



Formation of Communication Speech Skills of Preschool Children with Autism by Imitation

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Abstract: The article gives ideas on the formation of communicative speech skills of preschool children with autism through imitation and its implementation with the help of exercises.

Keywords: children with autism, communicative speech, communicative need, speech skills, imitation.

When forming the communicative speech skills of preschoolers with autism, it is necessary to take into account the specific shortcomings and abilities of the child, as well as his communicative interests. As the child begins to acquire new skills, it is proposed to encourage him as much as possible so that he can use these skills in everyday life. The formation of communicative speech in a child with autism is carried out in the following sequence: first, pronunciation of simple sounds, pronunciation of monosyllabic sentences, building short sentences, asking questions, describing actions and talking. [1]. Each task should be chosen according to the specific communication needs of the child, and the first words taught to the child should consist of words that can express the child's desires. It is important that the words are chosen so that they mean something to the child, are useful and correspond to his level of development. Lesson methods will be adapted to the interests of the child in order to provide him with a high level of enjoyment. Some autistic children may be interested in drawing or solving puzzles, while others may be more inclined to sing or dance. If the exercises contain materials that are interesting to them, the child will improve attention or speech development. Only then will the child have the whole set of all possible techniques[2].

Conversational skills are formed mainly by imitation; the child hears and repeats the word. Communicative speech begins only when the repeated word is understood. A child with autism can repeat a range of words, such as echolalia, but he can only convey words when he understands their meaning. Therefore, each speech improvement program includes exercises that stimulate the imitation and development of speech. In children who do not yet speak, in the first exercises, speech is combined with gestures.

First sounds

The teacher or mother of a child with autism sits in a chair across from him and places a container of soap bubbles in the center of the table. The bubble is inflated by breathing. When each bubble bursts, a clear sound should be made (for example, "pop!"). It is necessary to continue to make soap bubbles with the child, paying attention to whether the child shows interest in soap bubbles and noise. It is played by holding the finger and popping the bubble to pierce the bubble. Every sound the baby makes is imitated. If he does not want to imitate the teacher, then it is necessary to draw his attention to his mouth, showing how he makes sounds. They help him fold his lips to make it easier to

pronounce the sound. Thus, bubbles are again blown, and this action must be repeated until the child begins to make a sound. It is important to encourage him as soon as he succeeds.

Pronunciation of consonants.

A child with autism sits in a comfortable corner of the room, sings a song and shows pictures of animals. It is given a name by showing the corresponding image. Then the teacher should raise his voice, attract the attention of the child and direct his gaze to the mouth, imitating the sounds of animals. For example, "horse, horse, ran" is sung. After making sure that the child is looking at the corresponding picture shown to him, the teacher should direct the child's attention to his mouth while singing. To draw attention to his tongue, he must open his lips wide and again emphasize the letter "H". When showing a picture of a cow, it is necessary to say "mu-mu" and repeat "M", squeezing the child's lips with thumb and forefinger. When singing the goose verse "Ga-ha-ha", you need to lightly press your finger under the child's chin and emphasize the initial letter "G". For each similar word, you must first praise him, and after he learns more, you need to pronounce sounds more clearly and help him pronounce whole words.

First words

It is best to start with the words "mother" and "father." The teacher should put the child next to him and start only when he is sure that the child is looking at him. Pointing to his mother, he should say "Mom". Holding her by the hand, bringing her to her mother's face, she repeats: "Mom." It will be necessary to encourage his every attempt to imitate the word. As the child gets used to this exercise, the reward slows down to encourage him to pronounce the word more clearly. The same is done with the word "dad". Other related words: "ball", "car", "doll".

When teaching his first words, it is necessary to choose only those that consist of one or two syllables (for two-syllable words, both syllables must be the same).

The conclusion:

When communicating with a preschooler with autism, it is important to praise him for his cooperation and attention, even if the task is not completed. Encouragement is one of the very necessary factors to make sure that the child can do the job, to give motivation.

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