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TECHNOLOGY OF WORKING WITH CHILDREN WITH AUTISM SYNDROME

ANNOTATION: This article describes the characteristics of children with autistic syndrome, methods of working with them. When working with children with autism syndrome, it is necessary to use methods taking into account their age and individual characteristics. It was mentioned that psychological problems should be identified and dealt with in working with them.

Key words: Autism, speech, communication, cognitive activity, correction, socialization, education, upbringing, individual.

Today, methods of working with children with autism syndrome are becoming popular in our republic, and effective methods are being developed for this condition. In particular, during the development of inclusive education, the relevance of psychological research in the field of autism spectrum disorders, including early childhood autism (EBA), is undeniable. According to the World Health Organization, the number of children diagnosed with RD increases by 13% every year. This problem is very relevant, because this diagnosis is one of the serious developmental disorders. It should also be noted that this problem covers various problems, for example: obsessive states, fears, deviations in the development of the emotional sphere, intolerance of changes and changes in the environment and life, features in the formation of drives, somatic diseases, characteristic disorders of motor development, etc. According to MK Reznikov, in 75% of cases, autism can be accompanied by mental retardation, besides, one of the most common symptoms is aggressive (autoaggressive) behavior.

There are many different opinions about the problem of psychological work with such children, but all authors agree that work with an autistic child should be continuous, systematic and comprehensive. It follows that it is necessary to involve the family and work within the family.

ER Baenskaya, MM Liebling, G. Kanner, SS Mnukhin, KS Lebedinskaya, OS Nikolskaya, G. Asperger and others dealt with the problem of autism.

Autism as a separate disease was first described in 1942 by L. Kanner, in 1943 similar diseases in older children were described by G. Asperger, and in 1947 by SSMnukhin.

As noted by L. Kanner, the clinical presentation of children's autism is characterized by an innate inability to establish an emotional connection with people. Among the characteristics of autistic children, the following are highlighted:

- infants did not respond emotionally to their mothers smiling or addressing them;
- ignoring the outside world and blocking it, but fear of moving and sound objects;
- speech is not used for communication, there is echolalia and perversion of pronouns;
- mechanical memory is good, abstract concepts are used with difficulty;
- there is no symbolism in the game and it is difficult to solve sensorimotor problems.

A desire for stereotyped repetition of movements, monotonous activity, repetition of sounds, activities with the most attractive things for the child is described. In addition, such a child is more focused on maintaining strict order and order in the external environment and is prone to anxiety or fear in unusual, new situations, and these close people are more important in the behavior of the child than the child himself. It was pointed out that they had to perform more rituals. L. Kanner described the parents of autistic children as emotionally cold, highly intellectual people.

Autism is broadly understood as a desire to live in one's own world, to withdraw from contact, not to communicate. But the lack of communication manifests itself for different reasons and in different

forms. Lack of communication is only a characteristic feature of the child, but sometimes it is associated with neurotic diseases, intellectual or speech underdevelopment, severe hospitalization (chronic lack of communication caused by social isolation of the child during infancy). All these different cases of communication disorders are only consequences and they have a main cause: lack of need for communication, information is received in a distorted way, the child has a traumatic neurotic experience, there is a chronic lack of communication in early childhood, there is no opportunity to use speech.

With autism, it is not possible to establish adequate emotional connections, even with the closest people. However, in some cases, children with rda may have apathy towards people, such as "excessive loneliness" and vice versa, hypersensitivity. In less severe cases, this type of difficulty is manifested in the development of "poor" emotional connections, characterized by a lack of understanding of other people's feelings, a lack of empathy, difficulties in determining the emotional content of the situation, and the perception of other people's intentions. OS Nikolskaya identified four main groups of children with autism symptoms, whose behavior is completely different. These groups differ in the nature of autism and its severity, the degree of misalignment of a particular child and his socialization opportunities.

The practice of psychocorrection shows that these groups serve as chronological stages in the development of the child's relationship with the environment. When the work is successful, the child moves these stages forward, as if climbing a ladder, and when the situation worsens, there is a regression in relation to the group to which the child belongs.

The first group combines extreme cases of malfunction, where autism is synonymous with complete psychological isolation from the surrounding world. These children are not even able to have limited contact with the environment, in fact, they do not have arbitrary points of interaction with the environment.

Children who can be included in this group may not respond to cold, hunger, or even pain. In addition, they do not protect themselves from environmental influences, but leave, avoid them. If they try to hold them, they will come out, shout with their hearts, but when they are alone, they will separate and disappear. Their main task may seem to be sleeplessness, to achieve peace, and all their actions are aimed at self-defense. Perhaps self-preservation as a goal is so important for such a child that in order to achieve a sense of security, he can establish a strict and fundamentally huge distance in contact with the environment, which completely frees him from contact with the outside world.

The second group includes children who try to expand contact with the environment, they are at the next stage of autistic dissonogenesis. Here, autism is already manifested as an active rejection of the world, and as autostimulation, stereotypic actions - selective pursuit of familiar and pleasant emotional sensations. The stereotypical situations that these children accept for themselves allow them to actively communicate with the outside world, but within the framework of usual words or actions. At this stage, there is the use of verbs in the infinitive, with speech stamps. echolalia, using quotes from books. They usually talk about themselves in the third or second person. Undoubtedly, these children are not deeply adapted, but at the same time their real relationship with the world is somewhat more active and complex than the children of the first group. The third group of children live with autism as a passion for their experiences. Repeated repetition of a situation in which fear or discomfort is experienced (which can be partially desensitized) becomes a habitual form of autostimulation. Such behavior can be perceived by the surrounding people as an unhealthy attraction to terrible, often dirty things, but in fact it plays the role of a means of exercising control over the lost mental balance, and from fear, control, the child previously encourages repeated experiences of liberation from "domestication" from the intolerable situation encountered.

communicates with the world in the process of developing a program of behavior - motor and speech. Of course, this program is complicated, but it is carried out outside of communication with others and without paying attention to the circumstances, so its implementation is possible only in the form of a monologue. Such children are more adapted to real life than the children of the previous two groups. Communication with constantly changing situations creates great difficulties for them, it is very difficult for them to communicate, but the ability to monologue allows you to actively address the world, interact with it, which is characteristic of children of the second group it's not.

Children of the fourth group show the least amount of autism. He faces difficulties in establishing communication, not as a protective reaction of the psyche. Such children do not need carefully selected means of self-stimulation, they can demonstrate the usual types of activities, but they need the constant approval and support of loved ones.

Only these children try to communicate with the world (speech, activity), but experience great difficulties and discomfort in organizing it. Children of this group are characterized by slightly amorphous speech, weak active vocabulary, slowness, lack of coordination of movements, discomfort in fine and gross motor skills, difficulties in learning self-service skills .

Children of this group, as a rule, have the best prognosis for social adaptation and mental development with appropriate corrective work.

The separation of these groups helped to develop and develop an appropriate program that helps in individual work with autistic children and the practice of psychocorrection.

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