

Таким чином, психологічна готовність фахівця спеціальної освіти до роботи з дітьми з ООП являє собою складне цілісне особистісне утворення, що сукупно представлено в психологічних і професійних здатностях, які дозволяють забезпечувати можливість результативної діяльності спеціаліста спеціальної освіти до умов навчання, виховання та розвитку зазначеної категорії дітей.

## EDUCATION AND DEVELOPMENT OF CHILDREN WITH AUTISM SPECTRUM DISORDERS

*Lesia Marchuk*

*PhD in economic sciences*

*National Technical University «Kharkiv Polytechnic Institute»,  
Kharkiv*

I raise this topic for professionals who work with children with autism spectrum disorders(ASD), so that it is possible to work with the «native» deficits of autism and see changes and progress in areas in which most do not even hope to receive this progress. And also for parents who have children with ASD, so that they can change the style of their daily interaction with the child and open new opportunities for development and progress.

That is, it will be interesting for everyone who interacts with children with ASD, so that you can learn what abilities need to be developed so that the child can reach the level of an independent and happy life. It is interesting to note that there are a number of problems that have not been solved for a long time[1, p.81]:

- Not seeing the whole picture of working with a child with ASD;
- «Cabinet successes», when skills do not take root, are visible only temporarily and have little impact on the quality of life;
- Impact of feelings - insecurity, ineffectiveness, shame, irritation, confusion, fatigue.

What unites everyone under such a diagnosis as ASD? Deficit search for development and growth. The search for growth is manifested in the

desire to discover something new, interesting, unexplored. For this, the child investigates, experiments and draws certain conclusions.

At the same time, there is motivation, such as choosing something interesting among the variety. But here we observe the «inner language» that gives the child energy for all these actions and manipulations, both external and internal[2, p.115].

In accordance with the above, we understand that a child with ASD lacks the search for development, the child is withdrawn and fixated on one thing and does not strive for experiments. There is no purposeful motivation to choose something interesting. Only manipulative technical work has become present, which often does not have a final goal.

The essence of the difference in ASD: there are many accompanying conditions - speech disorders, cognitive impairment. There is such a fact as the search for growth or development. When a child is born, in the first half of the year the child seeks stability (to be warm, comfortable, well-fed and mother is near).

And when half a year passes, the search for growth and development is included in the child. This is such a power of movement that forces the child to explore everything, learn, openness to new things and experiments. And in this case, you can normally compare the child with a rocket, and the parents with the control panel of this rocket [3, p.200].

That is, the energy is already in this rocket, and we only need to direct the child. But with ASD, the search for growth and the desire to move forward, to study, to learn, to experiment, not to give up in certain situations, because interest and activity are greater than the fear of difficulties. This is precisely where it does not start, and continuing to compare the mechanism of the child's cognitive processes with a rocket, in the case of ASD, we need to push this rocket, which seems to be without fuel (without interest), with our hands, we need to fight for every step and progress, and apply incredible efforts to move from a certain point and see quality long-term progress [4, p.136].

So, we conclude that with ASD, following the rules is available, but improvisation is not available to its full extent, actual memory, but episodic memory is not available, memorized naming of emotions is available and possible, but there is a lack of experiencing these emotions in

adequate manifestations, which means to feel and understand why I feel it [5, p.17].

It is difficult for a child with ASD to feel shame, worry, and boredom. We can make eye contact, but there is no social force in the gaze (what do you think about my thoughts on...?, where we are in relation to each other...?).

Yes, we can achieve a pointing gesture to the desired object, but it is difficult to get a joint subjective assessment and a joint weight together with an adult. Yes, a child with ASD can eventually speak, and quite a lot. But this is not a full-fledged dialogue and exchange of information.

#### Literature

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## **MODERN APPROACHES TO TEACHING ENGLISH UNDER THE CONDITIONS OF A HIGHER EDUCATION INSTITUTION**

*Megesh Nataliia*

*Department of Applied Linguistics,  
Uzhhorod National University*

Modern higher education is aimed to navigate all participants in the pedagogical process to the values that require new challenges of the information world: to communicate in national and foreign languages, analyse the enormous flow of information and select the necessary from it. The training of qualified competitive higher education specialists becomes particularly relevant in recent years.