

Organization of Correction-Pedagogical Assistance for Children with Autism Special Diseases

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ABSTRACT

This article describes the work of correctional and educational work with children with autism, the principles of organization of education for children with ASB, Correctional and pedagogical tasks, the stages of the process of psychological and pedagogical assistance to children with ASB, certain rules to be followed in the complex correction and rehabilitation of Rigan children.

KEYWORDS: autism, ASB, rehabilitation, correctional work, psychological and pedagogical assistance, complex correction, stereotypes, emotional-volitional sphere, principles, cognitive activity

At present, the problem of rehabilitation of children with autism is very relevant. Given that more than 70% of ASB cases have profound problems in the absence of treatment and corrective action, this condition does not require special evidence. Children with autism need constant psychological and pedagogical support. Local and foreign experience shows that most children are prepared to learn and develop their potential skills in various fields of knowledge. Almost every child with autism has a proximal developmental zone and reserves for its successful development.

Corrective and educational work with children with autism is characterized by the following features:

- Integrity (all ongoing activities are generally focused on the child's personality);
- systematic (all activities are carried out in the system, interconnected and designed for a long time);
- complexity (all the tools used allow to have a corrective effect on the physical development of the child, as well as on the development of mental processes and functions, the emotional-volitional sphere, the child's personality in general);
- connection with the social environment (expansion of the boundaries of correctional and pedagogical work outside the institution and the inclusion of the social environment in which the child is brought up).

The following principles are the basis of correctional work with ASB:

(ensuring that each child's full developmental potential is fully disclosed)

- the principle of adoption of the child (implementation of the principle involves the formation of the right environment in the environment in which the child is brought up; respect for the child, reasonable demands, confidence in his developmental potential and desire to develop basic conditions in creation);

- the principle of assistance (this principle applies to the upbringing of any child, but it is especially important when working with children with special needs, because such a child can not achieve the optimal level without specially organized assistance. mental and physical development);
- the principle of individual approach (this principle shows that the child has the right to develop in accordance with the psychophysical characteristics;
- the principle of unity of medical and psychological-pedagogical influences (medical measures create favorable conditions for psychological-pedagogical influence and only together with them can ensure high efficiency of correctional and educational work with each child);
- the principle of cooperation with the family (creating a comfortable environment in the family, the right attitude to the child, the unity of requirements for the child contributes to his more successful physical and mental development).

Correction - pedagogical tasks:

- ✓ carrying out a comprehensive diagnostic examination to determine the level of development of the child and the most optimal direction of education;
- ✓ formation of communication skills;
- ✓ emotional and volitional development and correction;
- ✓ formation of social behavior;
- ✓ helping the child to adapt to the group of peers;
- ✓ formation and development of high mental functions of the child;
- ✓ development of cognitive activity and speech;
- ✓ provide psychological and pedagogical assistance to families with children with autism spectrum disorders.

of psychological and pedagogical assistance to children with ASB includes the following stages:

diagnosis: aniqlash identification of the causes of developmental disorders of the child; ▪ Determining the level of mental development; ▪ Defining an educational program according to the abilities and skills of a child with ASB; ▪ Development of recommendations for the formation of an individual correction program for teaching and educating the child.

2. Correctional and psychological assistance: ▪ communication with adults; ▪ alleviate the general background of emotional and emotional discomfort, anxiety and fear; ▪ Encourage mental activity aimed at the child's interaction with adults and peers; ▪ formation of purposeful behavior; ▪ overcoming negative forms of behavior (aggression, auto-aggression, negativism, stereotypes of repetition of actions); ▪ Formation of communication skills and socialization of the child in society.

3. Correctional and pedagogical assistance: shakllantirish formation of self-service skills; ▪ propaedeutics of teaching preschool children (correction of cognitive, motor skills, attention, speech impediments; formation of visual and creative abilities); ▪ formation of universal educational activity; Shakllantirish formation of individual, subject and meta-subject learning

outcomes; ▪ Perform correction and development tasks, expand ideas about the world around them.

4. *Correctional care*: supportive psychopharmacological and restorative therapy, the use of a special elimination diet.

5. Work with family: ▪ psychotherapy of family members; ▪ To acquaint parents with the peculiarities of the child's psychological development; ▪ Development of an individual program for the upbringing and education of an autistic child at home; ▪ Teach parents how to raise a child with autism, organize his regimen, develop self-care skills, prepare for school.

Certain rules should be followed in the complex correction and rehabilitation of children with ASB. 1. Any pressure or pressure should be ruled out when establishing relationships, even direct contact with the child to prevent unpleasant situations for him. 2. The first contact with the child should be established when experiencing any pleasant feelings. Gradually, you need to multiply such positive moments and show the child that it is more fun and rewarding to communicate with the person with your positive emotions. 3. Work to restore a child's need for communication cannot be forced, it can take a long time. If the child has positive emotions when communicating with adults and there is a need to communicate with them, the forms of communication can be complicated. This complication occurs gradually based on already formed stereotypes of interactions with people. 4. Emotional contact with the child should be strictly dosed. With too many of them, the child may refuse to communicate again. 5. In the early stages of training, the main task is to form an attitude to the task, perseverance and concentration. 6. You need to formulate your request or task clearly and concisely. Do not repeat the query several times in a row. If the child does not respond to this, the task should be performed together by controlling the child's hands or assigning him or her separate operations. 7. In the upbringing of an autistic child it is necessary to pay attention to: a clear scheme of actions, visual support, the absence of distracting objects, the repetition of stereotypical everyday situations from day to day. 8. Frequent changes in activity are very important because children with early childhood autism syndrome are mentally saturated and they get physically tired quickly. Each session should not exceed 10 minutes. 9. As a reinforcement of any behavior of the child, you can use a variety of entertainment, flirtations, forms of communication that the child likes, simple compliments. It is important that the child receives a reward immediately after the reinforced behavior. 10. Age characteristics should be taken into account. The load should be precisely dosed, adjusting to the child's internal rhythm. When something else catches his attention, you shouldn't ask for more, try to distract him politely, and then ask or give instructions. 11. Do not try to teach the child everything at once, it is better to focus first on one skill that is most comfortable for him, gradually connecting it with the simplest operations in other, more frequent situations. 12. Relatives should not be upset or angry that a child who has mastered the necessary skills will need an outside organization for a long time. 13. The process of acquiring the necessary skills in a child with autism is long and gradual, requiring great patience from adults. The success of social adaptation of a child with AS B working in a correctional group or other specialized institution or at home is closely related to the ability of parents and all professionals to coordinate their actions.

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