



AUTISM SPECTRUM DISORDER IN CHILDREN

Usmanova Sevara Akmalovna

Teacher of the Department of Psychology, Tashkent University of Applied Sciences, Uzbekistan

ABOUT ARTICLE

Key words: Autism spectrum disorder (ASD), brain, children, speech, social skills, contact, difficulties, peculiarities, individuality, attention, sensitivity.

Abstract: Autism, more precisely, autism spectrum disorder (ASD) is a complex of neurological conditions that affect a person's socialization, communication, and behavior, characterized by impairments in social interaction and communication.

Received: 07.06.2024

Accepted: 12.06.2024

Published: 17.06.2024

INTRODUCTION

Autism spectrum disorder (ASD) is not just a diagnosis, but a spectrum of neurobiological diversity that manifests itself in different forms and degrees of severity. Children with ASD see the world differently, which affects their ability to interact with others, build social relationships, and perceive the environment.

How to understand if a child has Autism Spectrum Disorder (ASD)? Autism is manifested by a lack of ability to communicate with the outside world and communication disorders. Most often, autism appears in children at the age of 2.5-3 years. It is during this period that speech disorders and isolation are more clearly felt in children. However, the first signs of autistic behavior often appear at an early age, before the age of 1.

RAS is related to changes in the structure and functioning of the brain, which affects the ability to process information, interact with the surrounding environment, and build social relationships. Eti changes can be different for every child, which causes different manifestations of RAS.

Children with ASD exhibit several features in the development of neural networks responsible for social skills, communication, and information processing. These changes can affect the ability of children with ASD to understand nonverbal cues, establish rapport, form complex social relationships, and their perception of the world.

Some areas of the brains of children with ASD show differences in size and function. For example, they may have a less developed amygdala, a structure responsible for processing emotions and social signals. There may also be features in the development of the hippocampus (memory), prefrontal cortex (planning, control of impulsive behavior), as well as in other areas of the brain responsible for the perception of information and its processing.

It is important to understand that ASD is not a single disorder, but is a spectrum with varying degrees of severity and presentation. One child with ASD may have severe language difficulties but good social skills, while another may have no language difficulties but strong problems with social interaction.

Children with ASD may have strengths in a variety of areas. They may be very focused, have a good memory, strong creativity, and be gifted in music, art, mathematics, or other areas.

It is important to remember that ASD is not a disease, but rather reflects different ways the brain functions. Children with ASD are not "sick", they just see the world in their own way.

It is important to accept that each child with ASD is unique and has their own characteristics and needs. There is no "typical" child with ASD, and each individual needs to be treated individually.

Children with ASD may have difficulty understanding facial expressions, gestures, tone of voice, body language, intonation, and sarcasm. This can lead to misunderstandings in social situations, difficulty making contact and understanding social norms.

Children with ASD may have difficulty understanding informal rules of social interaction, such as turn-taking, politeness, personal space boundaries, and social rituals. They may not understand the "unwritten rules" and behave differently than others expect from them.

Children with ASD may find it difficult to initiate interactions, conduct dialogue, share interests with other children, and build friendships. They may prefer privacy or interaction with a certain circle of people.

Children with ASD may prefer interacting with objects more than people, they may avoid direct contact with other people, or they may only be interested in certain types of interactions. They may not be as "socially active" as other children, but this does not mean that they are unwilling to interact or are incapable of social relationships.

Children with ASD may have difficulty developing language, and some may have no or delayed language development. This may be due to insufficient development of the language centers of the brain, with the peculiarities of the perception of sounds and speech, as well as with difficulties in forming words and sentences. Children with ASD may have difficulty understanding metaphors, sarcasm, humor, idioms, and may use language in unusual ways. This is due to differences in information processing, a lack of understanding of social context, and difficulty making connections between words and their meaning. Children with ASD may repeat phrases or phrases they hear (echolalia), use a limited vocabulary, or speak in a monotone. This may be due to memory deficits, a lack of understanding of the social context, and difficulties in generating one's own utterances.

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Children with ASD may rock, spin, wave their arms, kick their feet, make unusual noises, or repeat certain movements. This may be due to sensory processing, an attempt to regulate emotions, or an attempt to stimulate certain sensations.

Some children with ASD may be hypersensitive to certain sensations, such as loud noises, bright lights, or certain fabric textures. This can lead to discomfort, irritation, anxiety, and avoidance of certain places or situations. Some children with ASD may have decreased sensitivity to certain sensations and may not feel pain, heat or cold. This can lead to damage, awkwardness and a lack of understanding of the environment.

Children with ASD may have difficulty walking, running, jumping, and fine motor skills. This may be due to the development of the cerebellum, lack of coordination of movements and difficulty imitating movements.

Children with ASD may be distracted by minor stimuli and may have difficulty concentrating on a task or following instructions. This may be due to attentional characteristics, difficulties with filtering information, and insufficient development of executive functions.

Children with ASD may have difficulty managing their time, organizing their things, and creating a schedule. This may be due to differences in executive function, difficulty predicting consequences, and a lack of behavioral flexibility.

Children with ASD are not “wrong”, they just see the world differently. It is important to understand their characteristics, accept them as they are, and provide them with the necessary support.

ASD is not a sentence, but an invitation to a new vision of the world. Understanding the characteristics of the disorder, support from family and specialists, as well as an individual approach allow children with ASD to grow and develop, find their place in society and realize their unique potential.

Studying the characteristics of ASD and understanding the different manifestations of the disorder helps parents, teachers and specialists create a supportive environment for the child. It is important to seek information from reliable sources, consult with specialists, and interact with other parents of children with ASD.

Timely contact with specialists (neurologist, psychologist, speech therapist) allows you to build an individual plan of assistance and create suitable conditions for the child's development. Early intervention can reduce the symptoms of the disorder and improve the child's quality of life.

A comprehensive approach that includes speech, behavior, sensory integration, and other therapies helps children with ASD develop social skills, communication abilities, and coping with difficult situations. This may include speech therapy, behavior therapy, sensory integration, social stories, ART therapy, and other methods appropriate for the individual child.

By studying ASD, we learn to appreciate diversity and understand that each person is unique and deserves support and love.

Individual education programs taking into account the characteristics of a child with ASD allow him to successfully integrate into the educational process and develop his abilities. It is important to create an inclusive environment at school, provide the child with the necessary support and adapt learning to his characteristics.

Information and support for parents and loved ones of children with ASD is important. Support groups, counseling and information resources can help families cope with challenges and find appropriate solutions for their children. It is important to remember that parents of children with ASD are not alone, and that there are many organizations and programs that can help them.

Love, patience and understanding are key to helping children with ASD succeed in life. Create a safe and supportive environment for your child, be patient and understanding, and help him develop his strengths.

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