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PRINCIPLES AND EFFECTIVE FACTORS OF SPEECH DEVELOPMENT IN CHILDREN WITH AUTISM SPECTRUM DISORDERS

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Abstract

The article analyzes the specific features of speech and communicative development in children with autism, as well as effective principles for speech development. The importance of fostering social interaction, visual support, sensory integration, and individualized speech therapy approaches is substantiated based on scientific sources.

Keywords: Autism spectrum disorder, speech development, communication skills, speech therapy intervention, psycholinguistics, visual support, ABA therapy, TEACCH, sensory integration, augmentative and alternative communication (AAC).

Introduction

AUTIZM SPEKTRI BUZILGAN BOLALAR NUTQINI RIVOJLANTIRISHNING TAMOYILLARI VA SAMARALI OMILLARI

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Annotatsiya

Maqolada autizm sindromli bolalarning nutq-kommunikativ rivojlanishidagi oʻziga xos xususiyatlar hamda nutqni rivojlantirishning samarali tamoyillari tahlil qilinadi. Ijtimoiy muloqotni shakllantirish, vizual qoʻllab-quvvatlash, sensor integratsiya va individual logopedik yondashuvlarning ahamiyati ilmiy manbalar asosida asoslanadi.

Kalit soʻzlar: autizm spektri buzilishi, nutqni rivojlantirish, kommunikativ koʻnikmalar, logopedik korreksiya, psixolingvistika, vizual qoʻllab-quvvatlash, ABA terapiyasi, TEACCH, sensor integratsiya, alternativ va qoʻshimcha kommunikatsiya (AAC).

Аннотация

В статье анализируются специфические особенности рече-коммуникативного развития детей с аутизмом, а также эффективные принципы развития речи. На основе научных источников обоснована значимость формирования социального взаимодействия, визуальной поддержки, сенсорной интеграции и индивидуального логопедического подхода.

Ключевые слова: расстройства аутистического спектра, развитие речи, коммуникативные навыки, логопедическая коррекция, психоллингвистика, визуальная поддержка, АВА-терапия, TEACCH, сенсорная интеграция, альтернативная и дополнительная коммуникация (AAC).

Introduction

The results of the analysis of the literature on the problem of the formation of communication skills show that there are different approaches to the problem of developing communication in children with autism syndrome. The role of the developmental environment in the development of communication skills deserves special attention. According to the research of L. Wing (2001), a specially organized developmental environment for preschool children, for example, a



structured educational environment and game-based activities, is effective in the formation of communication skills. This environment allows children to learn to communicate using functional forms of communication, for example, words, gestures or visual symbols to express their needs.



L.G.Nurieva created a methodology for developing speech in children with autism and described it in the book “Developing Speech in Children with Autism”. K.S.Lebedinskaya, V.V.Lebedinsky, O.S.Nikolskaya, E.R.Baenskaya, M.M.Liebling developed the main directions of correcting psychological and emotional disorders in children with autism. V.S. Sandrikova created a set of games and tasks to form and develop the necessary conditions for communication skills in the methodological manual “Speech therapy games and exercises for the development of speech in children with autism spectrum disorders”.

According to O.S. Nikolskaya, E.R. Baenskaya, M.M. Liebling, the formation of speech skills can be achieved by developing the child’s emotional attitude to the world around him and creating a need for oral communication, that is, by increasing the child’s speech motivation. The authors recommend performing differentiated exercises for the development of communication skills depending on the level of affective development of the child.

The most common methods for eliminating speech defects and developing speech in children with autism syndrome are: repetition of speech, commenting, giving advice, and reinforcement.

Corrective work on the formation of communication skills in children with autism syndrome is based on a number of principles. Corrective work on the formation of communication skills is carried out on the basis of general and specific principles developed in general, special pedagogy and psychology:

The principle of complex impact. Fay, Schuler emphasize that children with autism syndrome have significant difficulties in transferring the skills they have developed from one social situation to another. This category involves the participation, interaction and cooperation of all specialists working with children and their parents in the process of psychological and pedagogical correction, and significantly increases the effectiveness of correctional work. At the same time, the impact on the child is realized through the coordinated work of the child’s

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parents, other family members, a defectologist, a psychologist and medical personnel based on a previously developed program.

The principle of systematization I'dica'es the need for systematic training and constant practice in the development of communication skills. One of the main problems of children with autism is that they are unable to independently master the communication skills necessary for everyday life. Goal-oriented, systematic training helps to overcome this problem.

The correctional and developmental process should be organized and carried out systematically and consistently. In the training sessions, first, simple skills are formed, and then these skills are complicated. In the first stages, children are taught the ability to ask questions and attract the attention of another person, while in the later stages, they become more complex, including asking questions to obtain information, answering individual questions from adults, and developing complex skills in maintaining communication. Organization of activities for the development of speech and communication processes in children with autism syndrome:

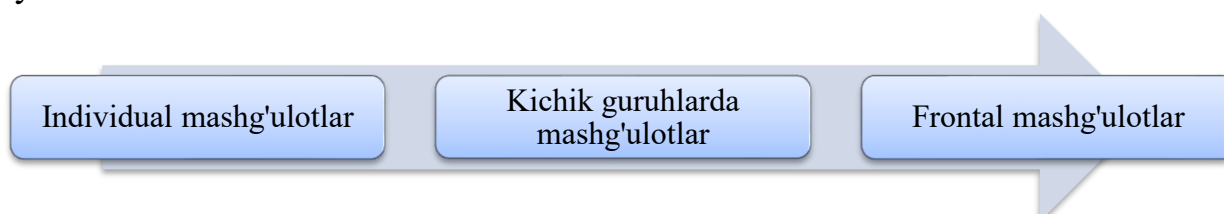


Figure 1. Systematic organization of speech therapy sessions

The principle of visualisation reveals the need to use additional visual aids to support children with autism in developing their communication skills. Theo Peters emphasizes that children with autism have difficulties in mastering symbolic systems. In particular, there are shortcomings in understanding the meaning of spoken words in speech comprehension. For this reason, it is difficult to use speech to express certain communicative functions. This problem can be solved with the help of additional visual aids: various objects, pictograms, drawings, pictures depicting events and phenomena.

The principle of a differential approach indicates the need to select methods, techniques and forms of organizing correctional and pedagogical work,



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depending on the degree of formation of the communicative abilities of a child with autism syndrome. In implementing this principle, it is necessary to determine the degree of formation of the child's speech and communication abilities using diagnostic assessment methods.

The principle of the connection of speech with other cognitive processes deeply explains the dependence of speech formation on the state of psychological and cognitive processes. This principle emphasizes the need to identify factors that directly or indirectly affect the development of speech communication and to purposefully influence them. Speech is considered not only as a means of language knowledge or communication, but also as a system of complex mental processes, which makes the interaction of cognitive, emotional and volitional spheres of activity of great importance in its formation.

The principle of an individual approach assumes the need to take into account the individual characteristics, needs, and interests of children with autism in the correctional process aimed at developing their communication. F.I. Kevlya emphasizes that "...studying the individual characteristics of children creates an opportunity to correctly choose pedagogical approaches, methods and tools that affect their development. A teacher, like a psychologist, must collect information from a comprehensive diagnosis of children in order to correctly determine the trajectory of interaction with a child". So, if we organize our correctional work by studying the individual characteristics of children with autism syndrome, their interests and needs, we can see a positive growth in the dynamics of each child's development.

The principle of communicative orientation is one of the important psychological and pedagogical approaches in working with children with autism syndrome, which determines the need to form the necessary communicative skills for communication in the speech process. This, in turn, allows a child with autism syndrome to use the acquired speech skills in the process of communication and transform them into other situations.

Simply put, the principle of modeling everyday communicative situations allows children with autism syndrome to develop speech and is an approach designed to understand and effectively organize communication. This principle consists of

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several main elements. This principle can be used to organize communication in everyday situations, for example, in a family, in a preschool educational organization or in a play activity on a playground.

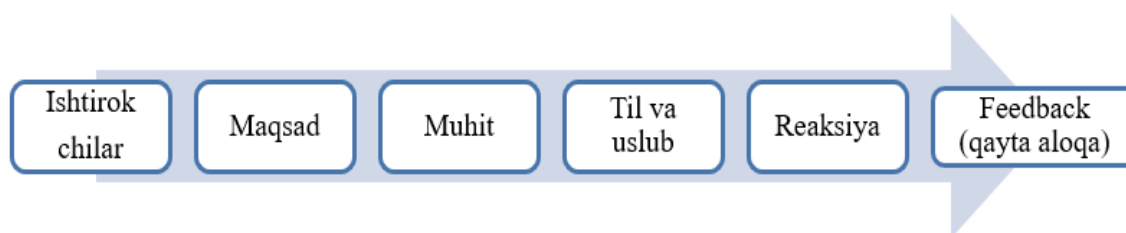


Figure 2. The principle of modeling a simple, everyday communicative situation

This develops in children the ability to effectively organize speech and communication and apply the acquired skills in other situations. In particular, it facilitates the process of effectively organizing corrective work that teaches children with autism syndrome to understand speech and communication. With the help of this principle, children learn to create comfortable and understandable conditions for themselves when communicating with each other.

The principle of pedagogical optimism helps to achieve overall success by strengthening children's self-confidence, increasing the effectiveness of the educational process and stimulating socio-emotional development. An important role in creating a positive atmosphere of the educational process, strengthening children's self-esteem and self-confidence plays. According to the self-efficacy theory developed by Albert Bandura (1977), "an individual's belief in his or her ability to act successfully in a given situation," that is, children's belief in their own abilities directly affects their educational success. Pedagogical optimism is achieved through the teacher's belief in the child's potential and the teacher's ability to convey this belief to the child through a positive environment.

The principle of early pedagogical intervention is an approach aimed at ensuring the active participation of children in the educational process from an early age. The main goal of this principle is to quickly identify problems in the development of children and provide them with effective assistance. The first study on this was conducted in 2012 by Sally Rogers, a professor of psychiatry and behavioral



sciences in the USA, in her book “The Denver Model of Early Intervention for Children with Autism”, which emphasizes that early intervention normalizes brain activity in children with autism syndrome at 18 months of age. In this case, children with autism syndrome who were involved in early intervention therapy showed more brain activity when looking at facial expressions, rather than at objects.

The principle of continuity of the corrective-compensatory approach to education is interpreted in the pedagogical views of L.S. Vygotsky as both a process and a mechanism. Compensation, while fulfilling its tasks, is combined with the concept of adaptation. It is aimed at eliminating their difficulties in the educational process, taking into account the individual needs of children. This principle requires the use of special educational strategies to expand and develop children's opportunities.

The principle of a socially adaptive approach to education serves to qualitatively improve the educational environment as a pedagogical approach aimed at developing children's social skills and forming positive relationships. This principle is aimed at protecting children from social isolation, ensuring their active participation in society and helping them find their place. This process is carried out through special activities, projects and educational programs that serve to improve cooperation and communication skills within the group.

The principle of the need for leadership in special pedagogical support is aimed at increasing the effectiveness of assistance provided to children with autism syndrome and supporting their development and implies special pedagogical support aimed at eliminating developmental deficiencies of children with autism syndrome in the educational process, meeting their individual needs and improving their social adaptation.

The principle of cooperation with the family involves creating a comfortable environment in the family, the correct attitude towards the child, the unity of requirements for the child, which implies his more successful physical and mental development. It is based on the active involvement of parents and family members in supporting the child's speech, social and emotional development. This principle emphasizes the central role of the family in the child's education



and rehabilitation process, since the family is the most natural and constant supportive environment for the child.

The principle of the priority of the familiar environment. For children with autism syndrome, it is important that the environment is stable, orderly and predictable, since this category of children may have difficulty accepting changing, unfamiliar or ambiguous situations. Therefore, if the corrective work with this category of children is carried out in conditions familiar to the child, first at the microenvironmental level, and then in the macroenvironment, when applying the acquired knowledge and skills, the child's fear and anxiety about the external environment are reduced. This, in turn, has a positive effect on the child's psycho-emotional development.

The principle of play activity in corrective action is that children with autism have different levels of sensitivity of sensory systems, which can cause unpleasant sensory sensations, ranging from minor discomfort to intense painful and unbearable sensations. It is important for children with autism to receive diversified sensory experiences, as this helps to adapt to sensory stimuli in the external environment and normalize the thresholds of sensitivity. For this purpose, it is recommended to use sensory games, but these games must be carefully organized, taking into account individual needs and characteristics. Initially, the child is presented with a familiar monomodal sensory experience, and then new sensory stimuli are introduced gradually, in small doses. It is important to allocate sufficient time for cognitive and emotional processing of stimuli. Games are selected and implemented in a way that is adapted to the individual cognitive and sensory capabilities of the child.

Based on play activity, which is the leading activity of preschool children. Play is not only a source of pleasure and interest for a child, but also an important tool for his development, self-awareness and mastering social skills. Through play, a child learns about the world around him, understands his inner world and his relationships with others. The play activity of children with autism syndrome is unique, and stereotypical behavior, limited interests, inability to use alternative means of replacing toys, etc. are observed. The factor determining the insufficient formation of play skills in this category of children is not only the specificity of



dysontogenesis, but also the lack of educational programs and scientifically based recommendations that would help their formation in the conditions of a preschool educational organization.

Relying on play activity in the process of correctional work increases the effectiveness of pedagogical methods and tools used for the child.

By conducting complex correctional work based on all the above educational and correctional principles in the educational process of children with autism, as well as in the formation and development of their communication skills, we can achieve the goal of integrating a child with autism into an appropriate educational environment and society.

Emphasizing that the first communication skills of children with autism syndrome are formed precisely in the family, we studied the scientific study of L.Sh. Nurmammedova “Pedagogical features of raising a disabled child in the family” and paid attention to the recommendations introduced by the author. The study analyzed the specific characteristics, difficulties, and the need for socio-pedagogical and psychological guidance of parents with a child with special needs in the family.

Based on this, we believe that the following factors play a leading role in the development of speech in children with autism syndrome:

Communication environment in the family. This factor is important not only for the development of speech in children with autism, but also for the development of speech in all people who are forming as individuals. Because the speech of healthy children is formed in the family based on imitation of adults. Since this category of children avoids communication, it is necessary to create a communication environment in the family in order to develop the skills of addressing others. In this regard, it is important that, through the pedagogical position of parents, family members are friendly with each other, speak clearly, use understandable words in communication, hold objects when conveying information, emphasize their descriptions, etc., and organize the communication environment in the family based on the possibilities of constructiveness.

The importance of the family factor in the development of a child, namely family incompatibility (conflict situations) (V.R. Nikishina, Y. Kishida, S. Kemp, S.



Zeitlin and others); It is emphasized that the role of the conditions and adequacy of early childhood upbringing in everyday life in the family, the structure of the family (complete, incorrect), the qualitative and quantitative characteristics of the child's interaction with parents, the correct speech environment at home, and the influence of socio-economic factors (L.A. Wenger, V.V. Kovalev, M.I. Lisina, A.R. Luria, Y.O. Smirnova, Lisa A. Osborne, Phil Reed, etc.) are of particular importance.

Medical supervision and support Although the methods and means of clinical treatment of developmental disabilities in children with autism syndrome are not yet known to science, medical and pharmacological support is used to alleviate, prevent, and correct secondary physiological symptoms (aggressiveness, inhibition, hyperexcitability, sleep and wakefulness disorders). In this case, the simulation of therapeutic effect algorithms increases in order to increase the effectiveness of the pedagogical-psychological correctional work system. In addition, not only children with autism syndrome, but also their families, including parents, require regular consultation, support from medical specialists, and, if necessary, preventive and treatment measures.

Methodological support, by its content, includes complex components. These are: the creation of diagnostic, correctional, and developmental environments. One of the most important issues is the proper organization and conduct of diagnostic work for children with autism syndrome, differential diagnosis of such children from children with other developmental disabilities, and the importance of early diagnosis, selection of correctional methods and therapies for children with a correct and accurate diagnosis, and the conduct of correctional and rehabilitation work aimed at eliminating developmental disabilities in them.

When conducting correctional and developmental work to eliminate disabilities in children with autism syndrome, it is important to take into account the above principles and factors, and to build a trajectory of activity based on the personal capabilities of children in order to eliminate their individual characteristics.

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