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THE LATEST PROBLEMS OF MODERN SCIENCE AND PRACTICE

72.	Тереник С.А., Троценко О.В. ПРОБЛЕМА СОЦІАЛІЗАЦІЇ СТУДЕНТІВ-МЕДИКІВ МОЛОДШИХ КУРСІВ У ПРОФЕСІЙНИЙ МЕДИЧНИЙ ПРОСТІР В КОНТЕКСТІ ПІДГОТОВКИ СУЧАСНИХ ФАХІВЦІВ	325
73.	Ціколія Н.З., Ганжа А.О., Бачинський Р.О. МЕХАНІЗМ ВПЛИВУ ВІТАМІНУ D НА СИНТЕЗ ДНК	332
PEDAGOGICAL SCIENCES		
74.	Derkachova O. INCLUSIVE LITERATURE AS A PART OF FORMATION OF INCLUSIVE CULTURE IN PRIMARY SCHOOL	336
75.	Koval S., Uskova L., Ihnatyeva O., Dernova T., Riabtseva I. ESP: DISTANCE LEARNING EXPERIENCE	338
76.	Lehan V. TO THE METHODS OF FOREIGN LANGUAGE TEACHING: IMPROVING COMMUNICATION SKILLS THROUGH DISCUSSION	342
77.	Melnyk V., Koromysel M. DEVELOPMENT OF WRITTEN EXPRESSION IN CHILDREN WITH AUTISM SPECTRUM DISORDERS	346
78.	Mukhambedyarova A., Smirnova Y. ON THE PROBLEM OF SHAPING THE VALUES OF YOUNG PEOPLE AT THE UNIVERSITY OF MODERN KAZAKHSTAN	349
79.	Simkova I., Sydorko N., Grey V. THE ROLE OF INCLUSIVE EDUCATION IN ENGLISH FOR SPECIFIC PURPOSES TEACHING	354
80.	Войналович Л.П. ДОЦІЛЬНІСТЬ ВИКОРИСТАННЯ ІГРОВОЇ ДІЯЛЬНОСТІ ПРИ ФОРМУВАННІ ІНШОМОВНОЇ ФОНОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ У ПОЧАТКОВІЙ ШКОЛІ	357
81.	Кисельов М.Р. СПЕЦИФІЧНІ УМОВИ ВЗАЄМВІДНОСИН АРБІТРА З УЧАСНИКАМИ ФУТБОЛЬНОГО МАТЧУ	360

DEVELOPMENT OF WRITTEN EXPRESSION IN CHILDREN WITH AUTISM SPECTRUM DISORDERS

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Autism spectrum disorder is a neurodevelopmental disorder which characterized by social and communication difficulties. Generally people with ASD are linked with social cognitive impairments that described as difficulties in communication and social interaction in several contexts. Anyway, the most significant feature is the presence of restrictive and repetitive patterns of behavior, interests, or activities [1, 4]. Naturally, the negative consequence of such behavioral issues of a person with ASD is a difficult process of learning and education within society, as well as socialization in the future, starting from school.

Evidence of the benefits of inclusive education has led to increasing numbers of children with ASD in especially secondary school [5]. While for most other categories of children with various developmental disabilities developed methods of modification of educational materials and guidelines for teachers to organize an effective educational space, the group of students with autism spectrum disorders remains the least studied. Accordingly, there is now a common and very important problem: planning and implementation of successful schooling for students with ASD.

Probably one of the most relevant academic skills learned in the school age are writing and reading that are highly significant in their daily quality of life and job. In fact, writing skills with reading comprehension in the initial stages of schooling is a solid foundation of later academic success and even variables related to behavioral adjustment [4].

Pronouncing written words often be strengths for many individuals with ASD. Many students with autism spectrum disorders have an early interest in letters and numbers which may become obsessive passion in writing and reading. Some of them can even learn to read words without any direct instruction, but unfortunately with lack of understanding the meaning. On the one hand verbal children with autism can score good result on standardized vocabulary tests which shows rich knowledge of words. On the other hand they usually fail to use this knowledge in order to in spoken or written form perform school tasks [3].

Many scientist have proved that people with autism have difficulties with understanding texts, taking into account their reading decoding ability. For instance, they have a problem with understanding not even the most difficult metaphors, idioms,

jokes, ironies. Also impaired attention regulation may reduce the ability for more complex writing-task-related cognition and give common cause to the writing problems of children with ASD [5].

Regarding the writing skills researchers have revealed similar ontogenesis of language patterns by children with ASD with their typically-developing peers in a variety of language measures, including grammatical morphemes, vocabulary and sentence complexity. The variation in research result highlighted a language ability deficit in a group of children with autism that was due neither to low non-verbal skills nor to the severity of cognitive impairment as previously suggested [2]. It turns out that to some extent there is research to determine the state of development of reading skills and check their mastery after the application of corrective techniques. However, the state of writing is almost impossible to study clearly enough due to the large number of components that determine it. In addition, the success of writing skills in students with ASD will depend on the level of intellectual development, the presence of concomitant developmental disorders, the level of attention, fine motor skills, visual coordination, etc.

There are effective methods for learning for instance written scripts, social stories, graphic organizers, list with exercise for day or just for lesson. All of them are useful in increasing social and communicative behavior for human with autism, including remedial group classes for develop written expression. The results of some research showed that using computer provide effective support for improving reading comprehension in children with ASD. The strategies of group methodologies are useful for improving the reading comprehension of students with ASD. Specifically, peer tutoring shows benefits in reading comprehension, also in social and emotional development [1, 3].

Whatever the biological rationale of reasons causing ASD communication disorders are usually affected by deficits in the ability to process verbal information in different social situations [3]. In the case of students with autism, we are not just talking about the importance of understanding only oral or written information in the school process. The crucial role is played by how successful the pedagogical techniques will be, so that a child with ASD has the opportunity to study in an inclusive classroom, which is an extremely important foundation for its full socialization at this stage and for future quality of life.

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