

Autism in Children: Causes, Types, Symptoms

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Abstract – This article highlights the features and difficulties of the mental development and socialization of autistic children, and outlines ways to help them in their education and family education.

Keywords – Result, Training, Correction, Development, Speech, Echolalia, Cadences, Syndrome, Communication, Education, Family, Child.

Relevance of the problem: The article is devoted to the problem of autism in children and is currently gaining special relevance, since the number of such children is increasing every year. People with autism of all ages and all levels of functioning are susceptible to learning throughout their lives. However, the data of a large number of studies indicate that timely work begun gives the best results. Autism is a disorder of mental and psychological development in which there is a pronounced deficiency of emotional manifestations and the sphere of communication. A study by the WHO (World Health Organization) in 2016 showed that for every 100 children, one will be sick. It turns out that 1% suffers from autism. Therefore, in fact, in the environment of each person, a person with this disorder can meet. And this is taking into account the fact that the statistics of autism in the world has data that the organization deliberately underestimated somewhat in order to allow a share of errors in the study. And every year, patients with a similar diagnosis are growing. The increasing incidence of autism in children raises serious concerns, but is still not motivated. Scientists agree only on the fact that autism is provoked by a complex of factors, and not by a single reason.

In the early diagnosis of autism in children, treatment can have noticeable results, and the main focus of therapy is the education and socialization of the child. With the recognition and treatment of autism, the situation is not simple, timely diagnosis and correction of autism becomes primarily the task of parents.

With autism, certain developmental disorders are often observed, especially speech impairment (it is significantly delayed or absent). More than half of autistic people never reach a level of speech sufficient for normal communication, while others report a delay in its formation, with qualitative violations in a number of areas: echolalia is pronounced, pronouns are replaced, violation of intonation and speech cadence. Autistic speech is artificially designed, filled with meaningless, unnaturally clear, stereotypical phrases, impractical, often completely unsuitable for normal communication. Mental deficiency Mental retardation is the most common concomitant disorder found in approximately 2/3 of autistic patients. Although most studies indicate intellectual disability in the range from moderate to severe mental retardation (IQ 20-50), we are talking about a wide scale of lesion levels. It varies from deep mental retardation (with severe autism) to moderate, sometimes even slightly

above the average intelligence (with Asperger syndrome). In 5–10% of autistic children at preschool age, the manifestation of “autismus savant”, Savant's syndrome, characterized by outstanding abilities (for example, musical or artistic talents, high mathematical abilities, unusual mechanical memory), incompatible with the general level of defeat, is possible. However, only a minimal percentage of autists can use such abilities in everyday life, most of them use their skills in a completely non-functional way. Stereotypical behavioral patterns Typical for autism is persistent absorption by one or more stereotypical, very limited interests, compulsive observance of specific, non-functional procedures, rituals, repeated strange motor manners (tapping, twisting arms or fingers, complex movements of the whole body). Autists, when working with objects, especially during a game, have an abnormal interest in the non-functional parts of things or toys (aromas, touch, noise or vibrations arising from manipulation with them).

The main types of autism, which are indicated in the International Classification of Diseases, include: - early childhood autism; - atypical autism; - Rett syndrome; - Asperger syndrome. The remaining types of autism, which are quite rare, belong to the rubric "other types of autistic disorders." Early childhood autism is a type of autism in which mental and behavioral disorders begin to manifest from the first days of a child's life. Instead of the term “early childhood autism,” they also use “Kanner syndrome” in medicine. Of ten thousand infants and young children, this type of autism occurs in 10-15 babies. Boys suffer from Kanner's syndrome 3-4 times more often than girls. Signs of early childhood autism may begin to appear from the first days of a baby's life. In such children, mothers notice a violation of the reaction to auditory stimuli and inhibition of the reaction to various visual contacts. In the first years of life, children have difficulty understanding speech. They also have a delay in speech development. By the age of five, a child with early childhood autism has difficulties with social relationships and persistent behavioral disorders. Atypical autism is a form of autism in which clinical manifestations can be hidden for many years or be mild. With this disease, not all the main symptoms of autism are detected, which complicates the diagnosis at an early stage. The clinical picture of atypical autism is represented by a variety of symptoms that can occur in different patients in different combinations. The characteristic groups of symptoms of atypical autism are: speech disorders; signs of emotional failure; signs of social maladaptation and insolvency; disordered thinking; irritability. Rett syndrome refers to a form of autism in which severe neuropsychiatric

disorders appear against the background of progressive degenerative changes in the central nervous system. The reason for the appearance of Rett syndrome is a mutation of one of the genes of the sex X chromosome. This explains the fact that only girls are ill. Almost all male fruits that have one X chromosome in the genome die even in the womb. The first signs of the disease begin to appear 6-18 months after the birth of the baby. Until this time, the growth and development of the baby does not differ from the norm. Neuropsychiatric disorders develop through four stages of the disease. Due to severe motor impairment and severe neuropsychiatric changes, Rett syndrome is the most severe form of autism that cannot be corrected. Asperger Syndrome is another form of autism. Among patients, 80 percent are boys. For one thousand children, there are 7 cases of the disease with this syndrome. Signs of the disease begin to appear from 2-3 years, but the final diagnosis is most often made at 7-16 years. Among the manifestations of Asperger syndrome, three main characteristics of a violation of the psychophysiological state of the child are distinguished. The main characteristics of Asperger syndrome are: social disorders; features of intellectual development; disturbances of sensory (sensitivity) and motility. How to treat? No specific treatment for autism has been developed at this time. Unfortunately, there is no special pill or magic vaccine that would reliably protect the baby from the possible development of the disease. A single cause of the disease has not been established. The lack of understanding about the primary source of the disease does not allow scientists to create a unique medicine that would completely cure babies with autism. The treatment of this mental illness is carried out comprehensively, taking into account the symptoms that have arisen. All methods of treatment can be divided into several groups: Drug treatment can only be effective for solving the concomitant problems of aggression, obsession, tics, anxiety, mood swings, hyperactivity, etc. Psychological consultations. An autistic child psychologist must work with a child. Using various psychological techniques, the specialist will help the baby cope with the emerging outbreaks of anger and auto-aggression, as well as improve the inner feeling when integrated into a new team. Today, behavioral therapy for autists or the ABA method, that is, Applied behavior analysis, is one of the most effective methods for correcting childhood autism. It is based on behavioral technologies and teaching methods that allow one to study the influence of environmental factors on autistic behavior and manipulate these factors by changing it. The ABA method in autism has another name, namely, “Behavior Modification”. Behavioral therapy for autists under the ABA program is based on the

idea that any behavior of a person entails certain consequences, and when a child likes it, he will repeat this behavior, and, accordingly, when he doesn't like it, he won't. General health-improving treatments. Kids with autism are not at all contraindicated in sports. However, they should be engaged in special groups with professional instructors or trainers who are trained in the elements of working with "special" children. Such children can show excellent results and achieve good sports achievements. Success is only possible with the right pedagogical approach. With a baby 3 years old, a speech therapist must conduct classes. At such lessons, children learn to speak correctly, refuse to use multiple repetitions of words. Speech therapy classes can improve the baby's vocabulary, add even more words to his vocabulary. Such educational games help children to better adapt to new teams and improve their social adaptation.

Usually, before choosing a hobby that will be interesting for the baby, a good analysis of his abilities and a qualitative assessment of the level of health and physical development are required. Not all kids with autism will perform the same tasks with the same interest. The right choice of classes to a large extent improves the prognosis of treatment and favorably affects the mental and mental development of the baby. Usually, children with autism are recommended various corrective exercises that can improve the social integration of the baby in society. Sport is recommended for kids. It is better to give preference to more relaxed sports that will help strengthen the baby's health and have a positive effect on his nervous system. Such children are very warm towards various animals. Direct contact and touching them can cause strong positive emotions in the baby and even improve the prognosis of treatment. With the right tactics, negative behavior will fade. Speaking of autism, we often use the term "autism spectrum disorder" (ASD), which reflects its various manifestations and various, sometimes unique, combinations of advantages and disadvantages inherent in different children. So, in some children there are serious violations in almost all areas, including cognitive. Many lack the ability to understand and use spoken language, but this does not prevent them from being relatively contact. Other children with ASD are distinguished by higher-than-average intelligence and a huge language repertoire on the one hand, and on the other, inability to make eye contact and participate in meaningful social exchange with family members and peers. Although the disorder manifests itself differently in different people, it usually has a decisive influence on the possibility of their learning in the natural environment. When setting

educational tasks, it is necessary to take into account the quality of life of both the person with autism and his family members, which will allow for proper planning of the intervention and, as a result, achieve socially significant successes that are important not only in a certain environment, but throughout life. People with ASD often need systematic training in learning-to-learn skills, such as eye contact, shared attention, item discrimination, imitation, and simple instructions. Those who are not capable of verbal communication may need to learn alternative communication. Unwanted behavior - outbursts of anger, aggression or self-harm - should be replaced by more socially acceptable and functional skills (for example, requests to take a break from work). In some cases, training is required in the skills necessary in everyday life, including independent use of the toilet, brushing your teeth, dressing, and participating in family meals. People with autism of all ages and all levels of functioning are susceptible to learning throughout their lives. However, the data from a large number of studies indicate that early, intensive interventions based on instructive strategies for applied behavior analysis (ABA) give the best results when working with people with ASD.

Conclusion. Thus, autism is a common developmental disorder that is characterized by intolerance to ordinary human stress (everything is perceived too strongly and vividly), especially close contact with another person and a weakness in the sense of self. Severe forms of autism are rare, lungs are widespread. Moreover, children with such a diagnosis, in fact, do not turn away from the outside world — the desire to communicate and be understood, as a rule, they have even more than ordinary children.

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