

THE USE OF ABA THERAPY FOR SPEECH FORMATION IN CHILDREN WITH AUTISTIC SPECTRUM DISORDERS

Istamova Sitora Ne'matovna

Assistant at Samarkand State Medical University

Elmurodova Sarvinoz G`ulomjonovna

Student at Samarkand State Medical University

Abstract: This article discusses the theoretical and practical foundations of the use of ABA therapy (Applied Behavior Analysis) in the process of speech formation in children with autism spectrum disorder (ASD). The article analyzes the causes of speech development delays characteristic of autism, the principles of teaching based on behavior analysis, and the importance of positive reinforcement techniques. It also provides practical examples of how ABA therapy can help children develop communication skills, increase vocabulary, and respond to social cues. The results of the study show that ABA therapy is an effective method for reducing speech development deficits, increasing communicative competence, and integrating autistic children into the social environment.

Keywords: autism spectrum disorder, ABA therapy, behavior analysis, speech formation, positive reinforcement, communicative development, speech therapy, special pedagogy, child rehabilitation.

ИСПОЛЬЗОВАНИЕ ТЕРАПИИ АВА ДЛЯ ФОРМИРОВАНИЯ РЕЧИ У ДЕТЕЙ С РАССТРОЙСТВАМИ АВТИСТИЧЕСКОГО СПЕКТРА

Истамова Ситора Нематовна

Ассистент Самаркандского государственного медицинского университета

Элмуродова Сарвиноз Гуломджоновна

Студент Самаркандского государственного медицинского университета

Аннотация: В статье рассматриваются теоретические и практические основы применения АВА-терапии (прикладного поведенческого анализа) в процессе формирования речи у детей с расстройствами аутистического спектра (РАС). В статье анализируются причины задержки речевого развития, характерной для аутизма, принципы обучения, основанного на поведенческом анализе, и важность методов позитивного подкрепления. Также приводятся практические примеры того, как АВА-терапия может помочь детям развить коммуникативные навыки, расширить словарный запас и реагировать на социальные сигналы. Результаты исследования показывают, что АВА-терапия является эффективным методом для коррекции дефицитов речевого развития, повышения коммуникативной компетентности и интеграции детей с аутизмом в социальную среду.

Ключевые слова: расстройство аутистического спектра, АВА-терапия, поведенческий анализ, формирование речи, позитивное подкрепление, коммуникативное развитие, логопед, коррекционная педагогика, детская реабилитация.

Introduction: In the modern educational and rehabilitation system, the emphasis is on the social, emotional and communicative development of children with autistic spectrum disorders (ASBs). Introduction In the modern educational and rehabilitation system, the emphasis is on the social, emotional and communicative development of children with autistic spectrum disorders (ASBs). Autism syndrome negatively affects the child's ability to interact with the surrounding world, the development of speech activity, and behavior management processes. Therefore, the formation of speech and the development of communicative skills is one of the most important directions in working with autistic children [1]. Speech is the main tool of human thought, the exchange of social experience. In autistic children, however, the mechanisms of natural formation of this process may be

impaired. Speech is the main tool of human thought, the exchange of social experience. In autistic children, however, the mechanisms of natural formation of this process may be impaired. Therefore, in addition to traditional logopedic training, speech is the main tool of human thought, the exchange of social experience. In autistic children, however, the mechanisms of natural formation of this process may be impaired. Therefore, in addition to traditional logopedic training when working with them, special Correctional technologies based on behavioral analysis, in particular ABA (Applied Behavior Analysis) therapy, provide effective results. ABA therapy is a methodology for analyzing behavior, increasing motivation, and teaching the necessary social and speech skills step by step. In this approach, the main goal is to develop the child's independent communication, purposeful use of words, the ability to respond to social signals. In this approach, the main goal is to develop the child's independent communication, purposeful use of words, the ability to respond to social signals. During therapy, each speech reaction of the child is observed, and through positive reinforcement (incentive), speech activity is stimulated. For example, when a child utters the desired word or speaks correctly through a hint, he is given a compliment or a small gift. Thus, ABA therapy forms speech step by step through motivational learning mechanisms [2]. Working with autistic children in the conditions of Uzbekistan has been reaching a new level in recent years. ABA therapy elements tested in developed countries are being integrated with logopedic training, social games, and cognitive developmental programs. Working with autistic children in the conditions of Uzbekistan has been reaching a new level in recent years. ABA therapy elements tested in developed countries are being integrated with logopedic training, social games, and cognitive developmental programs. On a Republican scale, individual ABA-based activities are organized under special preschool educational institutions, defectological centers and "Human" centers. This significantly improves the communicative development of

autistic children. Foreign Studies show that when ABA therapy is used at an early stage, children of the autistic spectrum have a 2-3-fold increase in vocabulary, while the frequency of access to communication increases by 60-70% [1]. Foreign Studies show that when ABA therapy is used at an early stage, children of the autistic spectrum have a 2-3-fold increase in vocabulary, while the frequency of access to communication increases by 60-70% [1]. Therefore, the harmonization of this style with logopedic correction programs accelerates speech formation and contributes to the successful integration of the child into social life. Thus, ABA therapy is a scientifically based, effective and individualized approach to the development of speech and communicative competencies in children with autistic spectrum disorders. ABA therapy is a scientifically based, effective and individualized approach to the development of speech and communicative competencies in children with autistic spectrum disorders. The article analyzes the theoretical foundations of this therapy, its practical application and the possibilities of its introduction in the conditions of Uzbekistan. The issue of speech formation in children with autistic spectrum disorder (ASB) has been the focus of many foreign and domestic researchers in recent decades. The issue of speech formation in children with autistic spectrum disorder (ASB) has been the focus of many foreign and domestic researchers in recent decades. Scientific research in this direction is mainly proving the effectiveness of the method of behavioral analysis (ABA-Applied Behavior Analysis) on the basis of practical evidence. American scientist American scientist B. F. The theory of behavioral analysis, founded by Skinner, interprets human actions and speech formation through a stimulus-reaction- reinforcement chain. The researcher noted that speech reactions are formed through positive reinforcement, which creates the most natural learning mechanism for autistic children [3]. The results of the experiment conducted by Lovaas (1987) confirmed the effectiveness of ABA therapy in a practical way. The results of the

experiment conducted by Lovaas (1987) confirmed the effectiveness of ABA therapy in a practical way. The 40 hours of intensive ABA training he conducted recorded a significant improvement in speech development in 47% of autistic children at an early age. After this study, ABA therapy became one of the main methods of training and rehabilitation of autistic children around the world [4]. Also in his work, Smith (2013) analyzes the role of ABA therapy in increasing social adaptation, vocabulary, and communication frequency, arguing that this method is a flexible system that requires an individual approach [5]. Also in his work, Smith (2013) analyzes the role of ABA therapy in increasing social adaptation, vocabulary, and communication frequency, arguing that this method is a flexible system

Local researcher Rasulova N. M. (2023), however, studied the effectiveness of integrating ABA therapy with logopedic training in the Uzbek context. He believes that in working with autistic children, harmonizing ABA elements with play activities, visual materials and emotional stimulation will give positive results. Also, Rasulova emphasizes the need to adapt the ABA approach to the local psychological and pedagogical system [6]. In general, literature analysis shows that ABA therapy is recognized as one of the main areas of speech formation in autistic spectrum disorders. In general, literature analysis shows that ABA therapy is recognized as one of the main areas of speech formation in autistic spectrum disorders. Its effectiveness has been scientifically proven to allow the development

of speech and social competencies in early childhood through intensive training. And new research conducted by scientists from Uzbekistan is expanding the possibilities of more effective use of ABA therapy by adapting it to local conditions. In children with autistic spectrum disorders, speech formation is a complex and step-by-step process, in which an in-depth analysis of the individual psychological and physiological characteristics of the child is important. In children with autistic spectrum disorders, speech formation is a complex and step-by-step process, in which an in-depth analysis of the individual psychological and physiological characteristics of the child is important. An autistic child usually has little access to social communication, bypasses eye contact, and has little natural need for speech communication. For this reason, traditional logopedic techniques in the development of their speech in many cases do not give sufficient results. It is at this point that ABA therapy is characterized by its systematic, motivational and individual approach. It is at this point that ABA therapy is characterized by its systematic, motivational and individual approach. The essence of ABA therapy is that the behavior of the child is analyzed and the stimulating factors that affect it are determined. Each properly executed action or speech reaction is supported by positive reinforcement. For example, when a child uses the word "give" correctly, he is given a compliment, a toy, or a small gift. In this way, the child learns to achieve the goal through his actions, and speech activity gradually begins to form. In the process of therapy, speech development is carried out in several stages. At the initial stage, the child's skills to attract sensory attention, respond to sounds, establish gestures and eye contact are strengthened. In the process of therapy, speech development is carried out in several stages. At the initial stage, the child's skills to attract sensory attention, respond to sounds, establish gestures and eye contact are strengthened. In later stages, simple words are taught, followed by prepositions and short sentences.

At each stage, the teaching process is carried out on an individual program, and the child goes to the next stage, depending on the degree of success. An important aspect of ABA therapy is that it is harmonized with gaming activities. In the process of play, the child will have the opportunity to speak in a natural environment, express his opinion and respond to social gestures. An important aspect of ABA therapy is that it is harmonized with gaming activities. In the process of play, the child will have the opportunity to speak in a natural environment, express his opinion and respond to social gestures. In this way, the child learns to actively use speech not only in the teaching process, but also in everyday life. Also in therapy, visual materials are widely used cards, icons, pictures and video samples. These materials make it possible to better understand and connect the colloquial meaning, since the visual perception of autistic children is strong. Also in therapy, visual materials are widely used cards, icons, pictures and video samples. These materials make it possible to better understand and connect the colloquial meaning, since the visual perception of autistic children is strong. For example, when water painting with the word "drink" is used together, the child associates the meaning of the word with a concrete object and easily remembers it. In the process of therapy, active participation of parents and educators is also necessary. They continue the process by strengthening the words and phrases learned in daily communication with the child, creating a positive environment and stimulating each small achievement. In the process of therapy, active participation of parents and educators is also necessary. They continue the process by strengthening the words and phrases learned in daily communication with the child, creating a positive environment and stimulating each small achievement. ABA therapy requires consistency, as the child reinforces the acquired speech skills through regular exercise. According to practical observations, children who have been engaged in ABA therapy from an early age experience an acceleration of speech development, an increase in vocabulary, an improvement in eye contact and social cues. According to practical observations, children who have been engaged in ABA

therapy from an early age experience an acceleration of speech development, an increase in vocabulary, an improvement in eye contact and social cues. They gradually begin to adapt to the social environment, trying to express their needs in words. Most importantly, this process increases the child's self-confidence and facilitates his social adaptation.

Conclusion: In conclusion, ABA therapy is a scientifically based, systematic and personality-oriented approach to the formation of speech in children with autistic spectrum disorders conclusion: In conclusion, ABA therapy is a scientifically based, systematic and personality-oriented approach to the formation of speech ionclusion: In conclusion, ABA therapy is a scientifically based, systematic and personality-oriented approach to the formation of speech in children with autistic spectrum disorders.

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