

## PSYCHOLOGICAL AND PEDAGOGICAL DESCRIPTION OF AUTISM SPECTRUM DISORDER

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### **Abstract**

This article examines the organization of a psychological support system in the educational process of children with autism and the effectiveness of motivational programs. It also highlights the role of socio-psychological adaptation in the learning process, increasing self-confidence, enhancing learning activity, and developing independent thinking skills, as well as analyzes the importance of psychological approaches in these processes.

### **Abstract**

This article discusses the organization of a psychological support system and the effectiveness of motivational programs in the educational process of children with autism. It also analyzes the role of psychological approaches in ensuring socio-psychological adaptation in the educational process, increasing self-confidence, increasing activity in learning, and developing independent thinking skills.

### **Keywords:**

children with autism, psychological support, motivation, educational process, inclusive education, personal growth.

**Introduction:** Nowadays, autism spectrum disorder (ASD) is recognized as one of the urgent problems worldwide. According to the latest statistics, the number of children born with autism is increasing significantly. This situation requires in-depth scientific research not only in medicine, but also in the fields of psychology, pedagogy and speech therapy.

Autism spectrum disorder is a complex disorder of the central nervous system, characterized by impairments in social communication, language development, and behavioral characteristics. The disorder is often diagnosed in early childhood and affects all aspects of a child's development.

Today, there is a demand to include children with autism in the general education environment. Therefore, an in-depth study of the psychological and pedagogical characteristics of children with autism is of great importance.

The purpose of this work is to provide a broad overview of the psychological and pedagogical characteristics of autism spectrum disorder and to identify aspects that need to be taken into account in the educational process.

General description of autism spectrum disorder

The term autism was first introduced into scientific circulation at the beginning of the 20th century to describe children's difficulties in communicating with the outside world.

It is a situation that happens, and each child has individual characteristics.

The main symptoms of ASB include:

- disorder of social interaction;
- defects in the development of speech and communication;
- stereotyped behavior and narrow interests.

They often resist innovation and tends to repeat the same activity.

Psychological characteristics of children with autism The psychological development of children with autism spectrum disorder is uneven and unique.

- avoids eye contact;
- has difficulty understanding the emotions of others;
- will be limited in expressing their feelings.

They often prefer to play alone and rarely interact with their peers.

Cognitive processes develop differently in children with autism:

- some children have high levels of memory or abilities;
- In some cases, thinking and attention processes are poorly developed.

Sensory integration disorders are common in children with autism: hypersensitivity to sounds, negative reactions to light or touch, and indifference to certain stimuli.

Speech and communication features in children with autism autism One of the most important signs of a spectrum disorder is impairment in the development of speech and communication.

Problems with speech development: delayed or complete speech development, echolalia (repeated speech), predominance of monologic speech

Nonverbal communication is characterized by limited use of gestures, as well as restricted facial expressions and body movements.

Due to weak communicative intent, children with autism often do not initiate interaction and experience difficulties in expressing their needs.

Pedagogical approaches and educational features: working with children with autism requires specialized teaching methods. An individual approach is essential, and a separate educational program should be developed for each child.

Visual support, including the use of pictures, pictograms, and schedules, is considered effective.

A structured environment with clear routines helps children feel safe, while repeated exercises are important for reinforcing skills.

### **Modern methods for working with children with autism spectrum disorder**

Modern pedagogical and psychological technologies play a significant role:

1. ABA (Applied Behavior Analysis)
2. PECS (Picture Exchange Communication System)
3. TEACCH program
4. Sensory integration therapy

These methods contribute to the development of children's communication, speech, and social skills.

Conclusion: Autism spectrum disorder is a complex condition that affects all major areas of a child's development, including social interaction, speech, cognitive processes, and behavior. Since the specific characteristics of this condition manifest differently in each child, a differentiated and individualized approach in the educational and upbringing process is of great importance.

The research findings indicate that the effectiveness of the educational process for children with autism largely depends on several factors: a well-organized system of psychological support, a motivating environment, and the use of modern pedagogical technologies. In particular, visual aids, a structured learning environment, and repeated practice sessions play an important role in helping children acquire knowledge.

In addition, the application of evidence-based methods such as ABA, PECS, and TEACCH serves as an effective means of developing children's communication, social, and independent living skills. This, in turn, facilitates their adaptation and integration into society. Overall, working with children with autism spectrum disorders requires a комплексный (comprehensive), systematic, and individualized approach. Providing consistent psychological and pedagogical support is considered one of the key factors in ensuring their personal development and successful integration into social life.

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