

Modern Views of Support in the Provision of Interdisciplinary Assistance to Children of Early Age

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Abstract – The article covers the issues of psychological and pedagogical assistance to early age children with developmental disabilities. Diagnostic, developmental, correctional, Advisory and prevention functions of early care are disclosed.

Keywords – Children with Developmental Disabilities, Psychological and Pedagogical Assistance, Early Help Service, Early Help Functions, Development, Correction, Consultation.

The government of our republic pays serious attention to the issues of raising children with disabilities physical and mentally healthy, providing readiness for social life at the level of a mature citizen. In this regard, the resolution made by the President of the Republic of Uzbekistan Sh. Mirziyoyev on November 8, 2019 named "On increasing the quality and further expanding the area of medical care provided to women of reproductive age, pregnant woman and children" became a new force for providing quality care to children of early age in our state. In accordance with paragraph 12, it is mandatory the organization of "Early childhood intervention Service rooms" in pediatric departments of the district (city) multidisciplinary Central polyclinics. On this basis, the process of updating the normative documentation on its content has begun, proceeding from modern approaches to providing comprehensive assistance to children of early age who have problems in their development and are at risk of developing a defect in their development. A number of issues in this regard are waiting for their solution, which should ultimately solve the problem of early adaptation of children of early ages who need special help in social life.

Early psychological and pedagogical assistance is regarded by us as a complex of diagnosis, treatment, and recommendation activities aimed at creating optimal environments for the cognitive and social development of a child with problems in his development from birth to 3 years, promoting interaction with his/her parents and the surrounding world, creating special opportunities for his potential.

In far foreign countries early childhood intervention came about as a natural progression from special education for children with disabilities (Guralnick, 1997). Many early childhood intervention support services began as research units in universities (for example, Syracuse University in the United States and Macquarie University in Australia) while others were developed out of organizations helping older children. In near foreign republics (especially in Russia) and in our Republic the system of early age intervention is also regarded as an effective tool for prevention or rather mitigation of secondary defects in the development of children (N.N.Y. Malofeev, I.S. Krivoyaz, E.I. Leongard, T.V. Pelimskaya, L.I. Solntseva, N.D. Shmatka, S.L.

Khorosh, L.M.Kobrina, G.A. Mishina, Muminova L.R, Chicherina Ya.E., Nurkeldieva D.A. and others).

The peculiarity of the early intervention is that early psychological and pedagogical assistance is considered as the main way of integration into education and successful social adaptation of children with developmental disabilities.

The dynamics of the subsequent development of childhood intervention is associated with the development of its organizational forms, which are now based on foreign experience and the integration of the first experiments that are taking place in our country.

Well – known educators and psychologists emphasize the importance of the early age, indicating that this period is a period of sensitive (accelerated) development of the child's psyche during this period. It is necessary to conduct a specially organized psychological and pedagogical diagnosis and treatment in this period.

In the following years, several actions have been done to provide treatment and developmental assistance to children with problems in their early development in Uzbekistan. This includes 5 Central polyclinics in the city of Tashkent (Chilonzor, Yakkasaray, Mirzo-Ulugbek, Mirabad, Yashnaabad district), as well as "Early childhood intervention Service" organized at the Central polyclinics in Andijan, Fergana, Namangan regions. In polyclinics, a separate room is provided for early childhood intervention services. Also, there were held actions with an aim to raise awareness about early detection and intervention. The Ministry of the Health of the Republic of Uzbekistan approved the states of specialists of "Early childhood intervention Service"(pediatrician, psychologist, logopedist, defectologist, physical education instructor, neurologist).

The content of one whole model of the activity of the "Early childhood intervention Service " lies the unity of content, organizational and managerial (dynamic) components. The purpose of the activity of the "Early childhood intervention Services " is carried out in the process of a number of functions, that is, diagnosis, treatment, therapeutic, consultative, coordinative and etc.

The diagnostic function of the "Early childhood intervention Service" is, first of all, to determine the level of development of the child, its compliance with the normative indicators inherent in this age. Depending on the results obtained, the character of the psychophysical development of the child - its compliance with the norm or lagging behind is determined. In this, attention is paid to the level of

existing differences in the areas of development (norm, lagging behind, moving forward from the norm).

The analysis of the results from the examination of the child allows determining the ratio of the main developmental disorders and the other secondary disorders. In the process of diagnosis, social and biological factors that are important for the health and development of the child are determined.

The diagnostic function is carried out in the individual pedagogical examination of the level of psychophysical development of the child, as well as in-depth psychological and pedagogical diagnostics of defects in individual development, in the pedagogical observation of the child in natural and specially organized activities.

Specialists of the service and the parents are considered as a subjects of diagnostic activity. The role of parents in observing a child under different natural conditions is very important. The results of such observations make it possible to determine the dynamics of the child's development, which is the effectiveness of the early psychological and pedagogical assistance provided to the child.

Diagnostic function makes it possible to determine the further development of the child, to predict those or those difficulties that arise in connection with the features of further development, the social situation of his upbringing and development.

Attention to the difficulties observed in the child and in his family will help him to determine the optimal psychologo-pedagogical conditions of upbringing and development, the necessary volume of psychologo-pedagogical assistance to the family.

The developmental function is aimed at stimulating the potential opportunities of the child, the timely occurrence and development of leading psychological new structures characteristic of this age, the acquisition by the child of appropriate forms of activity and communication.

The content of the developing work is determined by the age characteristic of the child and its individual characteristics. The leading task of the developmental function is to bring the child's indicators of development closer to the age standards, acquire the skills and skills that are characteristic for this age.

The developing function is increased in practice in the group and individual training of the educator. Individual lessons with the child are conducted with the participation of educators and parents in their mutual development

efforts. Such classes perform an educational function, help parents to master the mutual actions that develop with the child. In addition to Individual classes, the developing function is increased in practice in group classes conducted by the educator.

The Early childhood intervention service that creates the developmental environment necessary for the child is the educator and the parent of the child.

Treatment function refers to the creation of reasonable environment is aimed to enhancing opportunities to development, adapting it to the capabilities and needs of the child with developmental disorders, eliminating the existing difficulties in mastering the activity of the child, improving methods and means of interaction with the surrounding world, developing of mental functions.

Early intervention approaches often focus on supporting four key aspects of child development – their physical, cognitive, behavioural, and social and emotional development – where it has the potential to make the biggest difference and provide benefits throughout a person's life.

Physical development involves children's physical health, maturation and the presence or absence of a physical disability, and it provides the basis for positive development in all other areas.

Cognitive development includes children's acquisition of speech and language skills, their ability to read and write, their numeracy capabilities and their understanding of logical problem-solving.

Behavioural development involves children's ability to monitor and regulate their own behaviour, attention and impulses.

Social and emotional development involves children's awareness of their own emotional needs and the emotional needs of others. Social and emotional development also encompasses the development of children's self-esteem and their ability to manage negative feelings¹.

Treatment function is carried out in the process of training with the participation of parents, specially organized specialists of the Early childhood intervention service. The purpose of these classes is to direct the child, as well as parents, to carry out work that develops at home.

The consultative function is aimed at creating an informative and motivational area necessary for early

childhood intervention services, actively engaging the parents of children at an early age with developmental disorders in a purposeful treatment process. The performance of these tasks is provided on the basis of extensive coverage of consultative assistance.

The consultative function is carried out in the process of individual and group counseling with parents and educators. Consultations can be one-time or permanent. In the first case, that is, individual consultations are mainly for the purpose of giving information and advice. In addition to providing information, constant consultations, conducted over a certain period of time, again solve educational, organizational tasks, develop a single program of psychological and developmental assistance to the child and constantly solve the tasks of improving it. The subject of consultative activity is the specialists of the early childhood service.

The prevention function of the early intervention services provides for mitigating and eliminating the probability of the occurrence of secondary disorders. The basis of the implementation of the function will be established on knowledge on characteristics of the child's development, his/her real and potential capabilities, and in addition to the prognosis of the features of further development of the child. The possibility of anticipating that a child may experience some difficulties later during the process of interaction with the surrounding world, in their emotional-personal or cognitive development, contributes to the organization of an environment that is conducive to the Prevention of their occurrence.

Prevention actions can be in the form of a practical-reasonable environment, developing interaction, the interaction of adults and children in various types of activity, teaching tips by specialists of Early Childhood Intervention Services, individual and group treatment sessions. In general, the prevention function of the Early Childhood Intervention Service is closely related and interrelated with the main functions: diagnostic, developmental, corrective, consultative functions. His subjects are teachers, specialists, and parents.

A key feature of early childhood intervention is the transdisciplinary model, in which staff members discuss and work on goals even when they are outside their discipline: "In a transdisciplinary team the roles are not fixed. Decisions are made by professionals collaborating at a primary level. The boundaries between disciplines are deliberately blurred to employ a 'targeted eclectic flexibility'" (Pagliano, 1999).

¹<https://www.eif.org.uk/why-it-matters/what-is-early-intervention>

Families, most particularly parents, are vital participants in early intervention. Your contributions are invaluable: at the individual level where you are intimately involved in determining the services that your own child will receive. Furthermore, if parents are aware of educational plans in action during the day and can reinforce those ideas at home, the child's education moves into a 24 hour clock.

Coordinatization and cooperation of the activities of the parents and specialists of the early childhood intervention of the child of the first age are also important. In the process of such interaction, the content of joint psychological and pedagogical assistance, its duration and form of implementation are determined. The tasks of parents and specialists of Early childhood intervention services are coordinated in order to eliminate the difficulties that arise in the child.

In the model of the early childhood intervention services is formed based on three interconnected blocks, that is, three vectors in the directions of activity. The first block is carried out in the early childhood service for children of early age in a consultative-diagnostic way, a visit to the child's home, short-term care, in groups of children of early age. The second block is directed to assisting specialists, who carry out early childhood service. The third block will be aimed at assisting parents of children at an early age and will be associated with advice to parents, the school of young parents, the activities of parents clubs.

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