

# FORMATION OF COMMUNICATIVE COMMUNICATION OF SCHOOL-AGE CHILDREN WITH AUTISM

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## Abstract

This article provides valuable information about various approaches to the formation of communicative communication in school-age children with a diagnosis of autism.

**Keywords:** Autism, communication, behavior, socialization, developmental technologies, school, principle, communication, phonemic perception, , emotional stimulation, social stories, social skills, special education.

## Introduction

Communication occurs when one person sends a message, either verbal or nonverbal, to another person. Communication occurs when two people, for example, an adult and a child, respond to each other - this is two-way communication.

Most children diagnosed with autism have problems communicating with other people. This is because in order to communicate successfully, the child must respond to other people when they are addressed, as well as initiate the conversation themselves. It is important to remember that communication and interaction do not necessarily involve language and speech. Most children with autism have a speech delay or avoid using speech to communicate. Therefore, it is very important to use other methods of communication before speech appears.

The child's entry into a new social environment is characterized by new relationships with adults and children. For this process to be successful, the child must have certain skills and personal qualities, and the social environment must correspond to his interests and capabilities. The system of social relations formed at school and the child's ability to correctly build relationships with social reality are the basis for the development of the individual, preparing him for the next stage of life. In this system, communicative behavior is formed in the student, that is, behavior that arises in the process of communication and is regulated by the norms and traditions of communication of a given society (I.A. Sternin).

It should be noted that achieving sustainable positive results in the development of communicative behavior of a schoolchild with a diagnosis of autism is possible only with the comprehensive organization of work aimed at creating a favorable social environment at school, which depends on the structure of the entire school life and the qualifications of school teachers. For this, it is necessary not only to develop the social competence of a student with autism, but also to conduct pedagogical and psychological work with classmates of a student with autism. An important component of such work can be work with parents: parents of

typically developing children and family members of children with a diagnosis of autism. The difficulties that children with a diagnosis of autism face are also associated with delays in their emotional-volitional and personal development. A schoolchild with autism can behave naively, not feel boundaries in communication, and limited social experience and interests lead to difficulties in communicating with classmates on their own. Therefore, in addition to targeted corrective work on the development of communicative behavior, it is necessary to provide a set of measures to adapt the educational environment and specifically organize the entire process of developing communicative behavior of a student with a diagnosis of autism in an educational organization.

The system-activity approach considers communication as one of the types of activity in which each participant in the communication, on the one hand, is the bearer of a certain social role, and on the other, is manifested as a person.

Principle of complexity. It should be taken into account that corrective and developmental work on the development of communication skills in a schoolchild with autism should be systematic and comprehensive. The communicative readiness and activity of a student with autism are closely related to his success in school, and developed communication skills allow him to more effectively enter the educational process during and after the lesson.

Principle of continuity. When developing a work program for the development of communication skills, it is necessary to take into account not only the actual psychological age of the autistic student, but also the results of the development of communication skills obtained at the primary school stage.

Individual and differentiated approaches. It is necessary to differentiate corrective and developmental work aimed at the development of communicative behavior and take into account the psychological age of the child, the level of his cognitive and emotional personal development, and the specific strengths and weaknesses of the student with autism.

Team approach. The development of communication skills in a schoolchild with a diagnosis of autism is impossible without coordinating the efforts of all adults who directly communicate with the child. In an educational organization, it is carried out together with the class teacher, special pedagogical teachers and specialists in psychological and pedagogical support.

The principle of cooperation with the family. An important part of the development of communicative behavior in a schoolchild with autism is his family, since the teaching and generalization of acquired skills and abilities is possible only with the help of parents who have these skills in the everyday life of a schoolchild with autism.

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According to the above information, we can make recommendations based on the following conclusions:

In schoolchildren with a diagnosis of autism, diagnostics of the dynamics of the formation and development of communicative behavior are carried out, the achieved achievements are assessed, and the directions of further correctional and developmental work are determined.



The criterion for assessing successful progress is the development of relevant knowledge and skills. At the final stage, the development of basic social skills and strategic social skills is assessed in accordance with the assessment forms.

In addition to quantitative assessment, a qualitative assessment of the achievements of a student with autism is also carried out at this stage. The main areas of such assessment are an analysis of the level of acquisition of knowledge and skills, the correctness and frequency of their application in everyday life, the ability to analyze the social situation, and the ability to control one's behavior in stressful situations.

This assessment is carried out both on the basis of observing the child's behavior at school and at home, and on the basis of interviews with parents and other adults who directly communicate with the student with autism.

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