

Specific Features Of Communication Skills In Children With Autism Spectrum Disorders

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Abstract: This article presents the features of the development of communicative skills in children with autism spectrum disorder, as well as the specifics of verbal and nonverbal communication.

Keywords: Autism spectrum disorder, communication skills, verbal communication, nonverbal communication, behavior, speech, facial expressions.

Introduction: Taking into account the physiological and psychological characteristics of children with disabilities from early childhood, the development of their verbal and communicative abilities occupies a special place in the process of socialization and education.

As is known, in accordance with the Resolution of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev dated October 13, 2020 "On measures to further improve the system of education and upbringing of children with special educational needs" No. PQ-4860, large-scale comprehensive measures are being implemented to organize and improve the education of children with special educational needs, and to develop the activities of all sections of education and upbringing in accordance with modern requirements.

It is for this purpose that the development of education and upbringing of children with autism spectrum disorders among children in need of special assistance, as a change in mental and physical standards, is of great importance. Currently, autism spectrum disorders (mental disorders), which are manifested by deficits in behavioral and communication areas, are increasing among children. According to World Health Organization data, autism occurs in approximately 1 in 100 children [6]. The relevance of working with children with autism spectrum disorders is also due to the need

in society to improve their socialization and quality of life. Children with ASD have varying degrees of impairment in the development of speech and communication skills. This creates serious difficulties in communicating with others, expressing their opinions, and adapting to the social environment. Taking this into account, the education system for children with autism spectrum disorders is a complex process. Carrying out full correction work requires a deep study of the verbal and nonverbal communicative characteristics of higher mental functions.

Interpersonal relationships, behavioral indicators, emotional-volitional areas, and cognitive functions in children with autism spectrum disorders have been analyzed and studied by scientists from medical, pedagogical, and psychological perspectives. Leo Kanner [2] in his research noted speech characteristics typical of autism, such as delayed speech development, mutism, echolalia, and difficulties in using pronouns in children with ASD. In his observations, the scientist noted that the communicative changes that occur in a child with autism are congenital.

Y.R. Bayenskaya, M.M. Liebling, O.S. Nikolskaya [5] and others have focused on expressive speech disorders, problems in communicative activity, and the specific features of purposeful and motivated communication, which are one of the main disorders that prevent the successful adaptation of children with autism spectrum

disorders to society.

According to N.G. Manelis [4], even at an early age, it is possible to identify features that distinguish a child with autism spectrum disorders from a child with normally developing speech. That is, in children with autism spectrum disorders, the following prelinguistic features are manifested in the ontogenesis of speech development: the appearance of an unclear, difficult-to-understand cry, the absence or limitation of periods of babbling and gurgling, and sometimes their violation. This is characterized by the use of high-frequency short and sharp sounds, the absence of imitation of speech sounds. At 5-6 months, they have a sharp decrease in the time of eye contact with other people compared to normally developing children. This indicator continues to decrease with age, and by the age of 2, the duration of visual contact of a child with autism spectrum disorder with adults is on average half that of a normal peer.

E. Schoen, R. Paul [3] noted that 1.5-2-year-old children with autism use atypical nonverbal sounds significantly more often than their typically developing peers. In addition, according to scientists, children do not adapt to the environment and do not try to imitate the speech model of adults.

According to a study by T. Charman [1] et al., in 134 preschool children with ASD, the process of understanding speech lags behind speech production, the use of nonverbal means of communication, and the delay in establishing contact and exchanging information.

Communication disorders are one of the main diagnostic criteria for children with ASD and are observed in almost all children with autism. In general, the following features are characteristic of disorders in the communicative sphere in autism spectrum disorders:

- delay or complete absence of speech. At the same time, compensatory communication functions using facial expressions and gestures are also limited;
- significant impairments in nonverbal communication skills such as eye contact, facial expressions, body position, and gestures, which serve to establish and change the style of social interaction;
- obvious difficulties in the process of communication associated with the ability to initiate or maintain a conversation. This is accompanied by verbal disorders of specific communication, affecting the volume, timbre, use of stress, frequency, rhythm, and intonation;
- obvious impairments in the form and content of speech, including stereotypes and echolalia during

communication;

- cases of children using the pronoun "you" instead of "I" in their speech, incorrect use of words and phrases;
- frequent expression of inappropriate thoughts;
- violation of the pragmatic side of communication (violation of the ability to think and analyze depending on the situation);
- lack of games that require spontaneity and imagination, as well as games that imitate social aspects of reality.

Sometimes when an autistic child is addressed, it seems as if the child "does not hear", responding only to part of the sentence. He does not understand and does not accept figurative meaning transfers that occur in the process of communication at all. In some children with autism spectrum disorders, words and phrases are used not to enter into communication, but to repeat previously heard fragments of speech (for example, phrases from other people's statements, advertisements, cartoons, familiar poems or stories). That is, cases of echolalia take on a vivid tone.

There may also be difficulties in developing nonverbal communication (for example, the child does not look at the interlocutor, uses little or no gestures, has difficulty understanding the gestures and facial expressions of others). Some children with autism, although they pronounce sounds well, speak very quietly or very loudly. It can be extremely difficult for a child with autism to start a conversation, continue it, choose words, express thoughts and share feelings.

The behavioral characteristics of children with autism spectrum disorders are manifested as a specific communication. That is, children with autism may use a variety of behaviors to express their needs and feelings when they do not understand typical communication indicators. In these children, any positive or negative behavior can be a form of communication. Examples of children's laughter, irritability, shouting, running away, jumping, etc.

Repeating a word over and over again can also be a form of communication. ASD children may try to communicate by repeating a question over and over again, even though they have already been given the answer a hundred times. It is often difficult to understand what they are trying to convey through their behavior. Another communication characteristic of children with autism spectrum disorders is communication through repetitive behaviors. Children with ASD may overcome their social and communication limitations by repetitively interacting with other people. This includes vocalizations, repetition of words and phrases, repetitive behaviors

during communication (“stimming”), such as repeatedly touching or putting one’s face close to another person’s face, and immediate repetition of the last word, phrase, or sentence spoken by the other person (rapid echolalia). In addition, it can manifest itself in the form of repeating a word, phrase, or monologue from a song, book, or TV show many times (a form of delayed echolalia), repeatedly asking the same questions verbally or through communication tools, holding repeated conversations on the same topic, and other manifestations.

Each of these types of behavior can be an attempt to establish contact with other people and express their feelings.

In conclusion, communicative skills are a continuous and continuous process that develops in a social environment. Therefore, taking into account the above considerations, the following can be cited as features of the development of communicative skills in children with autism spectrum disorders:

Difficulties in nonverbal communication: atypical ways of establishing eye contact, atypical use of gestures, facial expressions and pantomime abilities; difficulties in comparing and harmonizing the verbal and nonverbal meanings of communication.

Difficulties in interacting with other people: atypical ways of initiating communication and interaction; lack of ability to listen and understand others; poor ability to explain one’s interests, feelings or emotions.

Difficulties in understanding the thoughts of others: problems in adapting one’s behavior to different social situations and interlocutors; Deficits in understanding thoughts and ideas that are the main obstacles to communicating with other people.

In autism spectrum disorders, the specific features of social communication in children are accepted as the main diagnostic criteria and it is very important to differentiate them. Behavioral characteristics for children with autism spectrum disorders contain a certain communication message. Therefore, it is important to identify, understand and, of course, provide assistance in communicating this message. The development of communication skills in children with autism spectrum disorders from an early stage of development is of particular importance.

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