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Development of game skills аутичных of children by means of adaptive physical training

The autism which has arisen at the child at early children's age, is called as an early children's autism (ECA). It is special anomaly of the mental development which main displays are proof and original infringements of communicative behaviour, emotional relations of the child with world around. Basic sign РДА is uncontactment the child which can already be found out on the first year of a life, but is especially accurately shown aged 2-3th years. According to the domestic medical statistics on 10000 newborns is born from 15 to 20 children with syndrome ECA [4]. However according to psychological pedagogical supervision frequency of infringements such increases to impressive figure: 21-26 of 10 thousand children possess them [2].

Game is a kind of ability to live natural to the child. In the course of game interaction of the child with world around is formed, its intellectual, emotionally-strong-willed, moral qualities develop, there is a formation of its person as a whole. Game autistic child sharply differs from game as leading activity of the healthy child. On unformation game activity of children with autism was paid attention by many authors, underlining, that it basically is reduced to monotonous actions: pouring, to torsion, spinning to a rearrangement of subjects, tapping on a subject about a subject, sniffing around and to other primitive actions with subjects (L.Kanner, L.Ving). Game of children with autism is often described as mechanical in which there are no unity and the internal logic. Sometimes game is accompanied muffled by autistic speech which has been not united with game by the uniform semantic maintenance. According to a number of researchers, a game child with autism is usually dictated more likely by appeal of objects and their touch properties [3]. Thus, search of methodological bases and tool methods of formation of game skills the child with autism is one of actual psychological pedagogical problems.

As a hypothesis of research carried out by us the assumption that means of adaptive physical training form group of methods of the psychological pedagogical influence directed on formation of game skills of the child with syndrome ECA has acted.

Object of the research spent during the period since October, 1st 2006 on May, 1st 2007, children with autism at the age from 4 till 7 years, visiting in Municipal educational institution «the Elementary school - a kindergarten № 214 compensating kinds» as of Krasnodar group of short-term stay have acted. Sample of examinees has made 10 persons (2 girls and 8 boys), organizational united in two correctional educational groups (on five persons in everyone).

Research methods: the standardized supervision (included and disconnect), forming experiment, and also methods of mathematic-statistical processing.

The control list of game skills containing following categories of investigated parameters has been entered into supervision procedure: base skills (A), skills for game



in loneliness (B) and skills for games, with other participants (C). For an estimation of a level of development of game skills following criteria of an estimation are entered: «does not do» – 1 point; «does, when to it render the essential help» – 2 points; «does, when to it render some help» – 3 points; «does itself» – 4 points.

Following the results of preliminary diagnostics the program has been made we «Will be healthy», directed on development of game skills аутичного the child means of adaptive physical training (APT). APT promotes development of impellent skills of the child, development of interest to various kinds of impellent activity, removal of a psycho emotional pressure, behaviour self-control, development of the complete and harmoniously developing person of the child with autism. All employment on APT were spent taking into account physical readiness, age and a somatic condition of each child [1]. In program structure are included: game exercises with subjects and without them; outdoor games, morning gymnastics, psychological gymnastics, improving games, games of small, average and big activity, psychotherapeutic walks, and also games and exercises for removal of a psychophysical tone during game and educational activity, physical minutes, exercises on a relaxation, etc. Work under the given program was carried out together with narrow experts (the expert correcting defect, the speech therapist, the psychologist, tutors, the musical head and the instructor in physical training). Employment were spent 4 times a week, duration for 15-25 minutes. Total measurement of game skills has been spent in May, 2007.

The analysis of results of forming experiment has found out expressed positive dynamics in all children included in forming experiment (reliability levels are specified according to comparison of diagnostic parametres of preliminary and total cuts). On game skills of a category «A» (base game skills) positive dynamics on 5 parametres from 14 takes place: carries out the instruction «give a toy» or «take a toy» ($p < 0,05$); transfers toys from a place into place at the desire of the teacher ($p < 0,05$); builds abreast toys on a table or on a floor, carrying out the instruction of the teacher, ($p < 0,05$); simulates gestures ($p < 0,05$).

The most expressed dynamics would be observed on the majority of game skills of a category «B» (skills for games in loneliness): puts on rings a core ($p < 0,05$); builds a tower of three cubes ($p < 0,01$); builds a tower of six cubes ($p < 0,05$); lowers beads in capacity ($p < 0,01$); strings beads on a thread ($p < 0,05$); scissors and pastes pictures ($p < 0,05$); draws small on a paper a scribble ($p < 0,01$); paints pictures in the book for painting, basically not leaving for lines ($p < 0,05$); collects the simple puzzles consisting of separate pictures ($p < 0,01$); collects the puzzles consisting of 4-6 elements of one picture ($p < 0,01$); copes with games on selection of cards for colour and the form (type «LOTTO») ($p < 0,05$); plays a lotto on selection of subject pictures ($p < 0,05$). Positive dynamics is absent on two skills: Collects the puzzles consisting of 7-15 elements of one picture and more than from 18 elements of one picture.

In game skills of group «C» (game by other participants) children with considerably more expressed success carried out 5 of 20 actions: throws a sack with sand ($p < 0,01$); throws and catches the average sizes a ball if the distance between players makes ap-



proximately 90 centimeters ($p < 0,01$); throws and catches a small ball if the distance between players makes approximately 90 centimeters ($p < 0,01$); kicks on a ball, as in football ($p < 0,01$); forces down a bat a ball from a label in baseball ($p < 0,01$).

Thus, during forming experiment there has passed practical test a technique of developing psychological pedagogical influence on the child with autism means of adaptive physical training. The generated game skills are considered by us as a basis for further intellectual and personal development of the child with syndrome ECA, gradual transition to game function as leading activity.

The Literature

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