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## METHODS OF CORRECTION - PEDAGOGICAL REHABILITATION OF STUDENTS WITH AUTISM SPECTRUM

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### ABSTRACT

This article describes the features of mental development of children with autism spectrum. This article analyzes the methods of correctional-pedagogical rehabilitation of students with autism.

### KEYWORDS

Autism, children with autism spectrum, characteristics of mental development, development, effective methods, correctional-pedagogical rehabilitation, individual characteristics, game, memory, speech.

### INTRODUCTION

In world practice, scientific research is being conducted to improve the didactic structure of correctional-pedagogical rehabilitation of students with autism and to put it into practice. In this regard, it is necessary to identify effective approaches to improve mechanisms of correctional-pedagogical rehabilitation of students with autism spectrum, to develop recommendations for implementation, to ensure that students with autism spectrum have equal opportunities with all citizens, to eliminate their limitations in life activities scientific research on the development of the need to actively participate in the

social, economic, and political life of the society is gaining special relevance.

Pupils with autism spectrum perform object movements under the guidance of adults, but they have a low level of attention to the features of object and movement analysis [3.-78.p.]. Pupils with autism spectrum focus on some actions, the main actions are ignored. In this case, there is disorder, lack of system, naming the subject without distinguishing the main one.

Gradually, students move on to describe the perceived object in a certain sequence, but even then they begin to describe the two-grain details [p. 1-34]. It is difficult for children with autism spectrum to compare two or more objects. When comparing, they pay attention to the distinguishing features of one object from another, but do not take into account the similar properties of these objects. Those who compare objects of the same type and features of the object. Children compare the differences between objects with incomparable properties. In some cases, students replace the task with easy tasks or analyze one of the objects instead of comparing them. He can't control his actions by starting a comparison. The child cannot stop at a task that is difficult for him and eases his mental activity and moves on to another task [2.-99.p.].

Correctional and educational work with autistic children is characterized by the following features:

- integrity (all ongoing activities are focused on the child's personality as a whole); - systematic (all activities are carried out in a system, interconnected and intended for a long time);
- complexity (all the tools used provide an opportunity to have a corrective effect on the physical development of the child, the development of mental processes and functions, the emotional sphere, and the child's personality in general);
- connection with the social environment (expanding the boundaries of correctional and pedagogical work beyond the boundaries of the institution and including the social environment in which the child is raised).

Correctional work with ASB is based on the following principles: (ensure full disclosure of each child's potential development opportunities)

- the principle of acceptance of the child (implementation of the principle includes the formation of the right environment in the environment where the child is raised; respect for the child, reasonable demands, belief in his development opportunities and the desire to develop, his potential to the greatest extent - the most comfortable environment for children basic conditions for creation);
- the principle of support (this principle is used in raising any child, but it is of particular importance when working with children who need special support, because such a child cannot achieve the optimal level of mental and physical development for him without specially organized support);
- the principle of individual approach (this principle shows that the child has the right to develop in accordance with his psychophysical characteristics; its implementation allows the child to reach the potential level of development, its content, methods, means, organization of educational and upbringing processes in accordance with his individual capabilities);
- the principle of the unity of medical and psychological-pedagogical effects (medical measures create favorable conditions for psychological-pedagogical effects and only together with them can ensure high efficiency of correction and educational work with each child);
- the principle of cooperation with the family (creating a comfortable environment in the family, treating the child correctly, the unity of the requirements for the

child will help his more successful physical and mental development).

Correctional-pedagogical tasks:

- conducting a comprehensive diagnostic examination in order to determine the child's level of development and the most appropriate educational direction;
- formation of communication skills;
- development and correction of the emotional and volitional sphere;
- formation of socially acceptable behavior;
- help the child adapt to the peer group;
- formation and development of higher mental functions of the child;
- development of cognitive activity and speech;
- Providing psychological and pedagogical support to families with a child with autism spectrum disorders.

Analyzing the thinking of autistic children, it is worth noting that this process is stereotyped, difficult to move, and not completely flexible. Therefore, the application of existing knowledge and skills in a new environment creates difficulties for autistic children and leads to errors [3.-54.p.]. The main weakness of the thinking of autistic children is the weakness of generalization. This is manifested in children's poor mastery of rules and general concepts during the educational process. They often memorize the rules, but do not understand their meaning and do not know in which situations to apply them. Therefore, learning the mother tongue and mathematics, subjects that

require more memorization of rules, are difficult for autistic children. Also, they are a difficult task to generalize concepts and rules in learning other educational subjects. Below are the methods of correctional and pedagogical rehabilitation to eliminate these mental development deficiencies of children with autism spectrum disorder:

### "Pair of Pictures"

7-8 pairs of related pictures are selected. They are placed in front of the child in pairs. For example, a TREE picture is placed next to an APPLE picture, and a HOUSE picture is placed next to a DOOR picture. In practice, there are various relationships between objects. The child is invited to look carefully at all the pictures and remember them. The right row should have as many images as possible. After 1-2 minutes, the pictures are removed from the first row, but the left row is not touched. Ask the child to name the removed pictures according to the remaining pictures. If the child has difficulty, a meaningful connection is made to the pictures and help is given in 1-2 examples. The game can be made more difficult by gradually increasing the number of pairs of images, reducing the time it takes to look at them, or finding connections between them. In this way, the child gradually learns to establish meaningful connections that are more difficult.

### "A Pair of Words"

The child is invited to remember several words in pairs, for example: CAT-MILK, MOTHER-CHILD, TABLE-FOOD. the child is asked to remember the second word from each pair. Then the teacher says the first word of the pair of words, and the child has to remember and say the second word. The task can be made more difficult by gradually increasing the number of pairs of words

and choosing pairs of words that are not related in content.

### **"Workshop of Shapes"**

In the shape workshop, you will need matchsticks (or "counting sticks") with a cut head, copper wire (or thick ropes), samples of geometric shapes. Straight-line shapes such as square, rectangle, triangle can be made from sticks, circular shapes such as circle, oval can be made from rope or wire. Only when the child learns to make each shape well, proceed to create new views.

### **"Great bag"**

In the process of this game, the child learns to identify things by touch, repeats visual and sensory impressions. In this process, you need 2 sets of the same objects - geometric shapes or small toys. One of the bundles is put in a bag made of thicker fabric and the neck is fastened. The child's task is to find an object in the bag according to the example shown by the teacher. In the process of playing with the child, they exchange places. Another version of the game - the second set of objects is drawn on paper, another version - the leader tells to find the objects that need to be searched.

Gradually, the games for the development of memory and recall of children with autism spectrum are becoming more complicated. Analysis of general pedagogy, psychology and special literature, study of practical cases, we recommend to develop not only memory, but also speech of children with autism spectrum. showed that it should be taken into account. When the child names the objects, he remembers them well.

Therefore, when organizing a game with children with autism spectrum disorders, it is necessary to take into account their individual characteristics. If the child does not have difficulty in completing the tasks, he is given a slightly more complex task, if he has difficulty, a simpler task should be given. You don't have to put it down because you can't complete the assignment. It is necessary not only to teach children one thing or another, but also to educate them in such qualities as self-confidence, courage, the ability to defend one's opinion, and to be firm in one's decision. This is especially true for performing creative tasks. The child should be able to correct his thoughts and boldly put forward his new ideas. In this case, it is important to take into account the individual characteristics of the child. If he is bold and self-confident, you can start teaching him to critically evaluate his answers. If a shy person is shy, it is necessary to support him and approve his every initiative. If the child wants to quickly change the task and performs it in an irregular manner, he is encouraged to find new aspects and aspects of the task by making him interested in the task. On the contrary, if the child gets stuck in completing the task, it is necessary to encourage him to move from one idea to another. In the process of development of visual-motor thinking of mentally retarded children, every game is a school of communication and cooperation between the child and adults and peers. By creating a mood of sincerity, mutual support, cheerfulness, the child's development is achieved through the game. In practical work with children with autistic spectrum disorder, taking into account their individual characteristics allows to increase the effectiveness of correctional influence.

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