



TYPICAL AND ATYPICAL TYPES OF AUTISM

Khakimova Zulkhumor Khakimovna,
Teacher - speech therapist,
Department of "Pedagogy and Psychology",
Tashkent International University

Annotation:

This article discusses autism, the causes of autism, types of autism, typical and atypical types, their development, treatment methods and the work of scientists in this regard.

Keywords: Autism, typical autism, atypical autism, correction, complex interests, chronic depression.

Autism – (Greek “autos” – “self”) is a specific state of the psyche, in which a person with this diagnosis lives in his own world. His thinking and behavior are disconnected from reality.

Since the 1980s, the number of people diagnosed with “autism spectrum disorder” has increased significantly. Recent studies show that the prevalence of autism is 1 in 50 people. According to the same studies, this disease is 3-4 times more common in men than in women. Autism begins to manifest itself before the age of three.[1]

Today, we call it autism spectrum disorder (ASD), which has many types. Each child has different symptoms. While it is difficult to identify at first glance, in some cases, children with autism can communicate with people without problems, which is why it is difficult to diagnose this condition. The diagnosis of autism is simply a mental condition, not a disease. Autism has existed in past centuries, and the diagnosis of autism was considered a mental disability. Scientists believe that the disease is caused by a deficiency of a certain type of protein in the womb, an increase in two heavy metals, lead and mercury, environmental pollution, and severe stress during pregnancy.[2]

Autism spectrum disorder (ASD) is a broad spectrum of neurodevelopmental disorders that include a range of conditions that affect social interaction, language



and communication skills, and repetitive and restricted behaviors. Autism is divided into several types, which vary in the presence, duration, and severity of symptoms. In general, there are two main types of autism: typical and atypical.

Typical Autism

Typical autism is the most common and best-studied form of autism. It is usually diagnosed before the age of 3 and consists of three main characteristics: Difficulties in social communication: Children or adults with typical autism have difficulty interacting effectively with others in social situations. They often have difficulty understanding people's emotions or relating to them. For example, they may have limited eye contact, avoid social interactions, and have trouble understanding nonverbal communication[3]

Complex and restricted interests:

People with typical autism often have an intense interest in a particular subject or activity. These interests may be repetitive and very narrow. For example, collecting a particular toy, or watching the same television program or video game over and over again. Repetitive behaviors and rigid routines: People with typical autism struggle to maintain traditional routines and routines in their daily lives. Simple changes or new situations often cause them stress or anxiety.[4]

In the typical form of autism, the severity of symptoms can vary. Some children and adults require social support and special therapies to help them function independently, while others can live independently. Atypical Autism Atypical autism, also known as "atypical autistic disorder," is a less common form of autism and differs in some ways from typical autism.[5]

Atypical autism

Atypical autism has a unique set of symptoms that can make it difficult to diagnose. Some of the characteristics of atypical autism include: Rare symptoms or mild symptoms: Children and adults with atypical autism have milder problems with social interaction or interests than those with typical autism. For example, they may want to interact with other people, but this may not happen easily or effectively.[6]



Although less obvious, behavior may have changed: In atypical autism, some people typically follow their routines rigidly or are interested in certain activities, but these interests or behaviors differ from traditional repetitions.

Difficulties in diagnosis:

Atypical autism is often difficult to diagnose because symptoms may not be obvious or may be confused with other problems. For example, some people with atypical autism may be able to socialize well, masking the social difficulties of atypical autism, but the behavioral and language difficulties may be invisible.[7]

Atypical autism can be caused by: chronic depression; mental illness; brain injury. Typical vs. Atypical Autism: Key Differences Severity and severity of symptoms: While typical autism is characterized by a greater number and severity of symptoms, atypical autism has some symptoms that are milder and less pronounced. People with atypical autism often have much closer social relationships than normal.[8]

Diagnostic and social differences:

Atypical autism can often be confused with other psychological conditions, which can lead to delays in diagnosis. Typical autism, on the other hand, often has clear and easily diagnosed symptoms. Flexibility in daily life: Those with typical autism often need well-defined routines and are highly resistant to change, while those with atypical autism may be more flexible with change.[9]

Summary

The differences between typical and atypical forms of autism are of important diagnostic and therapeutic importance. Typical autism involves more pronounced and severe symptoms, while atypical autism presents with milder or less pronounced symptoms. In both cases, difficulties with social interaction, communication, and behavior remain the main features, but their approaches and treatments may differ. It is important to understand the differences between these conditions and be careful in making a correct diagnosis, as this will ensure that help and support are effective.



REFERENCES

1. Munira, V., & Shoxistaxon, T. (2024). Bolalar nutqining rivojlanishida atrof muhit va oilaning ahamiyati. Ta'lim innovatsiyasi va integratsiyasi, 15(1), 51-69.
2. Vohoboba, M., & Gulmira, G. (2025). Nutqida muammolari bo'lgan bolalarga bo'lgan munosabat va ularning ijtimoiy adaptatsiyasi. Science and Education, 6(2), 216-219.
3. Azamatovna, V. M. M. P. Alalia as dysontogenesis of speech development. Galaxy international interdisciplinary research journal (giirj).
4. Sadirdinovna, V. M. (2024). Autizm kelib chiqish sabablari va davolash yo'llari." tadqiqotlar. UZ, 48, 710.
5. Арушанова А.Г. Речь и речевое общение детей: Кн. для воспитателей д/с. М.: Мозаика - Синтез, 1999. - 222 с.
6. Vokhobova Munira Munojat Pòlatova Azamatovna. Alalia as dysontogenesis of speech development. Galaxy international interdisciplinary research journal (giirj)
7. Sadirdinovna, Vokhobova Munirakhan. "Corrective pedagogical work carried out in stuttering children." Open access repository 9.12 (2023): 372-375.
8. Sadirdinovna, Vokhobova Munirakhan. "features of the formation of imitation of speech in children with alalia speech defects." Galaxy International Interdisciplinary Research Journal 11.12 (2023): 1001-1004. Sadirdinovna, Vokhobova Muniraxon. "Autizm kelib chiqish sabablari va davolash yo'llari." tadqiqotlar. UZ 48.2 (2024): 7-10.
9. Munira, Voxidova, and Qosimova Marhabo. "Ovoz kamchiliklarining uchrashi va ularni bartaraf etishning pedagogik asoslari." Ta'lim innovatsiyasi va integratsiyasi 15.1 (2024): 29-32.
10. SADIRDINOVNA, VOKHOBOVA MUNIRAKHAN. "Ways and methods of speech formation of children with alaliya speech defects." Confrencea 3.03 (2023): 231-235.
11. Sadirdinovna, Vokhobova Munira. "Formation of speech imitation in children with severe degree of motor alalia." Open Access Repository 4.2 (2023): 316-320.



12. Munira, Voxobova, and Mirrahimova Xonzodabegim Sodiqjonovna. "Bolalarda yuvinel revmatoid artrit kasalligining kelib chiqishi hamda uning oldini olish choralari." *Ta'lim innovatsiyasi va integratsiyasi* 15.1 (2024): 33-35.
13. Vaxobova, Muxtabar. "O'smirlarning ota-onalari bilan munosabatlaridagi muammolar." *Журнал Педагогики и психологии в современном образовании* 4.2 (2024): 53-57.
14. Sadirdinovna, V. M. (2023). Features of the formation of imitation of speech in children with alalia speech defects. *Galaxy International Interdisciplinary Research Journal*, 11(12), 1001-1004.
15. M. Asadullayeva. Hasankhodja Nisari's views on the art of music.. A harmoniously developed generation-a condition for the stable development of the Republic of Uzbekistan. *Tashkent-2020 No. 9*
16. M. Asadullayeva. Music therapy in inclusive education. *Science and education scientific journal. Azimaxon, K.* (2025). Professional Health of Teachers as A Key Factor in The Development of Modern Education. *European International Journal of Pedagogics*, 5(01), 121-124.
17. Oriboeva, D. D. va Rafiqova, R. A. (2024). O'zbekiston Respublikasida inklyuziv ta'limni amalga oshirishning xususiyatlari. *Fan va ta'lim* , 5 (6), 290-293. Dilshoda, I., & Oribboyeva, D. D. (2024). ALALIYA NUTQ NUQSONLARI VA UNING TURLARI. *Yangi asr innovatsiyalari jurnali* , 63 (3), 70-73.
18. Oribboyeva, D. D. (2024). PSIXOLOGINVISTIKA VA LINGVISTIK KOMPETENSIYA. *Academic research in educational sciences*, 5(CSPU Conference 1), 346-349. Dilshoda, I., & Oribboyeva, D. D. (2024). AUTIZM NAMOYON BOLISHINING PSIXOLOGIK XUSUSIYATLARI. *Journal of new century innovations*, 63(3), 74-77.