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## ОСОБЕННОСТИ КОММУНИКАЦИИ ДЕТЕЙ С РАССТРОЙСТВАМИ АУТИСТИЧЕСКОГО СПЕКТРА

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### Аннотация

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Данная статья посвящена изучению и пониманию особенностей коммуникации детей с расстройствами аутистического спектра. Приведены результаты анализа исследований учёных, доказывающие что нарушение коммуникации у детей с РАС имеет системный характер и серьезно затрудняет их социальную адаптацию и развитие.

**Ключевые слова:** расстройства аутистического спектра, коммуникативные умения, коммуникация детей с РАС, детский аутизм, навыки коммуникации.

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## FEATURES OF COMMUNICATION OF CHILDREN WITH AUTISM SPECTRUM DISORDERS

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### ABSTRACT

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This article is devoted to the study and understanding of the peculiarities of communication of children with autism spectrum disorders. The results of the analysis of scientists' researches proving that communication disorder in children with ASD has a systemic character and seriously complicates their social adaptation and development are presented.

**Keywords:** autism spectrum disorders, communication skills, communication of children with ASD, childhood autism, communication skills.

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Autism spectrum disorders is a term describing a range of developmental states that are characterized by difficulties in social interaction, social communication, and flexibility of thought. (L. Wing) According to the definition of K. S. Lebedinskaya, autism is a poorly defined pathology

of the central nervous system of genetic or exogenous origin, in which the formation of the child's emotional contacts with the outside world is impeded, which distorts the course of the child's entire mental development and grossly interferes with social adaptation.

Л. Wing identified a triad of problems characteristic of children with autism. These include impaired social development, impaired verbal and nonverbal communication, and stereotypical behavior, interests, and activities [9].

Often, autism spectrum disorders are combined with other disorders. A significant proportion of children with ASD (from 25 to 50%) have concomitant mental retardation, motor and coordination disorders, gastrointestinal problems, and sleep disorders. Children with ASD are characterized by peculiarities of information perception, difficulties with concentration and irritability [10]. It follows that in the development of children with autism spectrum disorders there are a number of factors that negatively affect the process of formation of communication skills.

Difficulties in the development of the communicative sphere of children of this nosology lie in the fact that, as shown by the studies of scientists (E. R. Baenskaya, V. M. Bashina, Y. V. Bessmertnaya, O. B. Bogdashina, L. Kanner, S. Yu. Lebedinskaya, M. M. Liebling, T. I. Morozova, M. K. Sheremet, D. I. Shulzhenko, etc.), a child with autism has specific problems in understanding the very situation of communication and the ability to adequately use the communicative skills available to him. Thus, communication disorder in a child with ASD is systemic and is reflected in all aspects and at all levels of development.

O. S. Nikolskaya's research allows us to understand that children with ASD are characterized by communication disorder, absence or stereotypicality of verbal communication when forming socially accepted norms. In most cases, there is a difficulty in the regulation of behavior; a violation in the control and adequacy of emotional reactions; painfulness in the acceptance of tactile interactions. From the author's point of view, communication disorder in children with ASD is noted at early stages of development. Regardless of the type of further development, primary biological deficits are already evident in the child's early behavior and reactions. Further, when analyzing the communication of children with ASD, we can talk about the violation of all components of communication: the motive, means of communication and its need [8].

From the point of view of N. N. Khlopina, a child with ASD has undeveloped and distorted primary expressive-mimic means of communication, the child does not react emotionally to the presence of the mother. In addition, emotional development is disturbed, there is no anticyclical pose and animation complex. Being in the arms of the mother, the child most often feels a sense of discomfort, there is no contagion of a smile, does not begin to communicate. In some cases, the child with ASD reaches the stage of panic states, in others, avoidance from contact [15].

Normotypical children by the age of three are already actively seeking to enrich their vocabulary and to expand their social space. In turn, children with ASD are alien to the desire for peers, they do not feel the need to communicate with others, in joint activities and communication even with their close environment, there is no interest in learning the world around them [1].

According to L. V. Mardakhaeva, from infancy a child shows attention and interest in another person. However, a child with ASD has peculiarities in communicative development.

- 1) the child contacts only for the realization of his/her own needs;
- 2) there is a violation of differentiated emotional reactions;
- 3) the child does not express sensitivity in relation to loved ones;
- 4) the child avoids the proposed interaction;
- 5) the child is not an initiator in communication;
- 6) the adult is not the main motive for communication (under conditions of normal development the main motive for communication is another person) [5].

A. V. Haustov's research allows us to trace that children with ASD have a lack of emotion to the surrounding situation, indifference, coldness to close people. At the same time there is revitalization on sensory influences - certain musical compositions, light play, rustling. In addition, cognitive personal and business motives are distorted. It becomes very noticeable when studying the means of communication, both in situational-business forms, and in situational-personal. The author notes that very early manifest violations of eye contact, rhythmicity, mimicry is not active, there is no imitation, there is a dislike of tactile influences. This leads to the non-formation and underdevelopment of more complex forms of communicative behavior (pantomimicry, mimicry), to the violation of the spatial stereotype of communication (distance, amplitude and intensity of gesture accompaniment) [14].

According to S. Greenspan, children with ASD are characterized by distortion of speech development. In one case, the sequence of formation of stages of speech development is disturbed, and in other cases regressions are observed. Regressions can occur at different stages of development and in infancy, at the stage of development of vocalization, during the appearance of the first words and during the formation of phrasal speech. C. Greensper, addressing the peculiarities of early development of a child with ASD, notes the peculiarity of pre-speech development. The formation of echolalia, staccato speech may be noted, verb and descriptive structures, stereotypies are absent, often only nominative vocabulary is developed [2].

As N. V. Levina notes, children with ASD are characterized by poverty of speech, distortion of the lexico-grammatical side of speech. Some children remain mutable. Preference of communication to stereotyped games. The game is not complicated, not transformed, has a manipulative character for a long time, introduction into the game perceives painfully, the child is self-sufficient. With age, the game does not become more complicated, is increasingly stereotypical. This fact is due to the peculiarity of the clinical picture, stereotypicality of regulatory mechanisms, hypersensitivity [3].

From the point of view of Y. P. Maksimova, the lack of communicative skills is especially relevant in the younger preschool age, namely, in those families where children with ASD do not attend a preschool educational institution, being brought up at home [4].

Growing up, a child with ASD tends to maintain a familiar pattern of contact with the environment. A child with ASD may adopt some of the modes of communication offered by parents or teachers, depending on the level of development of higher brain functions (cognitive abilities) [6].

E. N. Soldatenkova notes that the interests of preschool peers are not shared by a child with ASD. Interests are peculiar, concentrated in the area of non-game forms, distorted. The development of the emotional sphere is difficult. There is a development of gross pathology of the emotional sphere, based on a basic loss of self-control. A child with ASD is characterized by impaired understanding of human emotions and feelings, their own emotional reactions are minimal, that is, emotional reactions are distorted [12].

In children with ASD, mental development ranges from mild underdevelopment to more serious distortion. There are difficulties in speech development: interpretation of actions is difficult, emotional exchange is disturbed, which leads to misunderstanding of situations. Sensomotor development is impaired, and there are difficulties in performing arbitrary and precise actions under visual control, using expressive gestures, while maintaining gestures aimed at controlling the behavior of another person (take, sit down) [11].

In autism spectrum disorder, communication is not a source of development for the child. A disorder of motivation is observed. The other person does not become a motive for interaction. Social and cognitive forms of behavior in children with ASD are not regulated by intrinsic motivation. Satisfaction of vital needs in children with ASD are leading. Thus, impaired communicative development is noted at the earliest stages [13].

From the point of view of I. A. Nigmatullina, children with ASD do not experience complication of communicative behavior with age, stereotypy is preserved, which provides a state of stability for the child. The developmental disorder of a child with ASD has a systemic character, as a result, the child's consciousness does not form a complete picture of the world. When we consider the developmental disorders of children with ASD, the systemic nature is noted, as a result, the formation of a holistic picture of the world does not occur in the child's consciousness. This leads to the obstruction of acceptance and appropriation of social and social experience. Features of perception, memory and thinking hinder the formation of harmonious communicative behavior [7].

Thus, studying the features of communication in children with ASD, we note that their emotional exchange is disturbed, poverty of speech is characteristic, the lexico-grammatical side of speech is distorted, communication is not a source of development, a person does not arouse the child's interest (only to satisfy their needs).

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