

# Development of Plastic Abilities of Children–Autistics By Means Of Modern–Dance in the Conditions of Modern Cultural and Artistic Practices

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**Summary.** An actual issue of art history and culturology in modern Ukrainian society is the studding of the supporting and development of artistic and creative skills of autistic children. In the conditions of cultural and artistic practices, especially favorable conditions are created for taking into account individual needs, interests, as well as providing high quality services to children with special needs. In this regard, it is important to find methods of social adaptation of autistic children in the cultural and artistic environment; application of creative approaches and the latest technologies in choreographic art as well as artistic and creative development of children with special needs.

**Research methodology.** In our work, we used systematic and comparative methods, as well as problem and analytical analysis of the literature to study methods of developing autistic children through art therapy and choreography, to improve their plastic capabilities and study the latest trends in art and psychology.

**Novelty.** The question of development of creative abilities of autistic children by art therapy has already been studied in modern literature, but it's the first attempt to determine methods of developing plastic abilities of children with autism by means of modern dance and latest technologies.

**Practical significance.** The results of this study can be used in preschools for the plastic development of children with autism during choreography classes.

**Key words:** preschool children with special needs, autism, choreographic art, cultural and artistic practices, plastic abilities, artistic creativity, modern dance, teaching methods, digital technologies.

**Formulation of the problem.** Currently, choreographic art is introduced into the program of preschool educational institutions, secondary and dance studios that provide creative development and cultural leisure for children of different ages and levels of training. Another important place in modern culture and art is taking into account the needs of children with autism, by involving them in modern cultural and artistic practices. Recently, it has become a common public area for the creativity of children with special needs.

There are cases when children with special needs are brought to choreography classes, as well as to various cultural and artistic events. Therefore, employees of cultural, artistic and educational institutions and institutions have to take into account the specific features of working with this category of children. For children with autism, often characterized by unusual movements of the head, body, hands, fingers, feet more, motor mannerisms. They like to spin on one place or to be fond of spinning objects. So, taking into account these characteristics of autistic children, it is extremely difficult or impossible to teach them to dance. But it does not

exclude the possibility of their development with the help of modern choreography and new technologies, to improve their plastic, artistic and creative abilities, of course, with the help of the teacher and their parents.

**Analysis of recent research and publications.** The issue of creative development of autistic children by means of art therapy was studied by such scientists as N.S. Anreeva, V. Babich, N.V. Bazima, N.P. Voloshyna, N.G.Ivashura, N.P. Tailor (2003). However, the development of plastic abilities of autistic children by means of modern dance in the conditions of modern cultural and artistic practices remains out of the attention of modern scientists.

**Relevance of the research topic.** It has proven that the creative development of children with autism is an important step in their adaptation to normal social life. In order to adapt the child to social life, it is necessary to involve him in cultural and artistic practices, or personally desired activities (modern choreography, singing, digital technologies etc.) ; to enrich the child's knowledge about his own body and health; to form in them the need to take care of their health; to develop motor qualities - speed, agility, general endurance; to form the need for daily motor activity and independence in moving games; to create favorable conditions for education of independence, persistence, diligence. Modern dance can be a good motivation for communication and self-improvement, which should be scientifically substantiated and researched.

**The purpose of the publication** is to determine the methods of developing the creative abilities of autistic children by means of modern choreography, in particular - modern dance and digital technologies. On the one hand, the focus of modern pedagogy is on people with special needs who receive additional permanent or temporary support in the educational process in order to ensure their right to education. On the other hand, much less importance is given to take into account the needs of autistic children by involving them in modern cultural and artistic practices. Although, in our opinion, it provides much more opportunities for adaptation of people with special needs, the development of their desire for beauty. Our research art and culturological attention is focused on the development of plastic abilities of autistic children by means of modern dance in the conditions of modern cultural and artistic practices.

The purpose of the research is to prove the importance (necessity) of systematic choreography classes for autistic children in the conditions of cultural and artistic practices. To do this, we were given the **following tasks**:

- to analyze research materials on autism and the distinctive features of the behavior of children with autism;
- to explore the possibility of using modern dance in cultural and artistic practices as a means of developing autistic children and the formation of their creative abilities.

## **I. Presentation of the main research material**

The evidence in the focus of modern Ukrainian and world education and science are people with special needs - is a variety of research and projects dedicated to the development of inclusive education, science and cultural and artistic practices. In particular, the Ministry of Education and Science of Ukraine in 2001-2007 launched the project "Social adaptation and integration into society of children with special needs by organizing their education in secondary schools" ;. In 2008-2012, the Ukrainian-Canadian project "Inclusive education for children with special needs in Ukraine." ». To support inclusive education in Ukraine, the Inclusion Support Network was also established. School is for everyone. " The network brought together NGOs, parents' groups, schools and other institutions interested in promoting inclusive education in Ukraine. An important achievement was the "Inclusion Index" - a selection of practical materials to help plan actions for the creation and development of inclusive education in educational institutions for all participants in the learning process. Today, the Inclusion Index is translated into 32 languages and is used in many countries around the world [7].

In order to develop inclusion, on February 11, 2021 a meeting of the Interdepartmental Commission on Child Protection was held, which was attended by the Minister of Education and Science of Ukraine S. Shkarlet, Minister of Social Policy M. Lazebna, Minister of Health M. Stepanov and other representatives of the authorities. Public authorities involved in the protection of children's rights. They discussed the problems and challenges in the implementation of the National Strategy for Reforming the Institutional Care and Upbringing of Children for 2017-2026. S. Scarlett noted that it is necessary to provide quality services to children with special educational needs at their place of residence, and also drew attention to the need to approve the National Strategy for Inclusive Education for 2021-2031 [8].

At the same time, in modern Ukraine much less attention is paid to the issue of taking into account the needs of autistic children by involving them in modern cultural and artistic practices. Although, in our opinion, it provides much more opportunities for adaptation of people with special needs, the development of their desire for beauty.

Note that autism spectrum disorders begin in childhood, but persist in adolescence and adulthood. Autism (Autism Spectrum Disorder) is a condition that results from a developmental disorder of the human brain and is characterized by a congenital and comprehensive deficit of social interaction and communication. From 2008 to 2013, according to the Ministry of Health of Ukraine, the incidence of autism spectrum disorders increased 3.8 times from 2.4 to 9.1 per 100,000 children [6].

In most cases, these conditions appear in the first five years of life. You can diagnose the risk of developing autism at the age of one and a half years with the help of a special screening test.

People with autism can be extremely talented, but they need much more time to learn something very simple. Mental activity levels in people with ASD vary widely, from severe dysfunction to excellent nonverbal cognitive skills. Such children show skills - sometimes just ingenious - to draw, music, design, mathematics, choreography, and so on. In this case, other areas of life will not interest the child. By age 6, a child's brain actively absorbs information. And if you try to develop a "rain child", as they are called, to this age by the efforts of psychologists, art therapists, speech therapists, then over time such a child can be adapted to social life [1, p.6].

Autistic children need to be included in inclusive educational and cultural-artistic environments, it is necessary to create a set of conditions, methods for joint learning, education and development of students and participants in cultural and artistic practices, taking into account their special needs and capabilities. Such children have: language disorders: they often repeat words and phrases heard somewhere, create their own words (neologisms) and do not use the language to communicate; they lack of emotional contact with people: children do not look people in the eyes, do not reach out to parents, do not smile, often resist attempts to take them in their arms, dove; loneliness: a child with autism experiences severe discomfort among other people, and sometimes anxiety. They do not always play with peers, do not understand other people's emotions and therefore prefer solitude, which protects them from strong feelings about the difficulties of communication; attacks of aggression: any failure can cause a child's outburst of anger, provoke hysteria, physical attack ... Autistic children tend to perform the same actions for a long time, repeat the same word, run in a circle, sway from the side to the side, look at rotating objects, turn something, etc. [2, 52].

In modern life, it is very important that parents, preschool workers, as well as cultural and artistic figures realize the importance of supporting children with special needs, involving children with autism in cultural and artistic practices; helped them build new relationships with culture. Such a concept as cultural and artistic practices allows most, even familiar activities, ways of organizing children's activities, forms of interaction between children and each other, to look in a new way, in cultural and art aspects.

Cultural and artistic practices should be understood as original, desirable, fascinating for the child ways of self-realization. Let the child do everything himself, according to his will and his own desires, his interest, initiative, according to his special needs.

It should be understood that cultural and artistic practices do not arise by themselves, but depend on what the child receives in preschool, secondary and extracurricular organizations that provide creative development and cultural leisure for children of different ages and levels of training.

When we are working with children with autism, even if it is one child in a group or individual lesson, we are faced with complete isolation of the child from communication with other children and the teacher, you have to constantly keep their attention, attract various means. These children do not react to the world around them, they are more receptive to physical contact, so it is important to encourage them to be active and diverse. Autistic children rarely do different exercises, repeating the same movements. In cultural and artistic practices, dance is a kind of means for them to relieve nervous tension.

Also, problems with autistic children in preschool are due to the fact that they rarely speak. Their lexicon is quite poor. And they need special support and attention, because they depend on others who direct their actions in the right direction. That is why dance can make them more relaxed, develop their non-verbal means of communication.

It is important that children with autism sometimes show ingenious abilities in creativity, science or sports. They are interested in things that are unusual for their peers, that are much more adapted to society, and therefore more prone to stereotyping.

Autistic children are attracted to bright lights, moving objects, and during classes - complex acrobatic tricks on sports shells: pylons, aerial hoop, aerial silks and others. Among the dance styles that, in our opinion, can be practiced with children with autism, we may use hip-hop, disco, techno or, for example, modern, modern jazz dance.

For the inexperienced teacher, at first working with such children can cause panic and misunderstanding. After all, a student who does not respond to comments and repeats the same movements is more difficult to teach. Such children may react aggressively to what they do not like or do not interested in. It is important not to get confused at this stage and continue classes. We also need to look at what the child is interested in and how he reacts to certain exercises and classes. This will create a choreographic program that would be interesting to this child.

The involvement of autistic children in cultural and artistic practices is facilitated by the use of elements of aerial acrobatics and canvases and on the hoop (if the hall is equipped with appropriate shells), as well as the appropriate combination of their free movements with choreographic elements of modern dance. Except of this it is useful for them to look at the modern-dance video material, also they like to photo and we may film their dance actions and show them, it helps them to realize their results and success. Also they like bright lightening, and it is good when the hall equipped with scene lightening, which will help them to create scene atmosphere.

Such children react to changes in intonation in the voice during choreography classes, to bright music, to special tools for each lesson. It is important to note that children with autism are difficult to predict, so they should be treated individually or in a group so that this child is accompanied by an adult. Too often, children with autism abruptly change their interest in one activity to another, may begin to run or scream. Such mood swings should signal that you should change your focus and try to switch to something else. In addition, it is important to be aware of how physically healthy such a child is and what exactly can be practiced with him.

In modern dance, improvisation with various props, such as handkerchiefs, cones, leaves, a toy or a ball, can be a great tool. It is important to understand that a child with autism should not be forced to do something. Unlike healthy children, she can react aggressively and do unpredictable things. Therefore, only based on the interests of the child, you can create a lesson so that it was useful for him. It is best to use elements of choreographic connections from modern dance, which she could repeat and give them opportunity to study video material before performance[4, p.28].

A child with mental disorders faces a number of difficulties that do not allow him to adapt to normal socio-cultural life. At the same time, the involvement of autistic children in dance practice allows them to

develop their skills in choreography and adapt them to useful social communication. Modern choreography forms in them a sense of music, develops dance abilities and flexibility, makes preschool children more flexible.

It is important to note that children with autism, with the right approach in teaching and working with them, can successfully show their artistry and even some performing skills.

With them you can perform *bounce* from modern-dance or do parterre gymnastics in modern style. However, it is not desirable to perform the same exercise for a long time, because they do not have enough concentration for this. You should immediately switch their attention to a new exercise, for example, it can be exercises on the pylon, floor, hanging, twisting on a dynamic pylon. Such children easily resort to improvisation to music and various creative tasks, for example, to depict an animal or an object [5, p.65].

Such children can be prepared for the demonstration with the right approach and interaction with parents. In this case, the child comes into contact and can learn the necessary movements, and during the performance successfully show their choreographic talents [3, p.25].

**Conclusions from this research and prospects.** A child with autism is characterized by stereotypical, often unusual movements of the head, body, hands, fingers, legs (swinging, jumping, twisting body parts, walking on toes), motor manners (example, twisting palms, fingers, complex movements of all body), such a child likes to spin on the spot or is fond of spinning objects.

It is extremely difficult to teach such a child to dance, but it is possible. With the right approach from the teacher, in our opinion, and using new technologies we may develop the creative abilities of the child by means of modern choreography. During our research, we analyzed the available scientific materials on autism and identified the behavior of autistic children and explored the possibilities of using modern dance in the development of autistic children as one of the means of developing their creative abilities. It is proved that cultural and artistic practices do not arise by themselves, but depend on what the child receives in preschool, secondary and out-of-school organizations that provide creative development and cultural leisure for children of different ages, levels of training, including children with special needs. .

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