

MEASURES TO IMPROVE THE EFFECTIVENESS OF FOREIGN LANGUAGE EDUCATION FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS

MEDIDAS PARA MELHORAR A EFICÁCIA DA EDUCAÇÃO EM LÍNGUA ESTRANGEIRA PARA CRIANÇAS COM TRANSTORNOS DO ESPECTRO DO AUTISMO

MEDIDAS PARA MEJORAR LA EFICACIA DE LA EDUCACIÓN EN IDIOMAS EXTRANJEROS PARA NIÑOS CON TRASTORNOS DEL ESPECTRO AUTISTA

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ABSTRACT: In the prevailing era, the growing number of children with autism spectrum disorders, both in Russia and around the world, requires the search for new solutions and approaches to the organization of correctional, rehabilitation and educational work with this category of children. The work attempts to provide schemes of interaction between the subjects of interaction (teachers, psychologists, parents, researchers) in the system of foreign language education of children with autism spectrum disorders. The interaction is organized within the framework of an identical distributed model based on a specially created Center. As a result of the study, the scientific and methodological literature data on the organization of foreign language education with autism spectrum disorders were analyzed and interpreted, the directions of interaction between the subjects of physical education of such children were determined as well as the options of interaction organization were considered.

KEYWORDS: Foreign language education. Autism spectrum disorders. Integrated approach. Children.

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RESUMO: Na era atual, o crescente número de crianças com transtornos do espectro do autismo, tanto na Rússia quanto no mundo, exige a busca de novas soluções e abordagens para a organização do trabalho correccional, de reabilitação e educacional com essa categoria de crianças. O trabalho visa fornecer esquemas de interação entre os sujeitos de interação (professores, psicólogos, pais, pesquisadores) no sistema de ensino de línguas estrangeiras de crianças com transtornos do espectro do autismo. A interação é organizada dentro da estrutura de um modelo distribuído idêntico baseado em um Centro especialmente criado. Como resultado do estudo, os dados da literatura científica e metodológica sobre a organização do ensino de línguas estrangeiras com transtornos do espectro do autismo foram analisados e interpretados, as direções de interação entre as disciplinas de educação física dessas crianças foram determinadas, bem como as opções de organização da interação foram considerados.

PALAVRAS-CHAVE: Ensino de línguas estrangeiras. Transtornos do espectro do autismo. Abordagem integrada. Crianças.

RESUMEN: En la era imperante, el creciente número de niños con trastornos del espectro autista, tanto en Rusia como en todo el mundo, requiere la búsqueda de nuevas soluciones y enfoques para la organización del trabajo correccional, de rehabilitación y educativo con esta categoría de niños. El trabajo intenta proporcionar esquemas de interacción entre los sujetos de interacción (profesores, psicólogos, padres, investigadores) en el sistema de educación en lenguas extranjeras de niños con trastornos del espectro autista. La interacción se organiza en el marco de un modelo distribuido idéntico basado en un Centro especialmente creado. Como resultado del estudio, se analizaron e interpretaron los datos de la literatura científica y metodológica sobre la organización de la educación en lenguas extranjeras con trastornos del espectro autista, se determinaron las direcciones de interacción entre los sujetos de educación física de dichos niños, así como las opciones de Se consideró la organización de la interacción.

PALABRAS CLAVE: Educación en lenguas extranjeras. Trastornos del espectro autista. Enfoque integrado. Niños.

Introduction

Autism spectrum disorders (ASD) are a group of psychological characteristics that describe abnormal behavior and difficulties in social interaction (Galova et al., 2021). ASD includes both mild and severe forms that are accompanied by profound impairments (Irmukhamedov & Abdullaeva, 2021). The main disorders are the following: lack of social interaction and mutual communication; repetitive behavior; speech development disorders (Baranova & Balashova, 2021). According to the World Health Organization, these disorders appear in the first five years of life and persist thereafter.

The constant increase in the number of children with ASD both worldwide (for example, compared with 1995 their number has increased 100-fold) and in Russia attracts attention. According to the Center for Disease Control and Prevention in the United States, about 1% of

the world's population has ASD. In Russia, data on the prevalence of ASD are extremely incomplete due to the absence of official approved accounting principles. The number of children diagnosed with ASD in Nizhny Novgorod region is 118 people per 100 thousand children's population, which is two times less than the Russian average (294 people per 100 thousand children's population) (Fomicheva, 2016). Such children need regular qualified pedagogical, psychological and medical assistance (Pryadko & Shehovtsova, 2021; Solovieva & Melnikova, 2021; Derzhavina et al., 2021).

Analysis of literary sources showed that there are various approaches and methods in adaptive physical education, which are used to correct the motor sphere of children with ASD (Litvina, Kulchitsky & Vorobyova, 2021; Martynova & Valishin, 2017; Voronchikhina, 2018). Many authors note that for these children motor activity is of great importance. In this case, an important feature is not only the adaptation of the means of physical culture to the features of children with ASD, but also the organization of the entire process of adaptive physical education (Rymkhanova, Tuganbekova & Kikbaeva, 2021; Fomchenko & Kabachkova, 2017). Motor activity and activities of adaptive physical education are not only a necessary means of correction of motor disorders, stimulation of physical and motor development, but also contribute to socialization of the child's personality (Mazova, Muradova & Onoichenko, 2019; Yusupova, Sharafullina & Zhantasova, 2020; Akhmadieva et al., 2021; Grigoryeva, Kostina & Chernogorova, 2021).

The process of adaptive physical education of children with ASD involves not only teachers of physical education, but also parents of such children, practitioners of other pedagogical directions, psychologists, medical and scientific workers (Myasnikov, 2021; Oteva et al., 2019; Shevtsova et al., 2021). All of them are subjects of a complex system of interaction. And, as noted by many authors, the organization of their purposeful work requires special training of specialists (Bystritskaya et al., 2016; Stafeeva et al., 2020; Burkhanova et al., 2018) and parents (Olkhina et al., 2021).

At the present stage of society development, organization of joint activities is considered as the most relevant, optimal and effective form of achieving goals in any sphere, especially in the sphere of work with persons with disabilities in the framework of adaptive physical education (Karpushkina et al., 2021). Interaction offers a relationship of participants, which is based on equality and mutual interest in each other, joint decision-making, which also ensures the effectiveness of adaptive physical education activities for children with ASD.

Methodological Framework

The relevance of the organization of interaction between subjects in the framework of the implementation of adaptive physical education of children with ASD is associated with the solution of a number of problems:

- the problem of improving the quality of physical education and educational services for children with ASD, not by an individual institution, but by the system as a whole;
- the problem of the lack of used resources and the lack of technological methods of adaptive physical education for children with ASD;
- the problems of integration of institutions of general and additional education in order to create a unified educational space for the education and socialization of children with ASD within the framework of the implementation of the FGOS;
- the problems of developing and improving the level of special competencies of teachers and educators and parents in relation to the implementation of adaptive physical education of children with autism;
- the problems of developing social partnership.

Interaction between specialists of various profiles working with children with ASD in the educational system and parents of such children has a theoretical basis and a set of successful practices.

At the same time, it is noted that often the interaction:

- does not have a legal and regulatory framework,
- There is a risk of borrowing not only the advantages, but also the disadvantages of each educational sphere;
- the functions of interaction (integration) are poorly implemented,
- functional responsibilities of the subjects of integration are not well distributed and the work is coordinated,
- there is a lack of necessary conditions: organizational, methodological, and personnel.

When creating the concept and program of interaction of subjects implementing the activity of adaptive physical education of children with ASD, we considered that the interaction is based on the concept of network form of interaction as a special type of joint activity of people and organizations, the emergence of which is based on a certain common problem. All subjects joining the network are interested in solving this problem. Thus, they keep independence of the basic activity, uniting resources if necessary.

We proceeded from the fact that the organization of professional interaction of subjects in the network form promotes the integration of the unique experience, opportunities, knowledge, and resources of participants, uniting around a certain project, which cannot be carried out by each of the partners separately. Consequently, the formation of a network of interaction by various participants provides mutual compensation of resource deficiencies and amplification of benefits.

To organize a network of interaction of subjects within the framework of implementation of adaptive physical education for children with ASD, the model of an identical distributed network was chosen.

The main distinguishing feature of the identical distributed model of interaction between subjects implementing the activity of adaptive physical education for children with ASD is that it is created based on the formulation of a common goal and objectives by its participants and the joint use of resources for its implementation.

An identical distributed model of interaction of the subjects, implementing the activity of adaptive physical education of children with ASD provides opportunities:

- using each other's resources when necessary (resource sharing) to achieve formulated common goals and objectives;

- ensuring the completeness of educational services, the adequacy of educational services to the needs of children with ASD; maximum consideration of their individual characteristics and needs in academic and extracurricular activities;

- improving the quality of physical education of children with ASD.

The purpose of the study is to identify ways to organize productive interaction of subjects in the system of adaptive physical education of children with autism spectrum disorders.

Results and Discussion

The basis of the concept and program of interaction of the subjects implementing the activities of adaptive physical education for children with ASD were the basic provisions of the Federal Law "On Education in the Russian Federation" from 29.12.2012 N 273-FZ and "The concept of comprehensive support for people with autism spectrum disorders in Nizhny Novgorod region, approved by order of the Government of Nizhny Novgorod region" from 11.09.2019 № 928-r.

Created because of the program "Advisory center on the problems of adaptive physical education of children with ASD" will allow for fruitful interaction of the following actors involved in the process of adaptive physical education, including the adaptive physical rehabilitation of children with ASD:

–educational organizations, including organizations of higher education, general education schools implementing the ideology of inclusion, special education institutions (boarding schools), institutions of additional education in which additional educational programs for children with disabilities in the field of physical education and sports are implemented;

–Specialists working with children with ASD;

–parents of children with ASD.

The main areas of interaction:

–organization and implementation of the process of adaptive physical education (adaptive physical rehabilitation) of children with ASD (provision of educational services);

–use of resources (staff, material and technical base);

–exchange of experience in practical work with children with ASD, methodological developments;

–development of information and methodological support;

–activities aimed at improving the level of special competence of the subjects of interaction in the field of adaptive physical education (implementation of professional development programs);

–organization of joint activities;

–realization of joint projects;

–development of a system of individual work on adaptive physical education with children with ASD, including in conditions of inclusion;

–innovative and experimental activities.

The joint activity of the subjects implementing adaptive physical education of children with ASD is based on the following system of principles of pedagogy of cooperation:

1. openness and trustworthiness of relations with the child on the part of both educational institutions of family and school;

2. recognition of the child as an equal member of the collective in the family and at school, and recognition of his/her right to his/her own position and its argumentation with

respect to the goal of the process of results of rehabilitation activity and criteria of their assessment

3. pedagogical optimism in the analysis of the child's activity and accentuation of his or her successes and ways of their achievement

4. consistency and mediation to the child by the family and school in accordance with age and individual developmental norms in the interests of improving all components of his health, the formation of an adequate attitude to health and mastering the postulates of a healthy lifestyle;

5. practice-oriented health-improving activities and the provision of dosed assistance to the child in situations of mastering new activities.

These principles are implemented in the program as part of the activities of the "Advisory Center on the problems of adaptive physical education of children with ASD" for the subjects of interaction, carrying out activities in the adaptive physical education of children with ASD.

The objectives of the advisory center are:

–Creation of a unified social and educational environment of family and school, aimed at nurturing the culture of health of a child with ASD, which includes conscious activity to improve their physical, mental, and social health, to form a careful attitude to their health and the health of others. Inclusion of children in socially significant activities related to health, as well as assimilation and application of the principles of a healthy lifestyle in accordance with the age norm;

–Designing an educational trajectory for each child, taking into account his or her individual characteristics and health conditions;

–timely analysis of the condition of the child's three-component health in the family and school environment and integration of efforts to prevent and overcome emerging problems;

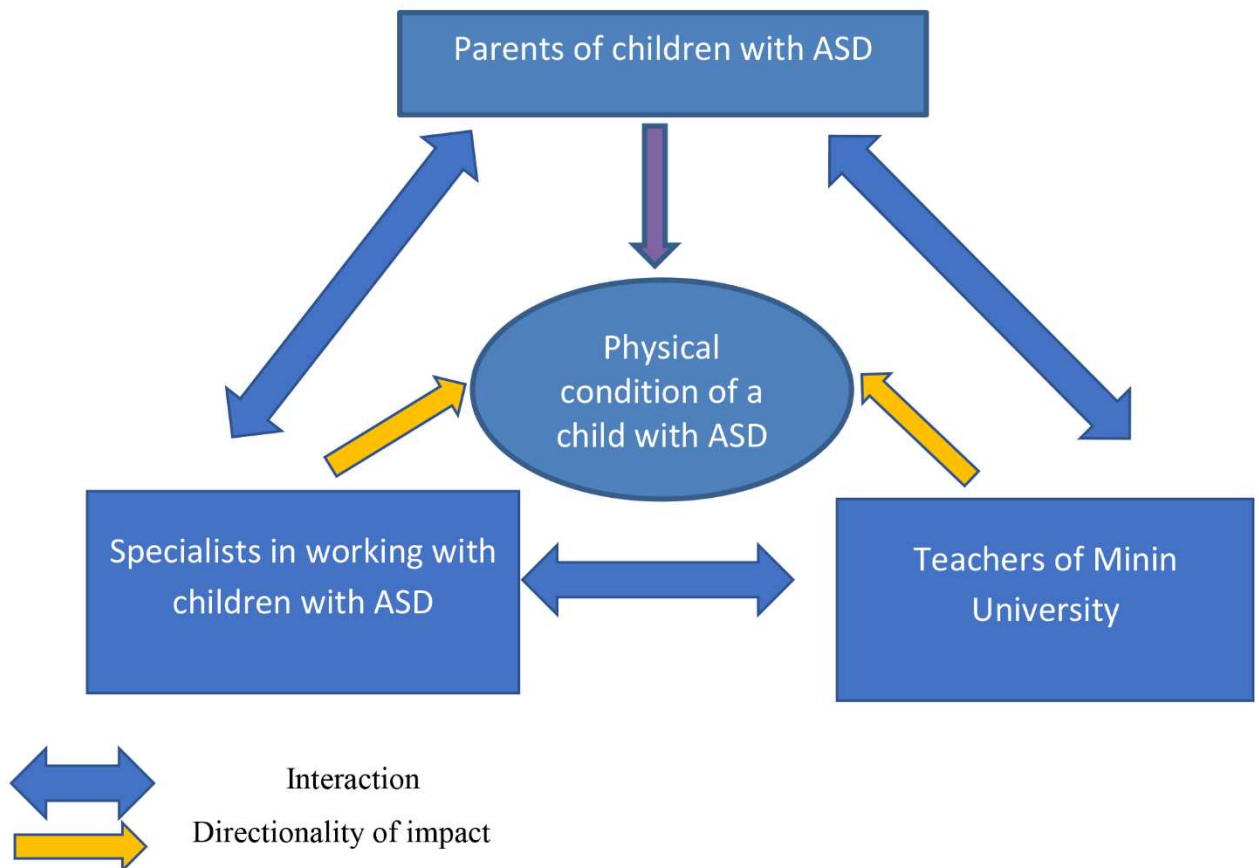
–the inclusion of the child and his/her family members in the sport and health-improvement infrastructure of the region and the organization of timely information for the family on its changes;

–accessibility of methods and forms of organizing recreational activities for children with various health problems;

–continuity in the content and technology of recreational activities between preschool institutions and schools, as well as between institutions of supplementary education and the school in the formation of the culture of health of children with ASD.

The scheme of interaction of the subjects engaged in the adaptive physical education of children with ASD, presented below, will be implemented based on the organized "Advisory Center"».

Figure 1. The scheme of interaction of the subjects engaged in the adaptive physical education of children with ASD



Interaction is carried out between pairs of subjects: "university-specialists", "university-parents", "parents-specialists", the focus of the impact of each of these subjects is a child with ASD.

The interaction between the above-mentioned subjects can take place both directly and through the administrative resource (administrations of educational organizations).

The main mechanism and condition for interaction of the subjects engaged in the activity of adaptive physical education of children with ASD is networking between the organizations that provide assistance to children with ASD in the region. Coordinate the areas of interaction between actors in the system of adaptive physical education for children with ASD will be

organized as a result of the program "Advisory Center on the problems of adaptive physical education for children with ASD".

Activities to organize cooperation with organizations will be carried out on the basis of agreements (contracts of cooperation). Cooperation between families and educational organizations will be carried out within the framework of the advisory center

Interaction of subjects has different forms depending on which participants of the educational process carry out cooperation.

Interaction in the direction "university-specialists" is expedient to carry out in the following forms: seminars, professional development programs, remote forms of interaction, scientific and practical conferences.

For interaction in a direction "university-parents" the following forms of work will be suitable: remote forms of interaction, outreach work, individual consulting, diagnostics of children and their parents in medico-psychological laboratory.

Interaction "Parents-specialists" will be effective when the following forms of interaction are applied: negotiation platforms, face-to-face consultations, development of individual educational trajectories (in the sphere of adaptive physical education), inclusive and special physical training and sports events.

The developed program of the organization of productive interaction of subjects in the sphere of adaptive physical education of children with ASD is designed for implementation during the year (2021-2022) and includes the following main activities:

- research of a set of educational organizations and specialists of Nizhny Novgorod region, carrying out health-improving and educational activities with children with ASD;
- identifying the tasks of interaction and opportunities for interaction participants to integrate their efforts in solving the problems of physical education of children with ASD;
- conducting a survey and identifying the problems of adaptive physical education of children with ASD;
- improving the qualifications of the subjects of interaction;
- creating the material and technical base to ensure the work on adaptive physical education;
- ensuring that the legal and regulatory framework for interaction is in place;
- building a variable network schedule for interaction management;
- Creating a registry of educational services for the participants of interaction;

–creating and organizing the work of the Consultative Center for Adaptive Physical Education of Children with ASD and determining the areas of work for interaction participants.

Conclusion

The main planned results of the implementation of the interaction program are as follows:

–creation of a sustainable network organizational structure based on unity of purpose and redistribution of powers and functions in the organization of adaptive physical education for children with ASD;

–the emergence of new pedagogical practices of interaction between subjects, implementing the activity of adaptive physical education of children with ASD;

–expanding the range of educational services provided for children with ASD;

–the readiness of teachers to effectively implement the activities of adaptive physical education for children with ASD (it is planned to hold annual refresher courses of at least 72 hours for teachers who carry out activities in the field of adaptive physical education of children with autism;

–Increasing the level of special competencies of students in the field of physical education for people with disabilities (adaptive physical education), "Physical rehabilitation" major in the field of adaptive physical education of children with autism in the process of the implementation of a professional educational program in their major or the development of additional programs by students.

Among the main criteria for the effective implementation of the interaction of actors carrying out activities in the adaptive physical education of children with ASD, we can distinguish:

–updating the content, forms and means of organizing the process of adaptive physical education of children with ASD (lesson and extracurricular forms);

–the formation of innovative behavior of the subjects of the educational process;

–increasing the degree of satisfaction with the quality of adaptive physical education of the subjects of the educational process;

–increasing the level of external evaluation of the quality of the adaptive physical education of children with ASD of the organizations - participants of the interaction;

Educational effects of the implementation of the network interaction model within the framework of the implementation of additional educational programs:

–opportunities to meet individual requests for adaptive physical education of a child with ASD, to design and implement individual educational routes to improve physical condition

–ensuring a sufficient choice of educational programs of adaptive physical education, their variability and compliance with the requests and needs of children with autism.

The economic effects of the implementation of the network interaction model within the framework of the implementation of additional educational programs:

–Effective distribution and use of financial, material, and technical, and human resources,

–correspondence of the teaching and material base to the implemented educational programs.

Recommendations

The developed model of productive interaction between subjects in the system of adaptive physical education of children with ASD in the region is considered appropriate:

- dissemination of modern technologies of adaptive physical education of children with ASD in educational organizations of the region;
- ensuring a comprehensive, continuous and individual approach in the implementation of adaptive physical education of children with autism;
- methodological and informational support of the activities of educational organizations in the region to work with children with autism (aspect of adaptive physical education);
- organizing informational and educational work with parents of children with ASD in the field of adaptive physical education and the formation of a culture of health;
- organization of professional development of specialists working with children with autism in the region.

Thus, the main direction of organizing the activities of actors in the system of adaptive physical education for children with ASD is the creation of a network structure under the guidance of the "Advisory Center", which will become a platform for sharing effective practices in the field of physical rehabilitation and organization of adaptive physical education for children with ASD in the region, as well as a center for organizing professional interaction between all stakeholders in the interests of the development of each special child.

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