

- постепенно снижается уровень поведенческих стереотипов;
- дети приобретают некоторые навыки элементарных правил поведения.

Одним словом, художественно-творческая деятельность, нетрадиционные виды изобразительного искусства способствуют раскрытию и развитию у ребенка всех качеств творческих способностей, воображения и мышления, ответственности, открытости, самостоятельности. Эти качества - основа формулы успеха ребенка в будущей жизни.

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### **CORRECTION OF SPATIAL ORIENTATION OF VISUALLY IMPAIRED CHILDREN THROUGH GAMES**

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The period of preschool childhood is the period when a child has the first ideas about the world around him, the formation of skills to establish the simplest relationships and patterns of phenomena of the surrounding life, as well as independently apply the knowledge gained in accessible practical activities.

Vision problems lead to a slowdown of the child from an early age. The absence of initially complete real ideas about objects and phenomena in a young child with a visual defect can cause him to feel disconnected from the world around him.

Primary somatic visual defect reduces the completeness and accuracy of the sensory reflection of the external world. All this is a prerequisite for the emergence of secondary deviations in the development of the child: a visual defect in children disrupts visual perception, which leads to a delay in independent movement, impaired coordination of movements. Very often, such children have difficulties in spatial orientation, resulting from imperfections of visual-motor coordination, as well as weak differentiation of motor skills.

The level of cognition in children with impaired vision is also at a relatively low level, which is associated with a lower attraction of objects than in children with normal vision. This is reflected in the formation of socially developed sensory standards, the volume, and quality of representations, the formation of subject and research activities.

The development of spatial orientation in children with visual impairments requires special training in the active use of impaired vision and all intact analyzers (hearing, tactile-motor perception, sense of smell, etc.). Only in this case, it is possible to create a holistic generalized image of the mastered space in children [1, 669-671 p.].

Visual analyzers include the work of speech mechanisms, sensory, and motor, namely: visual impact and acquired experience, mental activity, and his interest. In visually impaired children, the process of visual perception and the process of understanding individual images of objects, paintings, drawings causes difficulties.

Small details of images are either poorly perceived or have no differences at all (V.A. Feoktistova, 1956) [2, 78 p.]. The classification of international visual impairments is based on the assessment of two sensory-visual functions: field and visual acuity. The main visual impairments, at the same time, determine the circle of people in need of special education.

Features of spatial perception of children with visual impairment.

- limited opportunities for practical orientation;
- difficulties in verbal designations of spatial relations;
- difficulties in identifying three-dimensional objects, determining the degree of their distance and remoteness;
- mistakes in children's definition of the shape, size, spatial location of objects.

The problem of orientation in space is one of the most urgent problems of education and the upbringing of children with visual impairment.

The concept of spatial orientation includes an assessment of distances, sizes, shapes, the relative position of objects, and their position relative to the person.

Spatial orientation is based on direct perception of space and verbal designation of spatial categories (location, distance, spatial relationships between objects).

In the older preschool age, children can determine the position of an object among other objects, determine their position among the surrounding objects (I am standing behind a chair, next to a table, in front of a window), and move in a given direction.

Productive activity is of great importance in the formation of ideas about spatial relations between objects and mastering the ability to define them. The construction of cubes helps the child to model not only the shape but also the spatial relationship. The child learns to transmit them in a drawing, placing images of people and objects on a piece of paper in a certain way. M.V. Vasilyeva believes that children should be able to navigate on a piece of paper. This orientation includes laying out a certain number of objects in the specified direction: at the top, the bottom of the sheet, left, right, middle, and so on.

For children who have serious visual impairments, the slow development of different types of activities is characteristic. It is also necessary to specially design and direct training of its elements and the main executive performance of work and training because the motor sphere and its processes of visually impaired and blind children are the most vulnerable, the impact of violations on motor activity is great.

From the point of view of L.I. Solntseva [3, 112 p.], the developing influence of the leading activity stretches over time. In the older preschool age, blind and visually impaired children have a leading activity of play and subject.

In the senior preschool period, speech actively works in the emergence of subject activity, which creates motivation and its understanding of the functional significance of various objects in the child's environment and his micro-social environment.

Independent learning, the actions of objects occur mainly in the older preschool and early age of the child, the actions are interconnected with the use of toys, the game requires mastering their functions. In various object toys, as a rule, the image of motor active actions is laid down. There is some difficulty in mastering subject actions, and this leads to the fact that in the older preschool age, spontaneous behavior at the level of subject-practical activity remains.

For visually impaired and blind children of senior preschool age, as well as for children with normal vision, it is mainly a game, an active activity (D.M. Mallaev, Sh.A. Amonashvili).

A sensitive period in the life of a child with developmental abnormalities, the game covers and increases their rehabilitation capabilities, and contributes to their correction and compensation of lots of the defects. The zone of immediate development is a game as a means of comprehensive development and cognition of the surrounding world for the child, therefore, positive qualities of the child's personality and personality are brought up. At the same time, a serious violation or limitation of the functions of the visual analyzer creates difficulties in mastering structural components in play activities: children have a poor vocabulary and plot development, planning of practical and game actions, the content of the game.

The following types of children with visual impairment differ:

- blind children (visual acuity in the best-seeing eye from 0.01 to 0.04);
- visually impaired children (visual acuity in the best-seeing eye with a correction from 0.05 to 0.2);
- children with strabismus and amblyopia (with visual acuity less than 0.3) [4, 26-32 p.].

Functional visual defects are assumed to be amblyopia and strabismus, which can often be corrected and corrected with the help of specially selected exercises and eye training.

The child cannot name the phenomena, but he can describe them, and the teacher, asking a question, can reveal the possibility of his visual perception, it is important and necessary to help the child and verbally express how and what he sees and how he understands his vision. It is also necessary to help the child understand what he sees using his distant vision: for example, television programs, movies, signals on the road, etc. The child has the opportunity to talk about how different lighting effects affect his vision. For example, when and what kind of lighting makes it uncomfortable; whether it is better to look in bright light, in the sun or in dark and cloudy times; what colors he sees and distinguishes easier and for a long time, this also applies to near vision. The child tells how far away from the eyes he holds the text; whether he can read the printed text; which text he reads easier; what lighting is required for this; what tasks he performs, relying on near vision.

Visual disturbances contribute to the development of significant difficulties in understanding the world and reality, the scarcity of information received, narrow contacts with the public, they also limit the ability to engage in many types of activities [5, 302 p.].

There is a violation of the regulation of behavior in the difficulty of free communication of a child with impaired vision with adults and peers, which as a result can lead to a closed state of such a child not only in society but also in the family.

The lack of visual capabilities contributes to the inhibition of the development of motor skills and abilities, and also determines the low motor activity of the child, his general slowness, has a negative impact on the development of objective actions and the orientation of the child in space.

Visually impaired and blind children are characterized by limited knowledge and ideas about the subject and the surrounding world, such children are also characterized by a weakness of abstract thinking, which affects the slow memorization of information by such children, and, at the same time, severe fatigue, however, the information filled in by such a child is stored in memory longer than a child who does not have vision problems.

Shortcomings in the formation of spatial orientation that children with visual impairments have in the long term can affect their independence and activity in all spheres of life without exception. The inferiority of spatial representations in preschoolers with visual defects is manifested in a violation of the body schema. It is difficult for them to understand prepositions and adverbs that reflect the relations of space. Thus, spatial orientation is one of the important and complex problems that fall into the sphere of social adaptation of children with visual impairments.

L.I. Solntseva, in her theory «On compensation for blindness in early and preschool age» and in her research, showed the stages of development of ideas in children with impaired vision. She revealed that in such children, the development of representations occurs at a slow pace and, unlike children with normal vision, these representations are informatively poorer. As a result of visual orientation in the surrounding space, the processes of analysis and synthesis in children with impaired vision occur in exactly the same way as in children without visual defects. First, they identify individual features and properties that define the object, make attempts to analyze and compare them, and only then make a conclusion. However, this is where the similarity ends [6, 126 p.].

The purpose of correctional and developmental work is the development of orientation in space in older preschoolers with impaired vision.

In accordance with the goal, the following tasks were set:

- to promote the development of children's ability to navigate in micro-space;

- to promote the development of orientation skills in children with the help of diagrams and space plans;
- to promote the development of children's skills in determining the spatial features of objects in the immediate environment.

The initial stage of the experimental study consisted of conducting a diagnostic examination using methods to identify the level of development in older preschool children with visual impairment of spatial orientation. After receiving the diagnostic data, a plan of correctional and developmental classes was drawn up for the successful development of spatial orientation in older preschoolers with visual impairments during play activities [7, 271 p.].

The implementation of the correctional and developmental work plan was carried out by taking into account the following criteria:

- individual characteristics of each child;
- organization of a favorable environment in the group;
- game classes and exercises taking into account the tasks.

The first classes caused some difficulties for the children: it was difficult for the children to concentrate and tune in to work. The manifestation of an increasing interest of children in classes each time was reflected in the final results of this study. By the end of the correctional and developmental program, children coped more successfully with the tasks assigned to them in the game.

The final parts of the formative experiment allowed us to note an increase in the level of spatial orientation in children with visual impairment.

Thus, the designation of the problem of spatial orientation in children with visual impairment of various categories determines the content and stages of learning, which should be taken into account when planning correctional and developmental work.

Following the authors V.A. Semenova, V.A. Feoktistova, L.I. Plaksina, L.I. Solntseva, by spatial orientation we will understand: «the ability of a person at any given moment to correctly imagine the spatial relationship of surrounding objects and their position relative to each of them.»

A large number of Russian scientists (V.P. Ermakov, A.G. Litvak, E.M. Mastjukova, G.A. Solntsev, L.I. Plaksina) studied the issue of mental development of children with visual impairment, as well as the features of this development. As a result of these studies, it was noted that the mental development of children with impaired vision has practically no differences from that of children with normal vision.

L.S. Vygotsky, in his theory «About the compensatory development of abnormal children», drew attention to the fact that blind children have a sixth sense (i.e., heat), allowing them to pay attention to items with the help of his touch and distinguish between many colors.

L.I. Plaksina in his theory «About the perception of space preschool children with visual impairment» notes that in the end, the violation of visual functions reduced visual control, hence the error in determining children's shape, size, the spatial location of objects.

L.I. Solntseva, in her theory «On compensation for blindness in early and preschool age» and in her research, showed that the development of ideas in children with visual pathology occurs at a slow pace and is informatively poorer than in children with preserved vision [8, 320 p.].

In the course of studying the scientific literature on this topic, it was noted that the statistics of children with visual impairment are steadily growing. In this regard, this topic is currently relevant and requires further study.

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## АУТИСТ БАЛАЛАРМЕН ЖҮРГІЗІЛЕТІН ПСИХОЛОГИЯЛЫҚ ЖҰМЫС

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Аутизмге шалдыққан баланың өз проблемасын жеңуіне мамандар мен қоғамның барлық өкілінің көмегі аядай қажет, мұндай баланың қоғамда басқа адамдармен бірге өмір сүруге үйренуіне мүмкіндігі бар.

Елімізде аутизм туралы ақпарат аз, ал онымен күресіп жүргендер көп. Әлем бойынша 67 миллион адам аталған дертпен арпалысса, қазақстандықтардың үлес салмағы мыңнан асып жығылады. Елімізде аутизмі бар балалардың саны күрт өсуде. 2003 жылы 77 бала тіркелген болса, 3 жылдан кейін бала саны 255-ке жеткен, 2010 жылға қарай 326 бала тіркелген. Ал қазіргі таңда балалар аутизмі мың жарымға жуық балада байқалған. Аутизм ми жұмысының бұзылуынан туады. Мамандар аутизмнің 300-ге жуық себебін атап отыр. Бірақ нақты тұжырым, дәйекті дәлел жоқ. Ең алғаш аутизм туралы Э. Блейлер, Лео Каннер, О.С. Никольская, Г. Аспергер, А. Ретта, К.С. Лебединская сынды ғалымдар қарастырған. Қазіргі кезеңде аутизмді зерттеу өрісі кеңейіп отыр. Аутизм бала дамуындағы ауытқушылықтың ауыр түрі, ол әлеуметтік ортамен қарым-қатынастың жоқтығын білдіреді. Симптом ретінде аутизм көптеген психикалық ауруларда кездеседі, бірақ кейбір жағдайларда ерте жастан байқалып, бала дамуына кері әсерін тигізеді. Бұл жағдайды ерте балалық аутизм синдромы дейді. Ол болса психикалық даму зақымдалуының бір нұсқасы ретінде қарастырылады. Сонымен қатар бала бойында аутизмнің кейбір клиникалық көріністері байқалса, оны аутистикалық тұлғалық қасиеттер деп атайды. Нақты симптом ретінде 2-3 жасқа қарай қалыптасуы мүмкін [1].

Қазіргі уақытта аутизмнің нақты себептері анық зерттелмеген. Көп ғалымдардың деректері бойынша, аутизмі бар балалардың себебі орталық жүйке жүйесінің бұзылуы салдарынан болады. Тұқымқуалаушылық фактордың әсері мол екенін көптеген зерттеушілер мойындайды. Сонымен бірге мидың органикалық зақымдалуы да аутист балаларда жиі кездеседі. Тұқым қуалаушылық хромосомалық өзгерістер, зат алмасу өзгерістері, анасы жүкті және туу кезінде алған жарақаттар, нейроинфекциялар, тағы басқа жағдайлар барлығы да жағымсыз әсер ету мүмкіндігі бар.

Аутизмнің пайда болу себептерін түсіндіретін нақты дәлелденген ақпараттар өте аз. Бұрынырақ балаларға қызылшаға және шошқаборлыққа (свинка) қарсы егілетін екпе салдарынан пайда болады деген болжам болған. Бірақ уақыт өтісімен, көптеген зерттеулер нәтижесінде бұл болжам жоққа шығарылды. Ал, психоаналитиктердің ойынша, баланың алғашқы даму кезеңіндегі «ата-ананың эмоциялық салқындығы» да себеп болады [2].

Себептердің 1-тобы тұқым қуалаушылықпен байланысты. Кейбір мамандардың айтуынша, аутизм тұқым қуалайды және ол гендік деңгейде беріліп отырады. Кей жағдайларда бұл тұжырымның растығын дәлелдейтін мысалдар да бар,