



PEDAGOGICAL AND PSYCHOLOGICAL CORRECTIONAL WORK IN CHILDREN WITH AUTISM

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Annotation

Childhood autism is a special disorder of mental development. Its most striking manifestation is a violation of the development of social interaction, communication with other people, which cannot be explained simply by a reduced level of cognitive development of the child. Another characteristic feature is stereotyped behavior, manifested in the desire to maintain constant habitual living conditions, resistance to the slightest attempts to change anything in the environment, in the child's own stereotypical interests and stereotyped actions, in his addiction to the same objects.

Key words:

Children's autism, social naivety, mental development of the child, stereotypical interest of the child, psychological and pedagogical correctional work.

Introduction

Childhood autism, with a general type of developmental disorder, outwardly takes on very different forms. It includes a deeply maladjusted speechless child with a low level of mental development and children with a brilliant "adult" speech and early interest in abstract areas of knowledge, selective giftedness. Both, however, need special pedagogical and psychological assistance. The meaning of the characteristics of autistic children will help the teacher to include them in the pedagogical process. This is a pervasive disorder of mental development, disorder that captures all aspects of the psyche - sensorimotor, perceptual, speech, intellectual, emotional spheres. At the same time, mental development is not simply disturbed or delayed, it is distorted. The very style of organizing relations with the world, its cognition, is changing. At the same time, it is characteristic that the greatest difficulties of such a child are not even associated with the very assimilation of knowledge and skills (although this is quite difficult for many autistic children), but with their practical use, and he shows himself most helpless in interaction with people. It is really difficult to help such a child.

Consider what most often awaits an autistic child in the existing education system. In some, the most severe cases associated with profound impairment of mental development, such a child is immediately recognized by the medical pedagogical





psychological commission as unteachable and the family remains practically without the help of teachers and psychologists for the rest of the child's growing up.

At the same time, the experience of experimental work shows that even in these, the most difficult cases, with the creation of adequate conditions, the education of the child is possible. He can master the methods of communication with other people that were previously inaccessible to him, become more adapted in everyday life, master certain teaching techniques.

It is known that with age, such a child can spontaneously become less autistically isolated, more focused on social life. Thus, even if the first attempts to start learning were unsuccessful, they must be repeated after a while again and again.

Sometimes these children receive a recommendation to study individually at home under the program of a mass or auxiliary school. In these cases, however, the child rarely receives a truly individually tailored remedial education program. Unfortunately, teachers of mass and even special schools are usually not familiar with the special needs of autistic children. The tasks of helping the child in the development of his everyday adaptation to home life, practical communication skills, and social development are not set. Usually, teachers just formally supervise teaching according to general educational programs, the main burden of which falls on the parents, and do not ask the question whether the knowledge acquired by the child will ever be used by him in real life.

In the absence of adequate work with the class, such a child in adolescence often goes through a period of alienation from his more prosperous classmates. They can take pleasure in provoking wrong behavior. The social naivety of such a child makes him a convenient object for such "entertainment". Only a passionate urge to learn, to be with others allows him to continue to go to school at this time.

A special case is the situation of a gifted autistic child. Quite often, an autistic child with high intelligence does not fall into the field of view of the Medical pedagogical psychological commission, moreover, he easily passes the selection commissions to prestigious lyceums and private gymnasiums. He bribes his future teachers with his non-standard, giftedness, which can manifest itself in the field of technical design or in mathematics, music, drawing, mastering foreign languages. Their expectations, as a rule, very soon cease to justify themselves. In addition to the difficulties of organizing behavior, it turns out that such a child prefers to learn on his own with his own logic and what he wants, outside the system, introduced by advanced pedagogical technology. Difficulties in organizing interaction are perceived with irritation, and the family is often rejected with the wording - "your child does not correspond to the concept of our school." These cases are especially regrettable, because the giftedness





of such a child with patient work can indeed serve as a basis for the development of his social skills. In addition, they show how even our best teachers are primarily directed towards providing the best knowledge, how even for them there is no common context for the introduction of a child into life.

The peculiarities of the mental development of a child with autism determine the need to create special forms of organizing his schooling. Of course, for such children, it is necessary to create a special type of school with its own program of psychological and pedagogical correctional work, corresponding to their special needs, where the very organization of the environment, the interaction of the teacher and the child will make it possible to maximize their use, develop their ability to learn and social adaptation.

A special case is the situation of a gifted autistic child. Quite often, an autistic child with high intelligence does not fall into the field of view of the PMPK, moreover, he easily passes the selection commissions to prestigious lyceums and private gymnasiums. He bribes his future teachers with his non-standard, giftedness, which can manifest itself in the field of technical design or in mathematics, music, drawing, mastering foreign languages. Their expectations, as a rule, very soon cease to justify themselves. In addition to the difficulties of organizing behavior, it turns out that such a child prefers to learn on his own with his own logic and what he wants, outside the system, introduced by advanced pedagogical technology. Difficulties in organizing interaction are perceived with irritation, and the family is often rejected with the wording - "your child does not correspond to the concept of our school." These cases are especially regrettable, because the giftedness of such a child with patient work can indeed serve as a basis for the development of his social skills. In addition, they show how even our best teachers are primarily directed towards providing the best knowledge, how even for them there is no common context for the introduction of a child into life.

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preserve his desire to live with other people, the family's hope for the future of the child.

An autistic child vitally needs social contacts with other people, with normal peers. But we must point out that this is not a one-sided need. Likewise, "healthy" children need contacts with others for their normal mental and social development. Organization of assistance to a child with special needs allows the teacher to create a healthy moral atmosphere in the classroom.

The difficulties of examining an autistic child are associated not only with the difficulties of establishing emotional contact, with the frequent inability to arbitrarily focus the child on the task.

In the case of examining an autistic child with a well-developed speech, a special intellectual orientation, such an involuntarily structuring interaction can be played by the stereotypical interests of the child himself. The teacher often encounters a child's stereotypical obsession with a certain topic, when he, "riding his skate," not taking into account the interests of the interlocutor, returns to her again and again, says the same thing, rejoices at the same thing, asks the same questions. waiting for the same answers.

By using stereotypical interest to combine attention with the child, the teacher can gradually approach the study of the possibility of complicating the interaction. In these cases, it is important both to assess the very intellectual level of the stereotypical interest of the child, accumulated in the course of this interest in knowledge, and to assess the interest in the interlocutor, the possibility of taking into account his reactions, the perception of new information - the possibility of organizing a dialogue. Motor dexterous in their spontaneous movements, such a child may have extreme difficulty in repeating the movement upon request; spontaneously speaking a phrase cleanly, he can demonstrate blurry, grammatical speech when it is necessary to answer the question posed. It's not that he doesn't want to, he really can't repeat his movements at will.

The results obtained in a situation of arbitrary organization reflect the currently existing opportunities for learning, the social organization of the child. The child's achievements in his spontaneous activity, in line with his stereotypical interests, give us information about the possible directions of correctional work.

The difficulty in assessing correctional work with an autistic child also lies in the fact that he hardly transfers the skill he has developed to another situation, into interaction with another person. He cannot independently and freely use his knowledge and skills in real life.





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