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**PECULIARITIES OF MODELLING WORK IN PREPARATION OF
AUTISTIC CHILDREN FOR LEARNING LITERACY**
**ОСОБЛИВОСТІ МОДЕЛЮВАННЯ РОБОТИ З ПІДГОТОВКИ АУТИЧНИХ ДІТЕЙ
ДО НАВЧАННЯ ГРАМОТИ**

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Annotation. *The problem of mastering the essentials of literacy by children with particular educational needs, namely by those suffering from autistic disturbances is investigated in the article. Experimental study of peculiarities of habits in reading' and writing' formation in junior children suffering from disorders of autistic spectrum, was carried out. The criteria and level of formation of these children's habits of literacy were defined. It was proved that junior children with autistic disorders have certain peculiarities of different level of manifestation in forming the habits of reading and writing.*

Key words: *children with particular educational needs, junior school age, disorders of autistic spectrum, autistic disturbances, literacy.*

Introduction. Modern tendencies in the development of both world and Ukrainian education indicate the increase of attention in theory and practice to the problem of child's successful socialization in the micro-social group of school and in a society on the whole if we speak about global scale. As we know school education of children starts with the processes of mastering the elementary habits of literacy by them. Further progress of a child in the educational process and in the process of his adaptation in socium greatly depends upon proper organization of primary education.

The problem of preparing junior schoolchildren for studying literacy as a pre-condition of their all-round development as individual personalities in the light of intensifying the work at all the kinds of speaking abilities, is considered in the works of V.Bader, A.Bogush, N.Varentsova, M.Vashulenko, A.Voskresenska, T.Garbuz, O.Goroshkina, I.Gudzyk, L.Zhurova, A.Zrozhevskaya, A.Ivanenko, K.Krutiy, M.Pantelyuk, T.Pototska and others; the scientists propose different methods of upgrading the efficiency of this process.

At the present stage of special pedagogy' coming into being the problem of teaching children with disorders of autistic spectrum, namely teaching them the peculiarities of mastering the essentials of literacy, seems rather actual. The leading educators (N.Andreeva, O.Arshatskyi, N.Bazyma, I.Karvasarska, V.Lebedynskyi, S.Morozova, T.Morozova, O.Nikolska, K.Ostrowska, I.Sak, N.Simashkova, T.Skrypnyk, V.Tarasun, G.Khvorova, M.Sheremet, D.Shulzhenko and others) stress the characteristic peculiarities in the development of children with disorders: violation of understanding and speech development, sensor disintegration; peculiarities stipulated by organic damage of certain zones of brain, and others. Thus, the peculiarities of the course of some psychological functions with the above-



mentioned categories of children directly prevent them from mastering the proper skill in reading and writing. The scientists consider that insufficient level of formation of any from the above-mentioned functions with autistic children provokes the breaking of the process of acquiring the habits in reading and writing (N.Bazyma, K.Ostrovska, T.Skrypnyk, V.Tarasun, D.Shulzhenko and others [1,2,3,4,5]). Taking into consideration the above-mentioned peculiarities of junior schoolchildren suffering from DAS (disorder of autistic spectrum) we stress the exclusive importance of solving the problem of contextual and purposeful provision of the process of mastering the essentials of literacy by them.

The purpose of the article is the substantiation of the necessity to introduce the proposed methods of correctional work in mastering the essentials of literacy with the usage of "Personal ABC-book" by children with autistic disturbances.

The main text. Methods of habits 'formation in mastering the essentials of literacy proposed by us is based on general-didactic principles, namely: scientism, consciousness and activeness, systemacy, successiveness, accessibility, gradual complication of the study material, durability in acquiring knowledge, educating and developing training. Certain specific principles applied in educating this category of children include: principle of correctional bent, differential and individual approach, slackened tempo of education, numerous repetitions in education, practical character of education, principle of unity of vocabulary development with perception development, imagination, thinking, principle of lexics ' semantization. The efficiency of lessons is provided by realization of their general-didactic tasks: educational, correction-developing, training, practical. Alongside with the conditions of education recommended for the organization of educational activity for children with intellectual disturbances, we propose to apply special techniques of work for children suffering from DAS. Unification of such principles in the process of forming habits of writing and reading in children (we mean children with DAS) is subordinated to the main purpose that is pedagogical provision of the process of acquiring the essentials of literacy by junior schoolchildren suffering from DAS.

Specific character of methods proposed by us lies in the fact that it takes into consideration the following:

- peculiarities of basic habits of reading and writing formation as well as mechanisms of mistakes revealed on this basis made by children suffering from DAS in the process of fulfilling the tasks at the ascertaining stage of investigation;

- special character of sensor-motor, mental and speech development of children of the above-mentioned category;

- complex application of main means given teaching methods as it foresees the acquisition of reading and writing skills in certain succession.

The following directions were foreseen in the content of correction work methods:

- development of content-creation which is considered by us as the one reaching the intelligent attitude of a child to the educational process;

- activation of the habits of letter-by-letter and syllable-by-syllable reading with understanding the material already studied

- ability to write with the least possible separation of a hand;



- formation of the habits of orientation on the sheet of paper and the ability to write along the line without breaking this line;
- teaching children to be accurate while writing.

The following pedagogical conditions were defined as the main ones:

1. Creation of favorable communicative space through organizing the joint activity of a child with a teacher.
2. Stage-by-stage actions and systemacy in the process of basic habits in reading and writing formation and development by way of special organization of mental activity aimed at the conscious acquiring the essentials of literacy.
3. Selection of the content of education-training material suitable for providing the individual approach to each child.
4. Realization of the main tasks of teaching literacy in connection with the purposeful development in children the revealed gaps in their preparation for mastering literacy.
5. Application of special study material filled with personified content for a child by way of creating the “Personal ABC-book” and connection of education with personal life-experience of a child.

It's necessary to mention that development of content and form demands to use special study material filled with personified content for a child, organization of conditions for education permitting the child to understand every educational task. In the process of teaching the child reading, the experimentator first creates the notion of letters, words and phrases, fills them with personified emotional meanings and only after that he trains technique of reading.

Creation of the “Personal ABC-book” foresees special succession in studying letters, aimed at their conscious acquisition:

1. Learning new letters. The adult person himself writes the letter first, then the child (or the adult leads his hand) does the same.
2. Drawing subjects with the necessary letter in its name. The child independently or with the adult's help draws pictures of subjects or draws only some details of it as an illustration.
3. Signing pictures. The child himself or with the help of an adult writes a familiar letter in a word. If necessary, it is trained beforehand through exercises.

Let's enumerate what skills of a child suffering from DAS it's necessary to develop in him at the primary stage of teaching him reading and writing in the process of creating “Personal ABC-book”:

1. The ability to recognize and name the letter correctly, in a word and separately. The skill is considered already formed even if the child independently invents or makes up only one word starting with the letter in question.
2. The ability to write the letter correctly and in words. The skill is considered formed if the child is able not only to write the letter separately but really writes it in words in the necessary place.

Conclusion and deductions. “Personal ABC-book” has the purpose to make acquaintance of a child with letters, assists the child in remembering its graphic image and give presentation about letters as component parts of words, and words, in their turn, may indicate different subjects or to be the names of immediate relatives,



and others. Thus, the application of the correction work methods proposed by us will contribute to the effective formation of the fundamental principles of reading and writing of a child with autistic disturbances.

Continuum of the directions of work presented in the content of the above-mentioned teaching method of work may become the foundation of investigations that may follow. Further investigations we connect with research and specification of the peculiarities of work on forming and developing the fundamental principles of literacy of children with autistic disturbances; children's parents should also be involved in the process under the conditions of special inclusive education.

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Анотація. У статті досліджується проблема оволодіння дітьми з особливими освітніми потребами, зокрема дітей з аутистичними порушеннями, основами грамоти. Проведено експериментальне вивчення особливостей формування навичок читання та письма у дітей з розладами аутистичного спектра молодшого шкільного віку. Визначено критерії та рівні сформованості в них навичок грамоти. Доведено, що молодші школярі з аутистичними порушеннями мають особливості формування навичок читання та письма різного ступеня прояву.

Ключові слова: діти з особливими освітніми потребами, молодший шкільний вік, розлади аутистичного спектра, аутистичні порушення, грамота.

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