

CHARACTERISTICS OF EARLY CHILDHOOD AUTISM

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ABSTRACT

This article provides information on the characteristics of early childhood autism and early detection and prevention of disorders of mental processes in children with early childhood autism.

Keywords: Autism, early childhood autism, Cabinet, parents, RDA, "gramophone", monotonous speech, unity.

INTRODUCTION

In recent years, approximately one in every 50 children worldwide has been diagnosed with autism. This confirms that the indicators have increased almost four times in the past 10 years. Scientists have not yet been able to determine the causes of autism in children. There are many theories about this issue, but none of them have been clinically confirmed. Most scientists believe that childhood autism is a genetic disease, but autistic children are also born in healthy families. According to scientists, autism is often noted in the first child. It is possible that this disease is caused by a viral infection (rubella, measles, chicken pox) in the mother during pregnancy. It causes organic changes in the structure of the baby's brain. This later leads to autism in children. Symptoms of autism in children can be noticed as early as infancy, often this pain is more evident at the age of 3.

Early childhood autism syndrome (abbreviated RDA) is a syndrome characteristic of autism, the disease was first described by Leo Kanner (Kanner autism) in 1943. Appearance of RDA. It is difficult for the child to establish an emotional connection with the outside world. . Expressing one's emotional state and understanding other people will be problematic. There are difficulties in establishing eye contact, communicating with people using gestures, facial expressions, and intonations. Even with close people, the child has difficulties in establishing emotional connections, but to a greater extent, autism manifests itself in the child's communication with strangers. Early childhood autism is manifested as follows.

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1. Signs of social skills disorder:

Lack of desire to communicate and interest in peers;

Ignoring the presence and feelings of people around;

Absence of imitative function, which is normal for the initial stage of development. Children do not repeat the facial expressions of their parents, do not smile back, do not repeat the gestures of adults or do it consciously; children do not share their problems and thoughts with their parents.;

1. Problems in the development of speech and non-speech communication:

Lack of speech; lack of facial expressions and gestures;

The child avoids eye contact, does not smile at the interlocutor;;

Speech is developed, but the child does not communicate with others, does not respond to them;;

The child repeats phrases or individual words ("gramophone" or "parrot" speech according to Kanner's classification);

Phonetic disorders in speech. Autistic people have problems with intonation, speech may be monotonous or rhythmically incorrect.;

1. Stereotipik xatti-harakatlarning sababi bo'lgan tasavvur rivojlanishidagi muammolar:

2. Asabiy xatti-harakatlar;

3. Begonalashish;;

4. Bola yolg'iz o'ynashni yaxshi ko'rishi;;

5. O'yinlarni, xayoliy voqealarni ixtiro qilishga qiziqish yo'qligi;;

6. Bola bitta o'yinchoq yoki narsaga bog'lanib qoladi va u bilan ajralmaydi, doimo qo'lida ushlab turishga intiladi;

7. Bola diqqatini faqat bir narsaga qaratadi. Autizm 1 yoshgacha bo'lgan bolalarda va hayotning keyingi ikki-uch yilida shunday namoyon bo'ladi.

Bolalarda autizm sirli kasallik hisoblanib, har bir bemor o'z alomatlariga ega bo'ladi. Biroq har bir autizm bemoriga umumiy belgilar xosdir va ular ushbu xastalikning borligiga asos bo'la oladi. Bolalar autizmi alomatlari yoshga bogliqdir. Shuning uchun 4 ta asosiy alomatlar guruhi ajratib ko'rsatiladi: erta bolalik autizmi (2 yshgacha bolalarda), bolalar autizmi (2-11 yoshgacha bolalarda), o'smirlar autizmi (11 -18 yoshgacha bo'lgan o'spirinlarda) va kattalar autizmi(18 yoshdan keyin).

Erta bolalar autizmi etiologiyasi haligacha aniq emas. Autizm asosan o'gil bolalarda kuzatiladi va ijtimoiy adaptasiya buzilishi, muloqot rivojlanishi va psixika buzilishi bilan ifodalanadi. Jumladan:

◆ Tez ta'sirlanishadi (masalan, chiroq yoki arzimagan shovqin ham ularni chuchitib yuboradi);

◆ Go'dakda nutq rivojlanishi sust kechadi;

◆ Bola ota-onasining ham ko'ziga karamaydi, nigohi boshqa tomonda bo'ladi

◆ Go'dak onasiga og'lanib qolmaydi (u ketganda yig'lamaydi va kelganda kulmaydi) Bola boshqa bolalar bilan tajovuzkorona munosabatda bo'ladi, ular bilan o'ynashni va gaplashishni xoxlamaydi;

◆ Go'dak yangi o'yinchoqlarga qiziqish bildirmaydi, faqat bittasi bilan o'ynashni ma'qul ko'radi. Erta bolalik autizmni 4 guruhga bo'lib tasniflash mumkin:

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Birinchi guruh. Sodir bo'layotgan hodisalarga umuman e'tibor bermasligi bilan ajralib turadi. Muloqot qilganda go'dak noqulaylikni his etadi, hatto, ota-onasi ham farzandini o'ziga qaratishga yoki kulishga ko'ndirolmaydi. Nigohlarning to'qnashishi va jismoniy teginishlardan qochadi.

Ikkinchi guruh. Atrofdagi olamdan ajralib qolganligi bilan ifodalanadi. Bola tashqi dunyo bilan munosabatlarda o'ta talabchan bo'ladi, faqat ota-onasi va yaqin kishilari bilan muloqotda bo'ladi. Bitta kiyim, muayyan sharoit va taomga bog'lanib qoladi. Odatdagi holatdan har qanday chetga chiqish asabiy portlashga olib keladi. Bu guruhdagi bolalar qo'rquv hissini qattiqroq tuyishadi, undan o'ta ta'sirlanishadi.

Uchinchi guruh. Autistik qiziqishlariga o'ralib olganligi bilan ajralib turadi. Bola o'z qiziqishlarini atrofdagi olamdan yashirishga urinadi. Bu qiziqishlar bilim olishga bog'liq bo'lmaydi, ular qayg'uli, daxshatli, tajovuzkorona xususiyatga ega bo'ladi.

To'rtinchi guruh. Atrof-muhit bilan munosabatga kirishishi haddan tashqari qiyinligi bilan ifodalanadi, mazkur guruhga mansub bolalar ko'ngli nozikligi va gap ko'tarolmasligi bilan ajralib turishadi. Qandaydir to'siqqa duch kelsa yoki yoqmaydigan gapni eshitib qolsa, munosabatlardan qochishadi.

Bugungi kunda autizm spektrida buzilish anqilangan bolalarni ta'lim tarbiyasini tashkil etishdagi ishlab chiqilgan va qo'llaniladigan usullar ahamiyati o'rganilganligiga qaramay, oila bola rivojlanishning eng muhim omili va manbai hisoblanishi inobatga olinmagan. Shu sababli, autizm spektrida buzilish aniqlangan bolalar rivojlanishi omillarini o'rganish va bu bolalarga g'amxo'rlik qilishni tashkil etishda oila tizimini tahlil qilish, ayniqsa ona shaxsini rolini oshirishga qaratilgan chora-tadbirlarni ishlab chiqish bugungi kunda zarur hisoblanadi. L.S.Vigotskiy har qanday bolaning rivojlanishining manbai va asosi bo'lgan «buyuk-biz» tizimi deb ataladigan bolaning va yaqinkattalarning ruhiy hamjamiyatini shakllantirishni ko'rib chiqdi. Bu tizim hissiy yaqinlik mavjudligida paydo bo'ladi. Ota-ona munosabatlarini zamonaviy g'oyalarga yaqinroq tushunishni individualpsixologiya asoschisi A. Adlerning asarlarida topish mumkin. Uning fikricha farzand va ota-ona munosabatlarining o'ziga xos xususiyatlari hamkorlik bilan belgilanadi. A.Adler birinchilardan bo'lib ota-ona munosabati turio'rtasidagi bog'liqlikni aniqladi.«Ota-ona munosabati – bu bolaga nisbatan turli xil his-tuyg'ularning ajralmastizimi, bolaning muloqot qilishda qo'llaniladigan xatti-harakatlar stereotiplari, bolaning xarakterini, uning harakatlarini idrok etish va tushunish xususiyatlari»dir deb rus olimi A.Y.Varga ta'riflagan. U ota-ona munosabatining uchta tarkibiy birligini ajratib ko'rsatishni taklif qiladi, ularning har biri kognitiv, hissiy va xulq-atvor komponentini o'z ichiga oladi:

- 1) ajralmas qabul qilish yoki rad etish;
- 2) yaqinlik darajasida namoyon bo'ladigan shaxslararo masofa;
- 3) xulq-atvorni nazorat qilish shakli va yo'nalishi.

Xulosa qilib shuni aytish mumkinki, bolalar autizmini davolash, korreksiyalash, oldindan aniqlab bartaraf etish mushkul jarayon hisoblanib ko'p vaqt talab qiladi. Dori-darmonlar bilan davolash bolalar autizmida juda samarali vosita hisoblanmaydi. Biroq ular qo'shib

keluvchi boshqa alomatlarini bartaraf etishi mumkin. Erta bolalar autizmi sindromi bu nafaqat bola yoshidagilar balki kattalarining ham muammosi. Yuqorida keltirilgan olimlarimizning fikrlaridan kelib chiqqan holda bolalar autizmini davolashda ota onaning o'zini muhim hisoblanadi. Ayniqsa, onaning o'zini beixtiyor katta. Bola eng ko'p vaqtini ona bilan birga o'tkazadi. Bunda onaning g'amxo'rlikini to'g'ri tashkillash, yetarlicha bilim, ko'nikmalarga ega bo'lishi talab etiladi. Bunday bolalarning rivojlanishining asosiysi manbai ota ona hisoblanadi.

Ota-onalar odatda bolaning hayotining dastlabki ikki yilida buzilish belgilarini sezaдилar. Erta xulq-atvor va kognitiv aralashuv bolada o'z-o'ziga yordam ko'rsatish, ijtimoiy o'zaro ta'sir va muloqotni rivojlantirishga yordam berishi mumkin bo'lsa-da, hozirda autizmi to'liq davolay oladigan ma'lum usullar mavjud emas. Balog'atga yetganidan so'ng, kamdan-kam bolalar mustaqil hayotga o'tishga muvaffaq bo'lishadi, ammo ba'zilar muvaffaqiyatga erishadilar. Bundan tashqari, ularning ba'zi vakillari shifo izlamoqda, boshqalari autizm kasallikdan ko'ra ko'proq "maxsus", muqobil holat deb hisoblashadi. Autizm bir necha yillardan so'ng ham yo'qolib ketmaydi. Biroq erta tashxis qo'yish va mazkur kasallikni tuzatish autizmida muhim ahamiyatga ega.

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