

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016» атты
XI Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
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«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
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В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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СЕКЦИЯ 10 СОЦИАЛЬНЫЕ НАУКИ

Подсекция 10.1 Социальная педагогика и самопознание. Психология. Физическая культура и спорт

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FEATURES OF MENTAL DEVELOPMENT OF CHILDREN WITH AUTISM

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Psycho-pedagogical picture of autistic personality disorder is complex and diverse in comparison with other disorders of mental development. Child autism is seen as pervasive (pervasive) developmental disorder that affects all areas of the child's psyche. And the problems themselves contact such children are currently being considered in the context of multiple deficiency of.

Distortion of cognitive mental functions is a consequence of disturbances in the affective sphere. These disorders lead to deformation of the basic mechanisms of affective organization of behavior - the mechanisms that allow each normal child to establish optimum individual distance in relations with the world, to identify their needs and habits, to learn the unknown, overcome obstacles, to build an active and flexible dialogue with the environment, to establish emotional contact with people and organize their behavior arbitrarily.

Children with ASD suffers from the development of mechanisms that determine the active interaction with the world, and at the same time is accelerated development of pathological defense mechanisms:

- Instead of establishing a flexible distance allowing and come into contact with the environment, and to avoid uncomfortable experiences, fixed reaction avoiding aimed at his actions;
- Instead of developing positive selectivity, generating a rich and varied arsenal of living habits, the relevant needs of the child is formed and fixed negative selectivity, ie, in the center of his attention is not something that he loves, and what does not like, does not accept,.. fears;
- .. Instead of the development of skills that allow to actively influence the world, ie, to examine the situation, overcome obstacles, take each his mistake, not as a catastrophe but as a statement of a new adaptation objectives, which in fact opens the way to the intellectual development of the child focuses on the protection of permanence in the surrounding microcosm;
- Instead of emotional contact with loved ones, giving them an opportunity to set an arbitrary control over the behavior of the child, he built a system of protection from active intervention in the family's life. It sets the maximum distance in contact with them, tends to keep the relationships within patterns, using close only as a life-threatening condition, means autostimulyatsii. Child Communication with relatives manifested primarily as the fear of losing them. Locked symbiotic relationship, but do not develop a real emotional attachment, which is expressed in the possibility of empathy, to pity, to give, to sacrifice their own interests.

Such severe affective disorders in the field entail changes in the direction of development of the child's higher mental functions. They also become less active adaptation means for the world as a tool used for the protection and for obtaining the necessary autostimulyatsii experiences [1].

For example, in the development of motor skills delayed household formation adaptation skills, development of normal, necessary for life, actions with objects. Instead, actively replenished arsenal stereotypical movements such manipulation of objects that allow you to obtain the necessary incentive experiences related to the contact, change of body position in space, feeling his

muscle ligaments, joints and so on. D. It may be flapping hands, pour in some strange poses, selective voltage of individual muscles and joints, running in a circle, or from wall to wall, jumping, spinning, swinging, climbing on furniture, jumping from chair to chair, balancing;

stereotyped actions with objects: a child can relentlessly shake the rope, knocking the stick, tear the paper, stratify on the thread a piece of cloth to move and twirl objects, and so forth..

Such a child is extremely awkward in any perpetrated "for use" objective actions - and in large movements of the whole body, and fine hand motor activity. He can not imitate, grasping the desired position; poorly controlled distribution of muscle tone: the body, the hand, the fingers can be too sluggish or too tense, poorly coordinated movement, is not absorbed by their temporal sequence.

In the development of the perception of such a child may be noted violation of orientation in space, distortion, a complete picture of the real world of objects, and sophisticated individual isolation, affectively meaningful, his own body sensations and sounds, colors, shapes of surrounding things. Usual stereotypical pressure on the ear or eye, sniffing, licking objects, shuffling his fingers before his eyes, playing with reflections, shadows.

Characteristically whether the presence of more complex forms of sensory autostimulyatsii; Early interest in color, spatial forms can manifest itself in putting some passion ornamental series, and this interest is reflected even in the child's speech development. Sometimes he soon learns to use the player, unmistakably, for unknown features, choose from the pile he desired plate and again, and again listens to her ...

The sensations of light, color, shape, his body becoming self-worth. Normally, they are primarily a means, the basis for the organization of motor activity, and for autistic children become the object of self-interest, a source autostimulyatsii. It is significant that even in autostimulyatsii a child shall not enter into the free, flexible attitude to the world, does not master it actively, not experimenting, not looking for novelty, and strives to constantly repeat, play the same, once sunken in his soul impression.

Speech development of an autistic child reflects a similar trend. With a total violation of targeted speech communication possible hobby individual speech forms, the constant play of sounds, syllables and words, rhyming, singing, mangling words, recitation of poems and so on. N.

The child often can not in general directed to refer to another person, even just to call my mother to ask her about something, to express their needs, but, on the contrary, is able to vaguely say: "the moon, the moon, look out from behind the clouds," or "how much onion "purely to say interesting-sounding words:" ocher ", "superimperializm "etc. Using for business only a meager set of clichés, it can simultaneously show an acute sensitivity to the verbal forms, said as such, fall asleep and wake up with a dictionary in.. hands. For autistic children are usually addicted to the rhymes, poems, reading them by heart, "kilometers". The musical ear and a good sense of the speech forms, attention to high poetry - is something that affects all who are close encounters with them in life.

Thus, what is normal is the basis of verbal interaction, it becomes an object of special attention, autostimulyatsii source - and again we do not see an active creativity, free play with forms of speech. Just as a motor, speech and developing stereotypies (repetitive actions) that allow repeatedly reproduce the same impressions required child.

In the development of children thinking marked the enormous difficulties of any education, targeted resolution of real problems that arise. Experts point to the difficulty in symbolizing, transferring skills from one situation to another, connecting them with the generalization of the difficulties and the limitations in the knowledge of what is happening subtext, uniplanar, its literal interpretations. Such a child is difficult to understand the development of the situation in time, dissolve in the sequence of events causes and effects. This is very evident in the retelling of educational material, performing tasks related to the plot pictures. Researchers have noted problems with the understanding of the other person's logic, given its representations, intentions.

For an autistic child's painful separation from the familiar character of the game: it destroys it required persistence in the environment. Agonizing for him and the need for continuous flexible

adjustment of its own program. The very suggestion of the existence of subtext, undermines sustainable sense of the situation, makes him fear. It is unacceptable for him in the presence of a partner's own logic, constantly threatening the intended term of his own interaction.

At the same time in a situation of complete control over what's happening in these children may develop stereotypical game unfolding of individual mental operations of the same schemes, play kikihto counting actions of chess compositions, and so on.. These mind games are quite sophisticated, but they are also not It is an active interaction with the environment, creative solution of real problems, and only consistently produced a pleasant impression for the child to easily make mental action.

Thus, we see that an autistic child is a complicated way of distorted development. However, in the overall picture, we must learn to see not only the problems but also opportunities, potential achievements. They can appear before us in a pathological form, but, nevertheless, we must find them and use in correctional work. On the other hand, it is necessary to recognize and counteract the efforts of our security installations and habits of a child standing in the way of its possible development.

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ДЕНЕ ТӘРБИЕСІ ЖАТТЫҒУЛАРЫНЫҢ БАЛА АҒЗАСЫНА ӘСЕР ЕТУ ДЕҢГЕЙІ

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Қазақстан тәуелсіз мемлекет ретінде қалыптасып бүкіл дүниежүзілік саяси аренадағы орны айқындалып жатқан сәтте, жеке адамның әсіресе жас ұрпақтың жан-жақты дамуы мен ұлттық санасының өсуіне мемлекеттік тұрғыдан үлкен талаптар қойылуда. Елбасы Нұрсұлтан Әбішұлы Назарбаев өзінің Қазақстан халқына арнаған кезекті Жолдауында: «Дене шынықтыру мен спорт-мемлекеттің айрықша назарында болуы тиіс. Нақ сол саламатты өмір салты ұлт денсаулығының кілті болып саналады. Алайда, елде барлығы үшін қолжетімді спорт нысандары, спорт құрал-жабдықтары жетіспейді. Осыған байланысты Үкімет және жергілікті органдар дене шынықтыруды, бұқаралық спортты дамыту және типтік жобадағы дене шынықтыру-сауықтыру нысандары, соның ішінде аула нысандары құрылысы бойынша шаралар қабылдау қажет» деп, алдымызға нақты тапсырма қойды [1].

Бала денсаулығы - аса бағалы қазына. Дені сау, жан-жақты шыныққан ұрпақ- елдің шын мәніндегі байлығы. Міне, осы тұрғы да бала денсаулығын жақсарту үшін тұрақты түрде айналысатын дене тәрбие жаттығуларының маңызы зор болып табылады.

Дене тәрбиесі жаттығулары, денсаулықты жақсартуға және белгілі бір мақсаттарға жетуге (қозғалыс міндеттерін шешуге) бағытталған үздіксіз бір-бірімен байланысқан қозғалыс қимылдарының жиынтығы. Зерттеу жұмысының барысында осы дене тәрбиесі жаттығуларының бала ағзасына қаншалықты пайдалы әсері бар екеніне баса назар аударып, сонымен бірге қимыл тапшылығының немесе гиподинамияның бала ағзасына зияндылығына да тоқталдық.