

ABSTRACT

of Asel Karataevna Mahadieva's thesis research
«Psychological and pedagogical support of overcoming stress in the system of relations «parent- autistic child» submitted in candidacy for a Doctor of Philosophy (PhD) degree majoring «8D011 (in 6D010300 Pedagogy and psychology)»

The relevance of research topic. In his annual message to the people of Kazakhstan, the first President of the Kazakhstan Republic Nursultan Nazarbayev emphasized the need to create a "barrier-free environment" for people with disabilities in various spheres of life. This process was supported by the acting President of the Kazakhstan Republic Kassym-Jomart Tokayev: "We need to be alert and pay attention to families raising children with special needs. We must create equal conditions for all citizens regardless to their needs »

The first triggers for the creation and development of an inclusive educational environment were laid with the adoption of the "Social protection of disabled people of the Kazakhstan Republic " Law and the "Education " Law Inclusive education is a promising direction of the education system, aimed at meeting the educational needs and training of every child, regardless to the characteristics of his development and taking into account all his needs. One of the priorities of the state program of education development for 2011-2020 is to develop a system of inclusive education to provide children's socialization and preparing them for life in the society.

According to the socio-psychological approach, family at any stage of social development is manifested in love, parents ' enthusiasm for children, in a favorable relationship between parents and children, which are jointly formed on the basis of combining a set of personal relationships that meet the criteria and values of this social group and society. The birth of a child with developmental disabilities in the family leads to a revision of family values, the interests of parents in the future, as well as family relations and the relationship of spouses to each other. All this can be aggravated by mutual misunderstanding, accusations from the spouses to each other, from the material side the lack of ,money for the treatment and rehabilitation of the child, which often leads to the stress and as a consequence to divorce.

Based on the analysis of psychological, pedagogical and methodological literature on the research topic, we came to the conclusion that scientists from far and near abroad, consider various aspects of the etiology of autism Bleuler E.; Kraepelin E. considered autism as a schizoid disorder, schizophrenia; Kanner L. considered autism as inhibition and retardation of human mental development; Freitag C. M., Trottier G., Srivastava L., Walker C. D. asked the question of the etiology of autism as a gene mutation; Levisohn R. M. linked autism with epilepsy; E. Minkowski considered autism as the loss of vital instincts and connection with life ("perte du"); J. Glatzel studied autism as the disorder in the information exchange between society and the individual; Arndt T. L., Stodgell C. J., Rodier P. M. and others conducted the study of autism as a change in the genetic,

neurological and cognitive spheres. To date, among scientists dealing with the etiology of autism, there is no consensus about what are the causes of autism.

Also, foreign scientists have developed screening tests M-CHAT (Toddlers Robins, Fein, & Barton) and autism diagnosis scales CARS(Schopler, Reichler & Renner); ADOS (Catherine Lord, Michael Rutter, Pamela C. Dilavore, Susan Risi 2000) for in time and effective diagnosis of autism.

Such foreign scientists as M. M. Bristol, E. Schopler (studies of stress manifestation in families of autistic children), T. Keller, J. Ramisch, M. Carolan studied the issues of peculiarities of relationships between autistic children and fathers raising them; Iranian scientists M. Kousha, H. A. Attar, Z. Shoar studied the issues of stress manifestation, depression and changes in the quality of life among mothers of autistic children; the issues of relationships between siblings (brothers and sisters) of autistic children were scientists like H. kovshoff, K. Cebula, H-W. J. Tsai, R. P. Hastings.

Such Russian scientists as V. E. Kagan, S. S. Mnukhin, A. E. Zelenetskaya, D. I. Isaev, K. S. Lebedinskaya, O. S. Nikolskaya, E. R. Baenskaya, M. M. Liebling studied autism, autism spectrum disorders, the causes of its manifestation, socialization and psychological and pedagogical work with autist children.

Among Russian scientists E. M. Mastjukova, A. G. Moskovkina, V. V. Tkacheva were engaged in family education of children with developmental delays; L. S. Pechnikova, T. N. Vysotina studied the question of the peculiarities of relationships between mothers and autistic children; Tkacheva V. V., I. B. Karvasarskaya developed technologies for providing psychological assistance to families of children with developmental disabilities

Nowadays, scientists (V. E. Kagan, K. S. Lebedinskaya, F. Appe, T. Peters, etc.) consider autism separately from schizovrenia, without comparing or equating these two diagnoses. S. J. Rogers, J. Dawson, L. A. Wismara; Barbera Mary Linch, Tracy Rasmus; T. Peters; Schramm Robert; Delaney Tara; Ron Leaf, John Mcacon were engaged in research on the psychological and pedagogical development of autistic children. Their work is a proof that the systemic, organized and continuous educational and developmental work leads to the improvement of the conditions and gives better results in rehabilitation of autistic children.

The analysis of the scientific literature of Kazakhstan scientists on the topic of the study showed that such scientists as A. B. Aitbayeva, A. A. Baitursynova, A. T. Yskakova, Z. A. Movkebaeva, R. A. Suleimenova, I. A. Oralkanova, S. Z. Aubakirova, E. I. Burdina were engaged in the research works made in the area of inclusive education. Questions of social and psychological support of disabled people with neuropsychiatric diseases in homecare system were managed by M. P. Kabakova, A. Zh. Aplashova, B. A. Mataev; E. N. Zhumankulova in her work considered the organization of social directed on children with special needs. Psychophysiological research on the early screening of the changes in child development found a reflection in works of such scientists as R. A. Suleimenova, Schwa, Erskine K., R. K. Aitzhanova.

G. K. Aikynbayeva, B. B. Kashkhynbay, A. A. Nauryzbayeva studied the issues of psychophysiological features of children diagnosed with autism;

Kudysheva A. A. in her works described the issues of psychological and pedagogical assistance to children diagnosed with early childhood autism.

Analysis of these psycho-pedagogical and methodological literature on the research topic showed the following contradiction between insufficient studies of methodological basis "parent- autistic child" relations system and overcoming the stress arised in the relationship between parents and autistic childdren and the lack of developed approaches to adaptation of autistic children to life through the family in the modern practice of education.

The analysis of psychological and pedagogical literature and the above mentioned contradictions predetermined the choice of the research topic: "Psychological and pedagogical support of overcoming stress in the system of relations "parent- autistic child ".

Research aim is the theoretical justification of overcoming stress in the system of relations "parent- autistic child " and experimental verification of the proposed model's effectiveness

Research object is the stress in the system of relations «parent- autistic child»

Research subject is psychological and pedagogical support of overcoming stress in the system of relations «parent- autistic child»

The hypothesis of the study: if the psychological and pedagogical support of overcoming stress in the system of "parent- autistic child" will be based on the proposed model, developed on the basis of the analysis of psychological and pedagogical aspects of the relationship between parents and autistic children, then the system of relations "parent- autistic child " will be restored, as parents will use effective coping strategies in overcoming stress.

On the bases of the research aim and hypotheses the following research tasks were pointed out:

1 To substantiate the theoretical foundations and psychological and pedagogical aspects of the relationship between parents and autistic children;

2 To analyze the approaches to the implementation of the system of relations «parent-child autistic»;

3 To study the causes of stress in the system of relations «parent- autistic child» and to determine the «coping strategies» parents use;

4 To develop psychological and pedagogical model of support for overcoming stress in the system of relations «parent- autistic child»;

5 To develop criteria and compile diagnostic tools for determining stress in the system of «parent- autistic child» relationships;

6 To interpret the data obtained as a result of experimental work.

Theoretical and methodological research bases:

– conceptions and ideas of studying autism, autistic spectrum disorders (T. Peters, K. Gilberg, V. Kagan, K. Lebedinskaya, V. Bashina, O. Nikolskaya, etc.);

– systemic approaches to the study of family, family relations (A. Turnbull, E. Fromm, A. Adler, A. Varga, Zh. Koyanbayev, S. Uzakbayeva, E. Zhzhmataeva, etc);

– conceptions and ideas of views on family relations of parents having children with special needs (E. Silyaeva, Farber, I. Karvasarovskaya, T. Vysotina, K. A. Mikhilchenko, I. Mamaychuk, L. Pechnikova, M. Seligman, etc.).

Research methods:

– theoretical analysis of scientific, psychological-pedagogical and special literature on the research problem; analysis of legislative and regulatory documents on the implementation of inclusive and special education;

– for experimental work, ещѣ вышѣ stress in the system of relations "parent- autistic child " the following diagnostic tools were used: "Coping of behavior in stress" (S. Norman, D. F. Endler, D. A. James, M. I. Parker)," Diagnosis of child-parent relations " (A. Y. Varga, V. V. Stolin); Lazaurus' coping test; test-questionnaire study of parental attitudes PARI. The statistical data processing program SPSS 19 was used to interpret the obtained data.

Research stages:

The 1st stage (2016-2017) the theoretical analysis of psychological and pedagogical literature on the study of foreign and Kazakh authors was carried out; the current state of the research problem was studied: the psychological and pedagogical aspects of the study of the parent-child autistic relationship were determined. The scientific and conceptual apparatus of the study was determined, a ascertaining experiment was conducted.

The 2nd stage (2017-2018) The second phase of the study examined coping strategies used to overcome stress in the relationships of parents and children with autism. The data obtained were interpreted. On the basis of the obtained data and their interspritation, a psychological and pedagogical model of stress management support in the system of parent-child autistic relations was developed. Work was carried out with the parents of the experimental group on the basis of the proposed model.

The 3^d stage (2018-2019) tested the effectiveness of the developed models followed by analysis and generalization of scientific-pedagogical results, carried out the mathematical processing, generalization and systematization of the obtained results, formulated conclusions on the results of research, issued the text of the thesis.

Eesearch area (base): B. Utemuratov's private charitable Foundation (center of autistic children "Asyl Miras") Nur-Sultan, NGO "Tamshy-PVL" center of autistic children Pavlodar.

Research scientific novelty:

- the theoretical foundations and psychological and pedagogical aspects of relations between parents and autistic children are substantiated, which allowed to reveal the essence of the concept "system of relations «parent- autistic child»;

- the approaches of adaptation of children in the system of relations «parent- autistic child»;

- the reasons for the manifestation of stress in the system of relations «parent- autistic child» are substantiated, the coping strategies used by parents for its predoloeniya are determined ;

-the psychological and pedagogical model of support of overcoming of stress in the system of relations «parent- autistic child» is developed;

- experimentally tested the effectiveness of the developed psychological and pedagogical model of support overcoming stress in the system of relations «parent- autistic child» and developed guidelines for its use; developed diagnostic criteria and compiled diagnostic tools for determining stress in the system of relations «parent- autistic child».

The theoretical significance of the research is to enrich the theory and practice of inclusive and special education with new knowledge about the psychological and pedagogical features of families raising autistic children, the causes of stress in these relationships and coping strategies used to overcome it.

The practical significance of the research is that the theoretical provisions, conclusions, scientific and methodological recommendations developed in it can be used in the work of centers providing social, psychological and pedagogical support to families raising autistic children.

In the process of research developed:

- psychological and pedagogical model of support for overcoming stress in the system of relations «parent- autistic child»;

- educational tutorial «Ата-ана мен аутист бала» қарым-қатынас жүйесіндегі стресті жеңудің психологиялық-педагогикалық сүйемелдеу», recommended for use by professionals (speech pathologists, teachers, psychologists) and parents of autistic children.

States endured for defence:

1 Theoretical foundations and psychological and pedagogical aspects of relations between parents and autistic children, which allowed to reveal the essence of the concept of system of relations «parent- autistic child».

The system of relations «parent- autistic child» is a system process that requires a special perception of the child's parents in essence, the support of psychological and pedagogical orientation of the child's development throughout life, interaction, cohesion, tolerance on the part of parents;

2. Approaches to the adaptation of children in the system of «parent- autistic child» relations: the model of early intervention «Denver»; Applied behavior analysis (ABA), «Assessment of basic learning skills and language acquisition» (ABLLS-R), «Joint attention, symbolic play, participation and regulation» (Jasper);

3. Stress and its manifestations are reduced, coping strategies used by parents to overcome It in the system of relations «parent- autistic child»;

4. Psychological and pedagogical model of support for overcoming stress in the system of relations «parent- autistic child», consisting of the following areas of work-dionostics, counseling, psychological and pedagogical correction and repressive work with parents of children;

5. Diagnosticheskie criteria and instrumentary definition of stress in the relationship «parent- autistic child» ;

6. The results of experimental verification of the effectiveness of the developed psychological and pedagogical model of support for overcoming stress in the system of relations «parent- autistic child».

The validity and reliability of research results due to initial methodological and theoretical positions of the author, using theoretical and empirical methods of research, adequate set in the study objectives, internal harmony and consistency of the logic of the study; processing of the obtained experimental results by methods of mathematical statistics; confirmation of the hypothesis of the study its results.

Approbation and implementation of research results: presented at three international scientific-theoretical and scientific-practical conferences- (Pavlodar, Astana, Almaty), in journals recommended by the Committee for control in the field of education and science of the Ministry of Education and Science of the Republic of Kazakhstan-3 articles (PSU Vestnik, Series «Pedagogical»; Bulletin of ENU series «Pedagogical», Bulletin of EAGI series «Pedagogy and Psychology»), foreign scientific and practical conferences - 1 article (Mogiliev, Belarus), 2 articles in the international journal with non-zero impact factor, in base Thomson Reuters (ISI Web of Knowledge, Thomson Reuters), Scopus, 1 teaching aid.

Dissertation structure: the dissertation consists of an introduction, three parts, conclusion, list of references and appendices.

In introduction: relevance of the theme is the contradiction and the research problem, defines the purpose, object, subject, hypothesis and objectives of scientific research, theoretical and methodological basis of the study, its methods, stages and basis of the research, shows the novelty, the theoretical and practical significance of the work, the provisions for the protection, testing and implementation of the results.

In the first part «Methodological foundations of the study of the system of relations «parent- autistic child» theoretical foundations and psychological and pedagogical aspects of relations between parents and autistic children were studied, approaches to work with autistic children in the system of relations «parent- autistic child» justified.

In the second part «General concepts of «stress» and «coping strategies» in the parent-child autistic relationship system. Modern issues» the concept of «stress», «coping strategy» identified the causes of the manifestations of stress in the relationship «parent- autistic child» has been studied, the psycho-pedagogical support model of coping stress in the relationship «parent-child autistic» was developed

In the third part «Experimental study of stress in the system of relations «parent- autistic child» diagnosis criteria of determining stress in the system of relations «parent- autistic child» were developed and diagnostic tools were compiled; an experiment was conducted and interpretation of the data were held, tested the effectiveness of psychological and pedagogical model of spending time overcoming stress in the system of relations «parent- autistic child».

In conclusion, the results of the study are summarized, the conclusions of the experimental work are presented.

Practical materials of the research are presented **in the appendices.**