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CONSULTING AND CORRECTION OFFICE IN THE SYSTEM OF COMPREHENSIVE SUPPORT OF CHILDREN WITH PERSISTENT WRITTEN DISORDERS

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Annotation. The complication and expansion of the nosological picture of the development of modern childhood, as well as the aggravation and complication of the concomitant problems, imply the increased value of balanced innovative approaches, technological breakthroughs, and institutional shifts in special didactics. Teachers of the Department of Pedagogy, Faculty of Psychology, Bashkir State University, Russian Federation, systematically study the special educational needs of children with learning difficulties, the needs of society and family related to this problem cluster, develop effective approaches to organizing and providing categorical and individualized pedagogical tools needed by students. The field of special education for children suffering from dyslexia and dysgraphia is currently a particularly problematic special educational space - and, accordingly, the area of our immediate scientific interests.

Keywords. Dysgraphia, dyslexia, supervision, corrective education, targeted support for children and their families.

As is well known to specialists, practitioners, scientists, and parents, the general public, there are now more and more cases when there is a need for special support not only for the development and communicative-cognitive activities of children with disabilities, but also for their family environment. Moreover, the more complex, more pronounced nosological picture, the concomitant problems, the more significant is the need for the child's family to be accompanied not only by psychological, but also by comprehensive consultation of precisely the corrective specialists who have information about the features of this pathology, the organization of the corrective approach [1, 2, 3], providing and supporting overcompensatory processes, the perspectives and specific issues of learning and development.

Studies of scientists at the Department of Pedagogy of the Faculty of Psychology of Bashkir State University are devoted, in particular, to the specifics of organizing targeted support for children with autism spectrum disorders, deficiency conditions, and similar manifestations of a more local or temporary nature.

However, in order to increase the effectiveness of family and professional support for children with severe, persistent developmental disabilities, to prevent associated risks and to identify the social and educational resources of their environment, some regular support structure is needed that provides specialized and general supervision, emotional support and external safety control to minimize various risks kind of.

Supervision does not necessarily represent support at the request of specialists and parents of the child, provided precisely by a more experienced teacher or psychologist. In some cases, a contact, acting specialist may himself possess the necessary competencies - however, the feeling of uncertainty in the results and prospects of their work and the lack of pace of the dynamics of development of students experienced by

teachers and relatives of the child reduce the quality of pedagogical reflection, psychological well-being and self-positioning. Meanwhile, the image of the favorable dynamics of the correctional development process, the forthcoming achievements of the child, personal previous successes in the teacher's professional activity is an important resource for the productivity of social and educational cooperation, including involuntary as well as psychoemotional well-being of all its participants.

Often, a colleague from the outside, not directly involved in the special educational process, has the opportunity to more objectively assess the parameters and prospects of a particular didactic situation, offer options for a pedagogical approach, effective techniques and methodological sources. Many experts note cases when a child reveals subjective preferences regarding the appearance, age, and voice of a contact teacher.

Such a form of support is all the more promising, when the structure that provides supervision can offer a choice of specialists, both more experienced or creatively wealthy, and more knowledgeable accompanied by this particular nosological group, namely similar cases, similar manifestations.

According to surveys of specialists, heads of educational organizations, as well as other institutions in which specific and concomitant support is provided for families raising children with severe persistent developmental disabilities, there is a high unsatisfied request for a socio-educational environment for a similarly organized supervision, as well as the organization of a comprehensive accompanying children and adults with a nosological profile, as well as ensuring continuing education in a special educational ere the prevention and correction of risks, konfliktologic accompaniment, positioning correction process, including in the field of probability is called "speech therapy marriage" - the less significant than the

more well prepared for it, participants didactic activities. Even in areas covered by comprehensive support in the format presented here, as well as ongoing support in the form of supervision, continuous training of specialists and parents on the basis of the Counseling and Correction Cabinet, situations of uncertainty and tension arise from time to time, associated with especially complex violations, the heterogeneous nature of the didactic position, cultural and linguistic environment of the child, problems of medical, social isolation.

At present, the experience of pedagogical supervision has been very useful for organizing support for pedagogical and social support of children with special educational needs in the form of distance learning related to exacerbating the epidemiological situation.

A significant indicator of the high demand for such support trends is the constant appeal of specialists and parents, a combination of traditional and unusual questions, requests, both for diagnostic and correction positions, as well as for the organization of targeted support, individualization of the educational route, support for giftedness, adolescents, higher education, and conflict studies counseling. Representative is also an increase in the appeal of participants to specialized literature of an ever higher level of complexity, requests for participation in scientific events, and intensification of charitable activity and cultural joint events.

The need for professional and family support, consciously or implicitly, among the adult environment of children with special needs in the development of a particularly complex, difficult to correct character that is debatable for traditional pedagogical representations of nature, is growing even more.

So, family members of a child with an autism spectrum disorder admit that they don't have a feeling that the child "just doesn't" want to communicate, "doesn't need" loved ones and therefore they are removed from him, either quickly, unconsciously, or find it difficult to overcome the negative experiences, expectations, reactions. Even competent teachers point out that it is very difficult to overcome their own didactic skills in order to follow the child and even create some dissatisfaction with him, the desire to get a little more from the teacher, to complete the game, communicative, didactic action on his own initiative. On the contrary, their self-observation reveals spontaneous tendencies towards unjustified stimulation of the child's activity and overly categorical assessments of the results of his activity, behavior and motivation.

Education of children and adolescents with severe intellectual disability, especially at home, provokes a more energetic reaction both among parents and teachers. They often find it unjustified to educate children; parents feel constrained, unwillingness of unnecessary trouble, do not see the prospects of learning. Teachers, especially rural ones, feel like liars, unwittingly correlating the child's achievements with the program parameters of general education.

Due to the ambiguity, heterogeneity of the course and manifestations, cases with dyslexia, respectively,

dysgraphia, as a rule, cause considerable difficulties not only in the field of understanding the essence of the violation and the problems of corrective maintenance. But also in the process of adopting didactic specifics in this area of special education.

In addition, the nature of the difficulties and feelings of adults accompanied by the above and other situations characteristic of other nosological groups may well, to one degree or another, accompany the correctional and educational process in case of reading and writing disorders due to the complexity of the primary or secondary nature [4, 5, 6, 7].

The positions of targeted accompaniment of children with difficulties in reading and writing in the mode of professional supervision are divided into:

- organizational, allowing to prevent the negative reaction of adults surrounding the child, including teachers, to the expressed problems of teaching the child to read and write, self-understanding of mathematical problems, since these problems are usually perceived by adults as manifestations of laziness or general inability and slowness;

- diagnostic, involving providing the needy child with diagnostic support at various stages of identifying his current and systemic, global problems, particular difficulties and general, specific needs, including access to narrow specialists in the study of specific features of perception, analysis and synthesis of textual contents;

- prognostic - that is, contributing to the positioning and goal-setting of a number of explicit and hidden tasks, opportunities, target and step-by-step competencies in the system of interaction of many factors that are not taken into account in the classical socio-educational paradigm due to the spontaneous actualization of certain abilities by children more harmoniously developed, more effective learners with less stress and anxiety;

- methodological - associated with the need for a more subtle, more selective approach in ensuring didactic and social-active, subjective effectiveness, in the search for educational tools to overcome the essential dialectic contradiction of special didactics, when, for medical reasons, a child with special educational needs needs a gentle approach, and in order to overcome lagging trends, it is desirable for him to ensure advancing trends in performance, - the key to this favorable As a rule, lies in the organization of overcompensatory development mechanisms, according to the teachings of L. S. Vygotsky;

- individualized positioning - the quality of accompanying a child, which is a significant problem for adults, since the development of the relevant competencies cannot do without classification, categorization, unification of the elements of pedagogical and social skills, which distances, formalizes the care directed at the child, reducing the possibility of updating his individual abilities, hobbies priorities, distorting feedback, hindering the formation of intersubjective resources and synergistic mechanisms of development of communication activities;

- corrections of the pedagogical approach, which also poses a significant problem, both in the tactical register and in the strategy of pedagogical self-positioning, - of course, pedagogical technology should have an integral structure and general orientation, but priority is still personal feelings, intentions, achievements and difficulties of the child ; we teach specialists and parents to note in the child even half-hearted achievements, even insignificant progress towards the desired result, to avoid categorical negative assessments and forecasts;

- interpersonal preference, which becomes all the more important, the more difficult the tasks facing the child and his environment, while it is easy to forget that interpersonal harmony with difficulty is supported by children who have speech difficulties, even if only in written language;

- pedagogical reflection, the problems of which are fully consistent with the complexity of educational tasks and the ambiguity of their understanding from the standpoint of classical didactics, although the philosophy of pedagogy is the key to overcoming the difficulties from ancient times;

- follow-up support, which also has a problematic manifestation of both a general nature and a specific plan, for example, associated with cognitive fatigue and emotional stress of participants in a social and educational dialogue; the need for correlating observed and long-term results with the statistical observations of colleagues and the scientific achievements of our time is also essential;

- scientific analysis, as it is very difficult, being in the context of intense cooperation between children and adults, tracking current achievements and issues, risks and projects, at the same time abstracting for effective scientific analysis and modeling;

- rating support of specialists, families, teams, services, which, of course, requires a third-party look, authority and activity, and also assumes growing importance for the organization of pedagogical education, propaganda, information and methodological support.

Comprehensive support for families of a traditional orientation or on a nosological profile includes both traditional forms of support: pedagogical propaganda and education [8, 9, 10, 11], psychotherapeutic measures and involvement in group forms of cooperation, as well as specific formats that ensure acceptance, understanding of their children, overcoming by parents of unlawful, often aggressive or pessimistic trends in public opinion regarding the nature of special educational problems, Projections for the further development of their children, the excess of consumer expectations and behavior of speculative motives.

In relation to a group of dyslexic disorders, even the structural complexity of escorting families and teachers, the need for constant support and emotional reinforcement of existing specially-pedagogical ideas, personal rightness and prospects for cooperation are increasing. The experience of the participants in our projects shows that educated, motivated, informed adults in a situation of cooperation to correct dyslexia

and dysgraphia are easily lost, tend to more generalized views and expectations, allow incorrect actions and assessments, and even irritating statements about children.

The mastering by parents and teachers of general education of information about the features of the educational activities of dyslexic children and dysgraphics must be constantly reinforced and specified, not allowing them to be simplified and reduced to common places.

It has become a tradition in our practice and scientific work to develop simulators for the direct, experienced reinforcement by participants of the ideas about dyslexics experiencing general, specific and psychological difficulties in learning:

- temporal, that is, in practice, the environment of the child can make sure that he often needs at least more time to accept, comprehend, imagine the task, begin to carry out it, indulge in contemplation of the results of his work;

- motivational - participants in our workshops have the opportunity to compare the willingness and quality of cooperation between children and adults, depending on personal interest, subjective involvement, the desire to cooperate in this particular composition of participants;

- environmental - because even the number of participants is not indifferent to the motivation, activity, performance of children with special educational needs, as well as the distance, openness of the room, and the overload of the visual field;

- operational, associated with the algorithmic organization of special educational activities, the order of actions effective specifically for this situation, this case, this preferential status;

- ways of fixing new ideas and competencies of children, both variative and selective, that is, one better remembers vivid images of words and phrases, the other is upside down, the third is made by your favorite pen;

- social, personal and activity involvement [12, 13, 14, 15], which implies harmonious and active interaction of the child's inner world and its external environment;

- design significant, with an interested creation of new elements by each subject of activity.

Thus, all participants in the socio-educational space feel the personal and social significance of their collective employment, its content and orientation, gaining a vision of the future and purposefully achieving favorable results.

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