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**КОМПЛЕКСНОЕ СОПРОВОЖДЕНИЕ ОБУЧЕНИЯ МЛАДШИХ
ШКОЛЬНИКОВ С РАС С УЧЕТОМ ОСОБЕННОСТЕЙ ИХ
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В статье рассматривается актуальная проблема поиска эффективных путей комплексного сопровождения обучения младших школьников с расстройствами аутистического спектра (РАС), с учетом нарушения их коммуникативно-речевого развития. Автором обосновывается в качестве нарушений успешная академическая и социальная интеграция младших школьников с РАС. В статье обосновывается необходимость комплексного сопровождения обучения младших школьников с РАС с учетом особенностей их коммуникативно-речевого развития на основе междисциплинарного подхода, при котором взаимодействие учителя-дефектолога, логопеда, психолога и тьютора. Центральным звеном комплексного сопровождения является целенаправленная работа по развитию коммуникации и речи как основы для освоения академических навыков. Делается вывод о том, что только комплексное сопровождение, учитывающее коммуникативно-речевой профиль ребенка с РАС, способствует не только усвоению знаний, но и формированию жизненных компетенций ребенка.

Ключевые слова: расстройство аутистического спектра, комплексное сопровождение, коммуникативно-речевое развитие.

**COMPREHENSIVE SUPPORT FOR TEACHING YOUNGER STUDENTS
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ABSTRACT

The article discusses the current problem of finding effective ways to provide comprehensive support for the education of primary school students with autism spectrum disorders (ASD), taking into account the disruption of their communicative and speech development. The author substantiates the successful academic and social integration of primary school students with ASD as a violation. The article substantiates the need for comprehensive support for the education of primary school students with ASD, taking into account the specifics of their communicative and speech development, based on an interdisciplinary approach that involves the interaction of a speech therapist, a psychologist, and a tutor. The central element of comprehensive support is the targeted development of communication and speech as a foundation for acquiring academic skills. It is concluded that only comprehensive support, taking into account the communicative and speech profile of a child with ASD, contributes not only to the assimilation of knowledge, but also to the formation of the child's life competencies.

Keywords: autism spectrum disorder, comprehensive support, communicative and speech development.

The relevance of the study is due to a complex of psychological and pedagogical factors reflecting current trends in the field of inclusive and special education for children with autism spectrum disorder.

A.V. Khaustov and M. A. Shumskikh substantiate: "In Russia, the number of children with ASD who have difficulties in verbal communication is currently significant and tends to increase. At the same time, children need specialized, inclusive education" [2, p. 12].

The initial level of general education is a key stage in the socialization and academic adaptation of younger students with ASD. Therefore, the development of an effective model of comprehensive education support for this category of children meets the direct request of society and the state.

The traditional training system is mainly focused on frontal methods and verbal presentation of information. As a result, it often turns out to be untenable in working with younger schoolchildren with ASD. According to S. V. Andreev and D. P. Talov, the core characteristic of children with ASD is violations of communicative and speech development, while "the functional component of the structure of speech activity of children with ASD is violations not only in the formation of the speech language system, but also in the practical use of speech (language) by a child in a social group" [1, p.42]. Difficulties create an insurmountable barrier to learning knowledge, developing skills and possessions, as well as establishing contacts with teachers and peers, which leads to school maladaptation, behavioral problems and, ultimately, to further isolation of the child.

A.V. Khaustov notes as difficulties in the communicative sphere:

- the choice of verbal and non-verbal means of communication;
- violation of basic communicative and speech functions;
- underdevelopment of emotional and social intelligence;

- the absence or violation of the dialogical form of communication due to violations of the understanding of the addressed speech or the construction of their own;
- variability in the use of communication and speech skills [2].

Consequently, in science, there is an urgent need to find and systematize approaches that make it possible to circumvent or overcome this communication barrier.

The model of comprehensive education support for younger schoolchildren with ASD was developed in the works of Russian scientists O. S. Nikolskaya, E. R. Baenskaya, E.S. Dyachkina, O.S. Nikolskaya, V. M. Khokhlov, A.M. Cherkasov, T.N. Volkovskaya, I.Y. Levchenko, and others.

In their opinion, the basis of comprehensive support for a child with ASD is his communicative development. I. A. Zimnaya, E. V. Sheremetyeva, E. G. Shchelokova, A.V. Khaustov, M. I. Lisina, and others. they prove the importance and priority of the formation of communicative and speech skills of children with ASD [4].

Based on the theoretical analysis, we have proposed a model of comprehensive education support for younger schoolchildren with ASD, taking into account the peculiarities of their communicative and speech development.

The main purpose of the model is to provide comprehensive support for the education of younger students with ASD. The model is an integrated, coordinated system of communicative and speech development of a child with ASD, through overcoming typical speech problems, where the development of communication and speech is the central core and means for the entire process of adaptation, socialization and education of a child with ASD in elementary school. This model is shown in Figure 1.

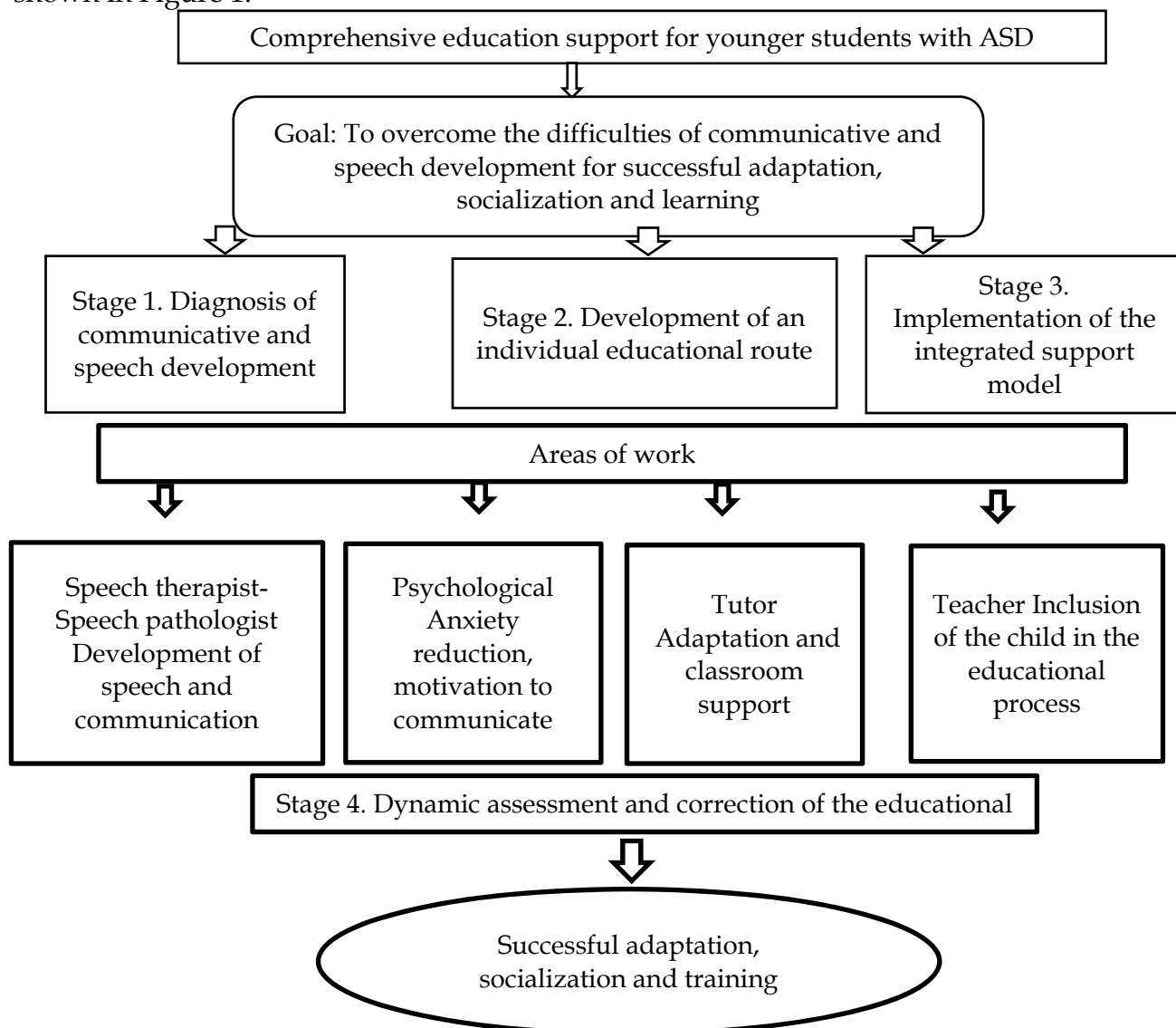


Figure 1. A model of comprehensive education support for younger schoolchildren with ASD, taking into account the peculiarities of their communicative and speech development

A number of specialists participate in the implementation of this model, along with a speech therapist, a defectologist, a psychologist, and a teacher. Tutor support is of particular importance. For example, A. E. Khoreva and E. V. Sheremetyeva note that the role of a tutor in the communicative and speech development of a younger student with ASD is key and helps to solve not only educational tasks, but also communicative ones as the basis for socialization and adaptation of the child to the learning environment [3].

Thus, the model of comprehensive education support for younger schoolchildren with ASD, taking into account the peculiarities of their communicative and speech development, is based on the following principles of its implementation:

1. the principle of priority of communicative and speech development presupposes the construction of the learning process, namely forms, methods, means, etc., taking into account the individual communicative capabilities and deficits of a child with RA;

2. Interdisciplinarity and synchronization of the work of specialists such as a speech therapist, defectologist, psychologist, tutor, teacher to create an individual educational route for a younger student with ASD;

3. individualization through diagnostics and the "zone of proximal development", the model begins with a deep diagnosis of not so much knowledge, but the actual level of communication (from its complete absence to the ability to conduct a dialogue);

4. Application of alternative and complementary communication technologies (PECS cards, communicators, gestures);

5. Adaptation of the educational environment and content allows you to adapt the educational material to the child's communication capabilities (visual schedules, instructions in pictures, reduction of oral assignments).

The implementation of this model will help in solving the following tasks of primary school education for children with ASD:

1. to develop functional communication skills that will allow the child to understand the educational material, express their needs, and interact with others;

2. to organize a team of specialists in their constant interaction on the basis of a single educational route;

3. Based on the diagnosis, build an individual educational route (IOM), where the goal of speech and communication development is a priority and integrated into all academic subjects.;

4. with the help of AKD, include children with speech loss in communication;

5. Creating and organizing a predictable and structured environment that reduces anxiety and frees up resources for communication and learning.

Thus, the proposed model represents a transition from fragmented remedial classes to a unified communication-oriented educational strategy implemented by a team of specialists, which solves the problem of comprehensive support for the education of younger schoolchildren with ASD, taking into account the peculiarities of their communicative and speech development.

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