

**AUTISM SPECTRUM DISORDER - MODERN CONCEPTS AND APPROACHES**

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**Abstract:** This article discusses the autism spectrum. The modern interpretation of the disorder, its causes and manifestations are highlighted. Modern pedagogical and psychological approaches used in the early identification, diagnosis and support of children with autism spectrum disorders are also analyzed

**Keywords:** autism spectrum, early detection, diagnosis, pedagogical approach, psychological approaches

Introduction: In recent years, the issue of autism spectrum disorder (ASD) has become one of the pressing problems of medicine, psychology and pedagogy worldwide. Autism spectrum disorder is a complex neuropsychological condition that manifests itself in early childhood and is characterized by specific limitations and repetitive behaviors in a person's social communication, speech development and behavior. The increasing prevalence of ASD every year requires a deep scientific analysis of this problem and the development of comprehensive approaches to it.

Modern scientific research shows that the interaction of genetic, neurobiological and environmental factors plays an important role in the development of autism spectrum disorders. At the same time, the forms and degrees of manifestation of a child with autism spectrum disorders are diverse, and each child requires an individual approach. In particular, early detection and timely diagnosis of autism are of great importance for the child's future development prospects.

Today, modern pedagogical and psychological approaches are widely used in supporting children with autism spectrum disorders. Inclusive education, early intervention programs, folk-behavioral therapies, and family counseling services play an important role in the social adaptation and development of children with autism. This article analyzes the modern interpretation of autism spectrum disorders, their etiological factors and manifestations, as well as scientific approaches used in their early detection and support.

Main part: Autism spectrum disorder is one of the complex conditions in human mental development, which is formed in the early stages of childhood. In scientific literature, autism was first described as a separate clinical condition in the middle of the 20th century. L. Kanner (1943) in his studies noted the insufficient formation of social relationships in children with autism, difficulties in communicating with the outside world, and the predominance of behavioral stereotypes. Later, studies by G. Asperger showed that there are milder forms of autism. In the psychological and pedagogical literature, autism spectrum disorder is interpreted as a condition associated with a specific disorder of the central nervous system. Researchers consider autism to be a condition that affects the overall pace of personality development, creating significant limitations in the formation of speech, thinking, and social experience. In scientific sources, the causes of autism spectrum disorder are not explained as a single factor. Many authors emphasize

that biological and hereditary factors play a leading role in the formation of this condition. In particular, classical studies in the field of neurology and psychiatry have noted that functional deficits in brain activity are the cause of the appearance of autistic symptoms. Also, complications in the prenatal and perinatal periods, that is, problems with the mother's health during pregnancy, and the complicated course of childbirth, are indicated as factors influencing the occurrence of autism spectrum disorders. In some scientific literature, psychological traumas at an early age and the child's insufficient communication with the social environment are considered secondary factors. The symptoms observed in children with autism spectrum disorders are diverse, and they manifest themselves depending on the age of the child and the level of individual development. Classical pedagogical and psychological literature indicates that the main symptoms characteristic of autistic children are limited social contacts, peculiarities in speech development, and repetitive movements. Such children often avoid communicating with adults and peers, are not interested in eye contact, and their emotional responses are not sufficiently expressed. There are also cases of delay in speech development or complete lack of speech formation. In some children, although speech is present, it does not fulfill a communicative function. Rigidity in behavior, a tendency to repeat the same actions, and a sharp reaction to small changes in the environment are important signs of autism spectrum disorder. These conditions create significant difficulties in organizing the child's daily activities.

Conclusion: Autism spectrum disorder is one of the most complex and multifaceted conditions in the mental development of children, manifested by specific limitations in the areas of social communication, speech and behavior. An analysis of the scientific literature shows that the origin of autism spectrum disorder is closely related to biological, neurological and hereditary factors, and factors of the prenatal and perinatal period also play an important role in its development. According to the results of the study, early detection and diagnosis of autism spectrum disorder is an important condition for the child's further development and social adaptation. In particular, systematic educational and impact work based on classical pedagogical and psychological approaches serves to expand the capabilities of children with autism spectrum disorder. Therefore, in-depth scientific study of this problem, exchange of experience between educators and specialists, and the development of practical approaches are among the urgent tasks.

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