early childhood autism is based on

a thorough and comprehensive study of their developmental features. The clinical diagnosis, the data of psychological and pedagogical studies (level of cognitive processes and personality characteristics) are taken into account.

A system for helping people with autism began to form in the USA and Western Europe in the mid-60s. It should be noted, however, that the first school in Europe for autistic children - Sotienskole - began to function in Denmark in 1920.

Currently, many countries have developed many training and correctional programs. Of the main psychological and pedagogical approaches to the correction of autism, the most famous and have proven themselves to be quite effective when working with children with autism spectrum disorders:

- ✓ Applied Behavioral Analysis or Behavioral Approach (ABA)
- ✓ An emotional-level approach developed by V.V. Lebedinsky, K.S. Lebedinsky, O.S. Nikolskaya and other authors;
- ✓ TEASSN-program developed by E. Shopler
- ✓ Sensory Integration (E. Gene Aires)
- ✓ Communication Image Exchange System (PECS) - Holding Therapy (Martha Welsh)
- ✓ Development of interpersonal relations, RMO (Stephen Gatsteen and Rachelle Shealy), etc.

So, the system of corrective psychological and pedagogical assistance at the RDA has the following orientations:

- ✓ Communicative focus on the development of speech of a child with autism
- ✓ Organization of integrated training and education of children with RDA
- ✓ Education of autistic children in the conditions of the centers of correctional developmental education and rehabilitation
- ✓ There are a number of institutions where children with autism can be placed:
 - Day Care Centers
 - Centers For Corrective Developmental Education And Rehabilitation
 - Medical Day Centers

- Psychiatric Day Hospitals
- Special Preschool And School Institutions

Early childhood autism is one of the most complex disorders of mental development, in which, first of all, disorders of communication processes, inappropriate behavior, difficulties in forming emotional contacts with the outside world, people around and, as a result, a violation of social adaptation are observed

Thus, the specifics of speech therapy work with children with autism spectrum disorders lies in the formation of their communication skills.

Teaching communication skills and speech development in children with ASD should be implemented simultaneously with other areas of correctional work:

- ✓ -Formation Of Social Skills;
- ✓ Correction Of Maladaptive Behavior;
- ✓ The Development of Various Activities
- ✓ The Development of Other Higher Mental Functions.

It is important that specialists in various fields are involved in the process of correctional work: speech therapists, defectologists, psychologists, educators, additional education teachers, medical workers and parents of children with ASD.

The most effective correctional work, which has an individual focus. The combination of a clear spatial organization, schedules and game moments can significantly facilitate the training of a child with an RDA in everyday behavior skills.

The acquisition of independent special skills contributes to the formation of his positive behaviors, reduce autistic manifestations and other developmental deficiencies.

In correctional work it is recommended to use a lot of useful, interesting and developing activities, games, exercises, gestures.

It is necessary to pay attention to the integrated education and upbringing of children with RDA. Integration and correctional work allows us to more successfully solve the problems of social adaptation of children with autistic manifestations.

Not every child with autism can be brought to the level of normal development. But in any case, corrective and habilitation work will help:

- Organize His Behavior;
- Develop Communication Skills;
- Teach Self-Care Skills;
- Smooth Out The Negative Manifestations Of Autism;
- Strengthen The Mental Activity Of The Child;
- Teach You How To Spend Your Free Time;
- Prepare And Assist In Training

[5] Khaustov A.V. The formation of verbal communication skills in children with autism spectrum disorders: Textbook. M.: TsPMSSDi P, 2010.

All this will help the child to socialize and adapt in society. As a result, an improvement in the quality of life of autistic children is achieved.

When creating corrective psychological and pedagogical assistance to children with RDA, it is advisable to adhere to the following principles:

- ✓ A Comprehensive Medical-Psychological-Pedagogical Approach To Correction;
- ✓ Integrative Orientation Of The Correction Process In Combination With The Specialized Nature Of The Assistance Provided;
- ✓ Continuity Of Correctional Work At All Age Stages;
- ✓ Taking Into Account The Interests Of An Autistic Child In Choosing A Methodological Approach;
- ✓ The Individual Nature Of The Correction At Its Initial Stages With A Gradual Transition To Group Forms Of Work;
- ✓ Systematic Active Work With The Family Of An Autistic Child.

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