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ТВОРЧЕСКИЙ ПОДХОД К РАЗВИТИЮ ДЕТЕЙ С ОСОБЫМИ ПОТРЕБНОСТЯМИ

Аннотация: в данной статье рассмотрена система тематических фотокнижек как средство развития детей с особыми потребностями. Следуя идеям Л.С. Выготского и Теории Деятельности А. Леонтьева и С. Рубинштейна, развитие мыслительного процесса детей во многом зависит от участия посредника в процессе взаимодействия детей с окружающей средой. Процесс создания тематических фотокнижек о ребенке и его жизни – это совместная творческая работа взрослого и ребенка. Такая деятельность является посреднической в процессе взаимодействия ребенка с окружающей средой. Показано положительное влияние фотографий и фотоисторий на развитие ребенка. Создание фотокнижек – это одновременно и цель, и процесс. Оно помогает ребенку развивать важные жизненные умения и приобретенные знания. В статье представлены структура, применение и положительные стороны данной системы, которые подкреплены примерами из жизни детей с особенностями развития.

Ключевые слова: аутизм, дети с особенностями развития, Выготский, Теория Деятельности, зона ближайшего развития ЗБР, скаффолдинг, система создания тематических фотокнижек.

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A CREATIVE APPROACH TO DEVELOPMENT OF SPECIAL CHILDREN

Abstract: this article introduces Thematic Photobooks system as a mean of special children's' development. According to the ideas of L.S. Vygotsky and Activity Theory by A. Leontiev and S. Rubinstein, the development of a child's intellectual activity highly depends on the presence of mediating agents in children's interaction

with the environment and highlights the presence of a social medium for children's development. The process of creating Thematic Photobooks about a child and his/her life as a creative collaboration of an adult and a child serves as a mediating agent between a child and his surrounding. The benefits from photography and photo stories for the child's development is described. Creating Photobooks is a goal and a process at the same time. It helps a child to develop important life skills and acquiring knowledge. The structure, application and advantages of this system are presented along with a real life example of a special child as a case study.

Keywords: *autism, developmental disorder, special children, Vygotsky, Activity Theory, zone of proximal development ZPD, scaffolding, Thematic Photobook system.*

Defect as the Engine of Progress

Although a child's defect is viewed as a negative thing, the positive forces created by the defect should not be neglected. It is based on the phenomenon, that along with a defect appear some struggling psychological tendencies and the potential for overcoming the target defect.

Defectology is concerned with the study of the fundamentals and characteristics of the development of children with physical or mental defects, or, otherwise stated, of sensory, physically, cognitively, and neurologically disabled children, and the major problems of their education and upbringing. Defectology does not concentrate on the defect in itself, but the child weighed down by that defect.

W. Stern (1921) pointed out the dual role of a defect long ago. This dual role of the defect in the developmental process and afterward in the formation of the child's personality must be taken into account as a fundamental fact, when we deal with such situation, when the child's development is complicated by some defect.

T. Lipps (1907) and A. Adler (1928) put forward theories that the defect or obstruction plays the role of a dam. This law T. Lipps named the law of psychological damming up or stowage. According to A. Adler, any physical defect of a person plays a role of a constant stimulation of mental development. That is to say, a defect is looking for a compensation of a «dam» in all possible ways, and if there is no exter-

nal interference, it would just naturally result in another sort of people. If any organ is not able to fully perform its task because of a morphological or functional deficiency, then the human nervous and mental apparatus compensates for the organ's weak performance. Subsequently, defect turns out to be the starting point and the motivating force in the child's psychological development. Mainly those defects provide unique lines of development of the special child, which is not observed in the typical development of a normal child. The blind child compensates with an increased ability to distinguish through touch not only by increasing its nervous excitability, but by exercising in observation, estimation, and contemplating differences. If there is blindness, the child's mental development will also be directed against that blindness. Thus, one reduced ability may be fully or partially compensated for by the stronger development of another one. That is to say, in the case of the abnormally weak development of one ability, another ability turns out to be much developed than it is used to be.

Anyway, we cannot assume that the process of compensation will, by all means, lead to success or extra capabilities. Depending on a range of conditions, the process of defect overcoming or struggle may result both in success and failure. Conflict arises from contact with the external sphere and is caused by the incompatibility of the deficient organ or function and the task before it. As a result, the conflict may lead to disastrous consequences from the one hand, and to the enormous potential for compensating the defect from the other. The outcome depends on manifold things, but basically on the relationship between the degree of the defect and the degree of compensatory potential, the social environment in which the child is developed and a range of external influences on the child, some of which protect and enhance their development, while others compromise their developmental outcomes. But irrespective of the outcomes, the child's development, complicated by a defect, represents both physical and psychological process, creating a unique personality of a child.

L. Vygotsky (1993) introduced a new concept of special children as a developmental process, rather than a static condition: not as the sum of defects and shortcomings. The disorder is not perceived as tragedy. Psychological or physical insufficiency is determined by certain social arrangement, thus hampering children's full socializa-

tion. L. Vygotsky proposed to concentrate on child's health, not on disorders. The thing is that every single child with a physical or mental defect should be considered as a qualitative uniqueness in each stage of his development, and not as a sum of underdeveloped functions or disabilities. The specific mental, physical and psychological structure distinguishes a special child from a normal one, and not a comparison of qualitative characters. However, as the child development occurs in a social environment and the child develops under the commonly established and accepted rules, its development seems to be limited and directed by these rules. The rules are adapted to the «ordinary child» for whom its development goes along with social rules, and there is no contradiction between them. As for the children with certain disabilities, the natural organic development goes through quite another unknown path (compensation of a «dam»). For example, if a child with certain defect achieves the same level of development as the normal child does, then the child with a defect achieves it in another unique way. However, the special child's reaction towards its defects forms continually adaptive process, in which the child should receive certain support. And in such situation, one of the most important things is to help the child release the dam in the right direction *along with social environment*, otherwise, development can take a destructive form-aggression, overeating, etc or complete mental indifference to everything, including basic needs. To formulate a line of thorough social and cultural development of a special child with particular difficulties and means of overcoming them is a serious goal of defectology.

A Child as an Object for Study and Creation of Unique Way of Development

Precisely the correlation between a defect and the child's strengths and attempts to overcome it gives uniqueness to the development of a special child; it stimulates creative forms of development, which are not observed in the typical development of the normal child.

«He will want to see everything," says Adler about a child, «if he is nearsighted; to hear everything, if he is hearing impaired; he will want to say everything if he has an obvious speech defect or a stutter." By the same principle, those children, who ex-

perience certain difficulties in walking or jumping, will have an enormous desire to fly.

«The contrast between the physical disability and the desires, fantasies, dreams, i.e., psychological drives to compensate», Adler continues, «are so universal that one may base upon this a fundamental law: via subjective feelings of inadequacy, a physical disability dialectically transforms itself into psychological drives toward compensation and overcompensation» (1927, p. 57).

Formerly, it was believed that the entire life and development of a blind child would be along the lines of blindness. The new law states that the development will go against these lines. If blindness exists, then mental development will be directed away from blindness, even against blindness. As I. P. Pavlov states, goal-oriented reflexes need a certain tension to achieve full, right and fruitful development. The existence of obstacles is a principal condition for goal achievement (1951, p. 302).

The study of compensation reveals the creative character of development directed along this course. It is not in vain that such psychologists as W. Stern and A. Adler partly based the origins of giftedness on this understanding. Here is the idea, formulated by W. Stern: «What does not destroy me, makes me stronger.» Thanks to adaptation, strength arises from weakness and ability arises from deficiencies» (W. Stern, 1923, p. 145).

It would be a mistake to assume that the process of compensation always and inevitably ends in success and always leads from the defect to the formation of a new capability. As each process of overcoming and struggle, compensation may also have two extremes outcomes-victory and failure- and between those two are all possible transitional points.

But whatever the expected outcome of the compensation process, always and in all circumstances, development, complicated by a defect, represents a creative (physical and psychological) process of the creation and re-creation of a child's personality on the basis of the reconstruction of all the adaptive functions and of the formation of new processes (overarching, substituting, equalizing) generated by the defect, and creating new oblique paths for development. The study of disability is faced with a

world of new and diverse forms and courses of development. The «defect-compensation» line is the major line of development for a child with some disability.

Development is shaped in a Social Environment.

The positive uniqueness of the special child is created not by the failure of one or another function observed in a normal child, but by the new formations caused by this failure. The blind children are developing such features, which we cannot observe in the development of the sighted, and it must be assumed, that the dialogue exclusively between the blind, without any intercourse with the seeing, could lead to a special sort of people (K. Burklen, 1924, p. 3).

Under the pressure of social demands, the development of these special features takes a course, in which the structure of the blind's personality as a whole tends to achieve a certain normal social type.

The compensatory processes which create unique personality features in a blind child do not develop freely; they are directed to a specific purpose. This social conditioning of a special child is made up of certain factors. First of all, the effect of the defect itself is not direct, but secondary. The child is not directly aware of its disability. Instead, it is aware of the difficulties arising out of the defect. The direct consequence of the defect is the reduction of the child's social position. The defect is realized as a social dislocation. All contact with people, all the situations that define man's place in the social environment, his role and destiny as a participant in life, all the social functions of a daily life are reordered. Organic, congenital reordering act, as A. Adler states, not by themselves, not directly, but indirectly through the reduction of the social position of a child caused by them. All hereditary and organic factors must also be interpreted psychologically so that their true role in a child's development can be taken into account. According to A. Adler, physical disability, which leads to adaptation, creates a special psychological position for a child. It is through that special position, and only through it that a defect affects a child's development. The psychological complex, which develops as a result of the child's reduced social position due to its defect, A. Adler calls an «inferiority complex." If the child fails to meet certain life challenges during its act of defect compensation, then it will develop

an *inferiority complex*. Thus, according to Adler, every child feels inferior, but not everyone develops an inferiority complex, which only affects those who failed to *compensate* correctly. This introduces a third, intermediate factor into the binominal process of «defect-compensation» so that it becomes «defect- inferiority complex-compensation.» The defect, then, evokes its compensation not directly but indirectly, through the feelings of inferiority which it generates. To end up at a school for fools for a child means to be placed in a difficult social position. And for Adler and his followers, the first and primary point of the educational process was a struggle against an inferiority complex. What decides the fate of a personality is not the defect itself, but its social and psychological consequences and the adaptive processes are aimed at overcoming the difficulties which the defect creates. But even the adaptation process does not occur freely, as certain social demands are placed upon a disabled child's development, and the child has to transform himself into an established social essence.

Thus, a disabled child's developmental process is socially conditioned in two ways. The social effect of the defect (the inferiority complex) is one side of the social conditioning. The other side is the social pressure on the child to adapt to those circumstances created for the normal human type. The entire process of development is the result of necessity striving for a final goal, which was established in advance by the social demands.

As already mentioned above, Vygotsky also introduced an understanding of disability as a developmental process, rather than a static condition. And Vygotsky's focus on the dynamic nature of disability is significant for certain didactic aspects, taking into consideration the constant change in structure and content of a disability taking place in the developmental process influenced by education and remediation (Gindis, 2003).

Vygotsky considered disability as a «social aberration» (1993:), without also rejecting the biological factor. According to Vygotsky, «social aberration» emerges from children's changing social relations, that is, causing disturbances in social behavior. Within the frame of Vygotsky's concept of a complex structure of disability

in the understanding of «abnormal development," it is necessary to distinguish between primary disability (organic impairment), secondary and tertiary disability (cultural distortions of socially conditioned, higher mental functions). Focusing exclusively on primary reasons for disability implies ignoring the developmental processes. Vygotsky suggests that distinct symptoms may be observed in the complexly interrelated primary reasons. The structure of disability is too complex to be studied by simply summing up symptoms. Primary disorders (i.e. intellectual, visual and hearing, language and speech-related, etc.) lead to the child's exclusion from the socio-cultural, traditional and educational environment and subsequently cause secondary (socio-cultural) disability. Due to primary disorders, the child displays a distorted connection to culture as a source for the development of higher mental functions (Vygotsky, 1993). Vygotsky states that the secondary developmental complications, as the social and psychological consequences of primary disabilities, are subject to elimination. Secondary (socio-cultural) disability may be prevented and eliminated by medical and educational means.

In the 1930s, Vygotsky presented the concept of social situations of development (... a completely original, exclusive, single, and unique relation, specific to the given age, between the child and reality, mainly the social reality that surrounds him. We call this relation the social situation of development at the given age) (Vygotsky, 1932). L. Vygotsky conceived the social situation of development as a dynamic relation, not as a context. According to Vygotsky's view on development and learning, the social situations of development is a source for the development of consciousness. The personality of a child with disabilities is not determined by this disability, but rather by its social environment and its interaction with the child. Thus, the social aspect is crucial in the upbringing of children with disabilities. Vygotsky explains how children internalize dialogues with others, gradually acquiring an understanding of the social and cultural meanings of various practices. These meanings mediate the relationship between language and cognition. Through interaction, children can extend their internal limitations and thus exceed their zone of development. The social environment is not just a context in which children develop, but rather a source of devel-

opment of mental processes and the development of mental processes is mediated by adults in the context of social interactions with children.

W. Stern promotes the following idea: Individual functions deviate from normality, while the whole personality or organism might still belong to an entirely normal type. A child with a defect is not necessarily a defective child. The degree of its disability or normality depends on the outcome of its social adaptation that is, on the final formation of its personality as a whole. Blindness, deafness, and other individual disabilities do not make their bearer disable. Substitution and compensation do not just occur randomly; rather, they necessarily arise in the form of drives at the point where the defect prevails. Stern's position supports the fundamental possibility of social compensation where direct compensation is impossible, i.e., it is possible, that the disable child can wholly approximate a normal type that might enable to win full social self-esteem.

Any mental defect, as W. Lindworsky (1923) affirmed, is based in the final analysis on this or that factors relationship perception. A mentally disable child can never be presented simply as mentally disabled. It is always necessary to ask what constitutes the intellect's deficits, because there are possibilities for substitution, and they must be made available to the mentally disabled.

Experimental studies fully confirm the existence of different types of intelligence and intellectual defects. Therefore, we must select practical intellect as a separate sphere of research; namely, the ability for rational, purposeful activity (*praktische, natuerliche Intelligenz* (E. Lindeman, 1926), which, by its psychological nature, is different from motor ability and theoretical intellect.

As a special qualitative type of rational behavior, relatively independent of other forms of intellectual activity, practical intellect may be combined in varying degrees with other forms, each time creating a unique picture of the child's development of behavior. The problem of complexity and heterogeneity in the intellect demonstrates new possibilities for compensating within the intellect itself. The fact that the ability for rational performance is present in profoundly disable children reveals diverse and new perspectives for the development of such child.

A Person is revealed through Activities and Social Interactions.

L. Vygotsky is not the only Soviet psychologist, engaged in the development of the theory of activity. Significant contributions were made by his contemporaries and scholars of a later period.

For example, the activity theory of A. Leontiev and S. Rubinstein (1973) is based on the idea, that a person can be best understood in its activity- how he sets goals and reaches them. The basic concept is an activity that is considered as a goal-directed activity.

In the analysis of activity, the basic structural unit is an action – a process aimed at the realization of goals (to achieve a conscious image of the desired result). By carrying out certain activities, the person keeps the image of the goal in his mind. Thus, the action is a conscious manifestation of human activity.

Contributing to the development of activity theory, A. Leontiev identified object-oriented activity as the unit of analysis that activity theorists are interested in examining. The object-oriented activity involves interaction among subject, object, motivation, action, goals, socio-historical context, and the consequences and activity (Leontiev 1974). A. Leontiev explained consciousness development as a meaning-making process driven by goals and motives in which individuals or groups of individuals choose to participate. This includes both mental and physical principles of the activity that are intertwined throughout an individual's meaning making process. Within an activity, the events that occur and the consequences the participant's experience can qualitatively change the participant, his goals, and motives for participation, the environment, and the activity itself.

A. Leontiev provided a clear distinction between object-oriented activity and goal-directed actions. Goal-directed actions are much more temporary in nature and may be a step that subjects take in the process of participating in an object-oriented activity. Goal-directed actions often are individually focused. The work of A. Leontiev and his colleagues' focused on explaining and understanding from a psychological perspective how mental, and observable activity can be regarded as a single unit of analysis, and how the interaction between the two affected both the individual and

the environment. A. Leontiev's definition of activity allowed researchers to explain human learning as series of object-oriented activities.

L. Vygotsky used the concept of internalization to explain how individuals processed what they learned through mediated action to develop individual consciousness through social interactions. In his explanation of internalization, he stated: Every function in a child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological) (Vygotsky 1978). L. Vygotsky also used the concept of the zone of proximal development (ZPD) as a metaphorical tool to explain the potential learning of children while collaborating in problem-solving activities with an adult or peer. He defined it as the difference between what one could do alone and what one could do with assistance. That assistance might come from teachers or peers or co-workers or others. We cannot do anything for ourselves at birth. It is only through interacting with other people that we develop as we do. Through being social, we become independent and can function as individuals, and part of this is our cognitive development, according to L. Vygotsky.

With the help of the support and guidance of adults, children can learn the material that is not available for self-study. The interaction of the adult and the child, in this case, is determined by a process known in pedagogical practice as scaffolding. «Scaffolding is a process that enables a child or novice to solve the problem, perform a task or to achieve goals that are beyond his individual efforts (capacity)" (I. Kotlyar, M. Safronova, 2011). The technique of scaffolding is closely associated with the concept of the zone of proximal development. Zone of proximal development is the distance between the level of the actual development of the child, which is determined by the tasks solved independently, and the level of potential development, determined by means of problems solved under the supervision of adults and in collaboration with more intelligent companions.

Whoever is taking the role of the tutor for the child is said to be providing scaffolding for them. This can be a teacher or a peer, who knows more than the child. L. Vygotsky never used the term 'scaffolding,' but it is based on his ideas about cogni-

tive development. This term was introduced by Wood et al. (1976). Wood et al. (1976, p. 90) offer the following definition of scaffolding: «Those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.»

The original notion of scaffolding assumes that a more knowledgeable person, such as a parent or a teacher or someone else, helps children providing them with exactly the support they need to move forward (e.g., Bruner, 1975; Wood et al., 1976). One of the most critical aspects of scaffolding is the role of the adult or the expert. The expert not only helps motivate children by providing just enough support to enable them to accomplish the goal, but also provides support in the form of modeling, highlighting the critical features of the task, and providing hints and questions that might help them (Wood et al., 1976). In this context, then, the adult's role has perceptual and cognitive as well as affective components (Stone, 1998). Scaffolding supposes that it can be removed or taken away. As the child gets more competent, the tutor can withdraw support gradually, until the problem is solved or the skill is achieved.

Wertsch et al. (1980) suggests that if the idea of scaffolding is correct, then any new skill or problem-solving ability should be able to be done first socially and then individually. This was tested in the following way. The task was given to build a model truck, and there were different colored shapes ready to complete the task. There was a model, and the task was to build a truck like the model. The children had to look at the model a lot so that it could be copied. Their mothers were present, and the researchers paid attention whether the child looked at the mother model. The question was whether the child was learning from the mother's example of looking at the truck. Wertsch et al. found that in 90% of the cases the child's looking at the model was just after the mother had looked. When they examined older children, it turned out, that they followed the mother's example less, which is what we can expect, if the idea of scaffolding is true.

In Vygotsky's classic experiment, an adult asks a young child to get a toy (object / motive) from a shelf too high for the child to reach without the aid of a stool and a

stick placed in the room (cultural tools). When the child cannot reach the toy immediately, it may ask for aid from the adult, who then shows it how to use the tools to reach the toy. A zone of proximal development has formed between what the child could do without and what she could do through social interaction using certain cultural tools (tool, stick, words, gestures).

L. Vygotsky believed that a child's intellectual development ought to be examined during problem-solving activities. In any novel problem-solving situation, the task of the learner is to acquire the necessary competence to solve the problem. In the absence of task-related competence, that defines the situation as a problem for the child, following the instructions provided by an adult results in the child producing a performance without competence. The nature of the cooperation is that the adult contributes the competence and the child the performance. Problem-solving is continually taking place, and it's a process that happens between adults and the child. The child takes this problem-solving process as an internal action, a mental one, and this is what thinking is. L. Vygotsky looked upon the child as a participant, learning from the social world around it and developing it. Children need people around them to guide them, and therefore, other people are very important in cognitive development.

Initially, the activity in which the child is involved is comprehended only for adults, but in the process, the child becomes aware of it, and activity becomes conscious.

One of the significant advantages of the activity theory was that in the psychology a person came to be regarded as the active substance, rather than reactive. Before this, positions of reflexology and behaviorism were strong, where a man was perceived as being responsive. The activity theory, on the contrary, started to look upon any activity as active, that is, coming from inside, generated by the goals.

The concept of the principle of unity of consciousness and activity was for the first time introduced in the activity theory by S. Rubinstein. The activity of the individual develops his consciousness. Consciousness develops through deeper knowledge and reflection of the world around him. But the individual learns to know the world by changing it. Knowledge is acquired through activity.

The principle of unity of consciousness and activity records that consciousness does not control the activity from the outside, but makes an organic unity with the latter as a prerequisite (motives, goals) and the result (images, status, skills and so on) of the activity. Mind and consciousness, formulating in activities, are manifested in the same activities. Activity and consciousness form an organic unity (but not identity). The activity is not a set of reflex responses to external stimuli, as it is governed by consciousness. Consciousness is deemed as a reality that is not given directly to the subject for his introspection. Consciousness can be known only through a subjective system of relations, including through the activity of the subject, in the course of which the subject evolves.

On the formation of the child's personality, its full development is almost equally affected by both hereditary factors and social factors. According to L. Vygotsky's cultural-historical concept of the development of higher mental functions, all mental («natural») functions are converted to the higher level of development («cultural»): mechanical memory becomes logical, associative views- goal-directed thinking or creative imagination, dynamic action-arbitrary, etc. These internal processes are fixed in the consciousness of the child due to direct social contact with adults. L. Vygotsky's researches also showed the possibility of the development and mental defect compensation due to the development and improvement first and foremost of mental functions, rather than the simple training of elementary functions. He proved that the social and cognitive development are working together and are interdependent. The social impact is an inexhaustible source of the formation of the higher mental processes. Vygotsky attached great importance to collective activity, cooperation, and collaboration.

Thematic Photobooks System as a Developmental Tool for Special Children

The principle of unity of consciousness and activity is very important in the context of working with special children. It is necessary to understand that it is in the normal course of activity, that mentor can reveal the potential of the child and localize the problem in the best way. Within the process of working with special children, it is important to understand that the disorder that affects a child, restricts it in the

means of understanding the world. It's a widely known fact, that one of the most important senses-the sight- is the main channel of world perception. According to various data, from the 70% to more than 90% of information about the world around the person receives via the visual system. Subsequently, working with the visual perception of the child is a triggering mechanism for them to get a holistic view of objects and phenomena of the world. For children with autism, the visual channel of the world recognition turns out to be the key one. In this connection, the most effective means of special child development are those that affect its «visual» life, thus making the process of getting new experiences easier for him. One of such valuable tools is TPB system. TPB is a system of special child development, which occurs during joint creative activities of creating photobooks on a particular topic together with an adult mentor. TPB system has been developed as a result of many years of practice and the abovementioned theories and ideas of L. Vygotsky, as well as the activity theory of A. Leontiev and S. Rubinstein formed its theoretical basis. The system is designed so that people can use it without special training: parents, relatives, teachers. It is designed to help parents or mentors establish a productive contact with special child, develop its communication skills, to help master the applied skills, interest and motivate the child to get involved in dynamic activity, as well as to identify individual traits and develop its abilities and help a child to become an active and even productive member (part) of the world surrounding him.

How to approach that creative process?

We suggest this way where a special child is an object and a participant in creating his own self: for an adult to see in the child a kind of creative project or object for creation (just like for a sculptor an unknown clay, which has to be examined first, what can be made out of it and create something) and approach it accordingly. If you enter into close contact with the child to earn his trust, to be careful and observant, the child's behavior begins to make sense. Feeling this, the child will be grateful to you that you have recognized and shared his world.

The most important thing is to win the child's trust. To achieve this, it's necessary to be perfectly honest, trust and respect him, do not give him up and never cheat. There are three successive stages to approach a child to achieve the main goal – trust:

Introduction

It's a diagnosis stage, which allows you to study the child's behavior, identify «problematic areas» and weaknesses, as well as the abilities and strengths. Also, you make an impression on the child, and that affects the productivity of your relationship. You should carefully observe and study what the child loves, knows and can do, offering various options of pastime. In this stage the child should be given maximum freedom to express itself in different situations. The child's bad behavior is ignored as long as it is not dangerous. The mentor almost does not show himself and plays the role of «entertainer," fully giving the initiative to the child. The mentor offers the child a lot of new, interesting and enjoyable activities that they can do together, and tries to be as kind, sympathetic, generous and understanding, as it is possible, despite the behavior and problems that arise in this connection. In this stage, the child's level of development is studied, and the child's abilities are determined, those activities are picked up, which it can perform, and the child's preferences are observed.

Over time, the child understands how valuable time spent together is, and it seeks to communicate with the mentor. The child is waiting for him and is happy to see the latter. It perceives the mentor as some valuable acquisition and communication with him as a source of pleasure, and, most importantly, – in his life appeared someone who understands it and agrees to communicate at its level, fulfills its desires, and offers fun and not boring activities.

Testing

The second stage serves to determine the personal qualities of the child and identify suitable methods of influence. It begins after the consolidation of relations when the child already values the mentor's presence. Slowly and carefully the mentor changes his behavior as if letting the child understand that it is not the «boss» there and that the mentor has his plans concerning it. Children do not like it because they feel that they are losing the role of the leader. This rivalry is a very important point.

Defending its position, children show remarkable ingenuity, and you can learn much about a child's personality.

At the same time, the mentor demonstrates his qualities, so that the child knows whom it is dealing with. The mentor is very consistent, always keeps his word and by all means, explains what he's doing, why and for what. Whenever needed, the author uses «High Power Authority." For example, he says.

«I do not mind if you want to walk down the street alone, but your mother asked me to hold your hand. Sorry, but we have to listen to your mother».

The mentor introduces the child a variety of games, offers it all kinds of activities. Of course, the child will resist the loss of its primacy, and the mentor tries to show the child how many new and interesting things he can offer it in return.

In this stage of communication-rivalry, the child demonstrates such aspects of its personality, which in other circumstances would not be revealed. From the mentor's side, it's time for seeking the best influence on the child- he experiments in the approaches to the child, memorizes to which the child responds better: on request, praise, call for a sense of responsibility and picks the best way to impact.

1. Request: «Please, do it!»

2. Call for kindness and compassion: «Oh, I'm so tired, do it, be kind.»

3. Praise: «I know how good you can do these things, show me again!»

4. Call for ambition: «Let's see, maybe now you can do it faster than you did yesterday.»

5. The sense of responsibility: «Well, have patience, we promised to finish today, didn't we?»

Almost always, after a long (or some) resistance, the child refuses from the struggle for power and is willing to surrender its co-leading position or cooperation. It is important that it does so voluntarily, without coercion, realizing that by this he will win more than will lose. Children are so different, and with each child means of communication, sometimes, radically differ.

Creating

Directly working and learning stage of TPB creation in which the leading role is gradually moving to the child. Learning should be organic and consistent. Adopted skills should be included in everyday life (if the child has learned to open the door himself, then it should do it now always alone if it has learned to cut with scissors – now it is its duty). The adult can help if necessary. Unused skills are quickly forgotten; constant practice is required. Photo book creation provides fertile ground, as it suggests mastering of various skills, which are being acquired by the degree of difficulty increase. The principle of continuity and repetition should be followed, and it gives very good results, especially in conjunction with the detailed and understandable explanations.

Agreed, learned and adopted rules must be strictly followed during the work. «Penalties» are natural consequences of a breach of rules, for which the child itself bears the responsibility and understands, that nobody will share it with the child. As for the material rewards, they are used only in the form of unexpected surprises and gifts, but not as an incentive. Incentives are always individual and depend on the child's personality: some are inspired to overcome the difficulties, for the others, it's an opportunity to please the relatives and loved ones.

Thematic Photobook System as a Motivated Activity

Thematic Photobook system helps to establish a productive interaction with the environment. Photo books are produced in collaboration with adults and are used to interact with other children or older people. The process of creating Thematic photobooks are directly aimed at the development of higher mental functions. This process is aimed at achieving a specific goal, which is photobook itself, consisting of the child's real-life images accompanied by the description so that the visual image interacts with the verbal. These images have a semantic content that is endowed with meaning, understandable to the child. It is also important to remember that as a result of joint activities there should be exactly a photobook, where pictures and text (or captions to them) make a logical story. (See «The Thematic Photobook System: A Teaching Strategy for Exceptional Children" in <http://files.eric.ed.gov/fulltext/EJ967733.pdf>).

A photobook is called thematic in the case when it is composed of photos on some topic, whereby the child's attention and correction tasks are focused on the given topic. Thematic Photobook system provides an opportunity to actively interact with the child in various spheres -learning new skills or solve certain correction problems: by using a camera, the teacher or the parent can concentrate on a particular topic, and working with photos on this topic, develop a child's understanding of it.

The basic techniques of TPB system comply with the principle, which states that the development and training are not internal processes, and to a large extent depend on external conditions. We should not forget about one of the most important theses of Vygotsky, which states that training and development are not identical with each other. They are closely related but are different concepts.

TPB system involves different levels of adult's interaction with a child by the principles of scaffolding. Adult, directing and helping the child, is guided and focused on the «zone of proximal development." In the process, it is important to remember that if a child has mastered some skill or procedure, the adult must never carry out that procedure for the child.

TPB System is a process, at the beginning of which the mentor encourages the child to create a photobook, attracting the minimal possibilities of participation, which are available for children, and in the process of making and using the photobook, acquiring new knowledge and skills, the child develops through active and conscious activity. The desired goal of the process of creating a photobook becomes the child's transformation from passive observer to active participant in the process, who takes the leading role. In the process of creating photobooks the child, acquiring different knowledge and skills, develops as a person and forms new features: a sense of responsibility, pride and satisfaction in the work, creativity, inspiration from the creation of photobook for someone else (a child on an emotional level is susceptible to human joy, who has received such a gift). Finally, it is an opportunity to study the interaction of an alliance with another person (mentor). These feelings, emotions, and acquirements help to the formation of the child's personality.

Vygotsky argues that thanks to work there are «doubling of experience» and the person gains the ability to «build twice: first in mind and then in reality.»The process of creating a photobook provides a double and even triple experience. First, the project is discussed in detail, and then the work is going directly to the creation, and then photobook provides instructions for action.

Vygotsky interpreted mental development as an inseparably paired with the motivational one. And creating the right encouraging motivation is an important element of TPB system. Vygotsky also attached great importance to creativity and its influence on the individual. The photo in its turn gives a possibility to make creative projects both for yourself and for others. Photobook consists of two words: photo and book. Let's talk about them in detail. Separately, it is worth mentioning; that photobook creation is directly connected to the development of interest in reading books, which is a necessary element of any child. Some children cannot read by themselves, but they will help those who read them: to choose a book, turn the pages- to feel its participation in reading. Gradually children begin to show interest in the activities and can take additional responsibilities. If a child is non-speaking, then watching its reaction while reading helps clarify the level of understanding (e.g., the child is laughing, when hearing a fragment written with humor).

Reading promotes the formation of healthy relationships with adults who read books to them. Adults, transforming reading in an entertaining process cause the child's trust and become good mentors.

By hearing books, the children show their preferences, acquire their favorite characters. Fairy-tale characters is a good topic for another photobook since it cannot be captured in reality, imagination will come to the aid to create scenes and stories.

Now, let us consider the advantages of photography as a kind of activity. It is likely that the question arises: why not just cut out the picture and make the book – why mess with a photo? Every parent will agree that a picture of his child is something very special and important. There may be thousands of photographs of much better quality, with a fine composition, and so many babies, much more pretty than his child. But nothing compares with the photo, on which the parent has captured his

child. That image contains so many things: your feelings, the moment you were able to capture is still alive in your memory. Anyone who looks at that photo does not see anything other than a child, but for you, it includes more than just an image. It is a real magic.

Photography in itself provides many benefits to any person, including special children. Photography is so diverse, and multifaceted activity that every adult will discover something new and interesting, just like any child will do.

To take a photo, you should use multiple motor skills. For example, the photographer may have to stand still for some time or focus on a particular object without being distracted by external stimuli.

The technique of scaffolding is widely used in TPB system. At the beginning of the process, the adult takes care of all the necessary functions for the creation of the photobook, except those functions, which the child can perform itself. Then, by directing its actions, the adult helps him to learn all the stages of photobook creation, available for him, thus making him a full and active participant in the creative process.

The zone of proximal development as applied to TPB system are the abilities (which the adult detects or suggests their presence in the child) to implement intellectual or physical tasks required in the process of making photobooks. After preparatory procedures, the child will be able to perform the full list of actions independently or with minimal support from an adult.

Typically, an adult sets before the child a task, which is inherently difficult and new for it, but the child feels adult's secure support and understands, that he is not alone, that together they will overcome the difficulties. Thus, step by step, the child masters the necessary skills. The environment is important: the situation is very comfortable for the child, in which the adult supports him and helps to acquire new knowledge and skills. There is a creative union, co-authorship, where the child and its mentor work together to reach the set goals.

It should also be noted, that in the case of special children the old proverb «as you sow, so shall you reap» works in an unusual way. Purposefully «cultivating» in

the child a certain capacity or skill, sometimes you get unexpected results. For example, difficulties arise while teaching the child to distinguish colors (the causes of which are often unknown), but in the process the child can be attracted by something, for example, various forms may be of interest for him, and then the instructor can switch to development of this area and start using the forms in work, because the main objective is the involvement of the child in activities that will motivate him.

Since TPB system has much in common with the activity theory, it uses similar principles. Structural units of the system are activity, action, operation:

1. Activity is determined by the motive.
2. The action is determined by the goal.
3. The operation is determined by the specific conditions of its occurrence.

1. Initially, the adult mentor encourages a child to create photobooks, trying to interest it, to engage in the activity. Mentor is guided by the interests, passions, and affections of the child. That motivated activity is the first structural unit of TPB system. As already mentioned, Vygotsky treated mental development as indivisible with motivational. Since TPB system does not use material incentives (sweets, gifts and so on), the main task of the adult at an early stage is to find the inner motivation of the child to explore its identity to understand which motivating factor will stimulate the child's creativity. This can be a child's desire to make a gift to the parents or the desire to talk about the subject of its pride – a favorite toy or collection of objects: the motivation for each child is individual and is based on its needs and preferences.

2. The action is a process directed to the achievement of a specific goal. In this case are implied all the actions required for achieving the specific goal, that is, the creation of photobook. During the whole process of its activities, the adult keeps the image of the goal in his mind. However, this happens differently for the child: initially, it does not have a clear idea about the final result of its activity, but during the work process it becomes aware of it and undertakes conscious actions. The activity makes a person from being reactive to active, which corresponds to A. Leontiev's and S. Rubinstein's activity theory.

According to the principle of unity of consciousness and activity, a person not only reveals and manifests himself in his acts, but also creates and determines himself in them. By the directions of his activity, a person himself can be determined and formulated. During the creation of photobooks the child's ability and talents are discovered, inclinations and preferences are revealed, which otherwise might not be observed. To the extent of the involvement in the process of creating photobooks initiative gradually passes into the child's hands. He begins to propose topics (themes for next photobooks) and express ideas of how best to perform a particular operation, that is, becomes an active creator.

3. Each action is divided into some operations. Unlike actions, operations are aimed at achieving specific conscious goals. They are caused by the contextual conditions of the problem. While creating photobooks, these are shooting and printing photos, descriptive text for the photo, creation, and design of the photobook. Depending on the child's capabilities and abilities, operations may be divided into several sub-operations. At the beginning of work with the child, the tutor helps it to cope with the implementation of simple sub-operations, gradually moving to the implementation of entire operations, unless it becomes obvious, that the child can carry out the whole operation independently. Then an adult, in the same way, teaches the child to perform other operations. Subsequently, the child is moving from small to large and develops skills which were not available to it before. It is important that it analyzes the process of creating a photobook and simultaneously acquires the skills or knowledge that are the subject of the given photobook. While creating a photobook about itself and the life around, the child also can see itself and its life also from the side – this is another positive result provided by TPB system.

As a result of such activities of the child, artifact comes out- a photobook, which becomes an independent developmental tool. L. Vygotsky defined the concept of the artifact and its importance in the development of consciousness: ' ' Artifact is a man-made carrier of sociocultural information, vital life meanings, means of communication; cultural object in its three main forms: material culture, spiritual culture, and culture of human relations ' ' (Vygotsky, 1978). Photo book as an artifact serves as

a motivator to engage in the activity; that's why the photobooks should not be made static. It's much better when the book lends itself to editing- the child can replace some photos by the better ones or add a new one, change the page places, choose a new design. In this way, the book will become a teaching tool for the implementation of new actions and operations, as well as an indicator of the child's progress in learning a variety of skills, demonstration of awareness and understanding of what is happening. Photobook, corresponding to its purpose, is the object of the child's communication with the outside world – both in the process of its creation and usage.

Thematic Photobook System in Practice

Deviations in the children's development may take different forms; therefore there is no single formula for photobook creation. Let us examine the process of development of the child with the help of Thematic Photobook system on the example of seven-year-old limited speaking autistic girl Emily. We will lean on the levels of activity theory to showcase how the system works.

Activity-motive.

Action-goal.

Operation-conditions.

Emily lives with her family and goes to a special education class in a public school. At home, Emily spends time watching the cartoon «Sesame Street," which she loves very much. Elmo is her favorite character. She has a favorite chair where she always sits during watching. She loves to play aimlessly with necklaces twirling them in her hands. She loves only certain dishes. Emily does not communicate with other kids, and her communication with parents is limited to the provision of basic needs. Emily is calm; she does not cause trouble to others and is not interested in what is happening outside, actually preferring her own world.

By involving Emily in the activity of photobook creation, the basic intention or motive of the adult mentor Mary was a desire to help Emily start to participate consciously in the life surrounding her, and as far as possible, be its organic part. To do this Mary needs to create a motive for Emily so that she willingly and knowingly par-

ticipates in the process of photobook creation. Mary begins the process of making a photobook, which will then be used to create a motivation for Emily.

The photobook, which Mary is making, is on the topic of Emily's favorite things. This topic will help draw Emily in co-creative activity. Thus, Mary moves into action with Emily's help. The goal determines action. Mary's goal is a creation of Photobook about Emily's necklaces.

An action consists of the operations. Photobook creation consists of 3 large operations:

1. Shooting.
2. Printing of photos and creating a story.
3. Assembling and decorating photobook.

Operations are determined by conditions. The conditions will depend on many factors, including also on how Emily will behave. These operations are quite complex and Mary, will break the operation into less complicated parts – sub-operations and of course will apply scaffolding wherever possible.

Shooting

Mary chooses Emily's favorite necklaces as the topic of the first photobook, but if it turns out, that Emily keeps them firmly and does not want to part with them even for a short time, there is no need to get upset, because Emily is a lover of tasty food, and her favorite dishes are a perfect topic for photobook. But it turns out that Emily has no objection to giving her necklaces. Mary is taking pictures, at the same time trying to engage Emily in the process as much as possible. Mary asks her whether she has favorite necklaces. She asks Emily to give her necklaces of a certain color, put them on the right or on the left from herself, asks to put two necklaces together.

Thus, Emily's abilities and knowledge are defined. Emily language is limited mostly by one word and if Mary is lucky and Emily uses some words in a process Mary should start using them whatever possible. If Emily uses the word RED, then Mary keeps this work in conversation «Oh, you like red color! I see you have many reds in your necklaces. Now let's try to take a picture of a blue one. You like red, and I like blue Do you like blue color Emily? It's different then your red, but also beauti-

ful color!»At the same time in that collaboration, the mentor gets acquainted with Emily's character and the ways which can be used to make an influence on her. It's possible to engage Emily in shooting process, by making it an eventful one. Mary takes photos of Emily's any participation in the shooting process. The main thing is that there should be no compulsion. The first interaction with the photo camera should be only pleasant and positive. Any displeasure of the child should be immediately substituted with something pleasurable. All attention of Mary is on Emily and Mary can register what brings upsetting or resisting in Emily so possibly to use it in the process later. But the first meeting with photography should be a pleasurable event with some treat in the end.

Printing of photos and creating a story

The next operation is the printing of photos. In this case, there are many opportunities to engage Emily in the process, turning to her for the help to perform simple actions. It's necessary to draw Emily's attention to ready photos: «Look, how beautiful it turned out to be!", Or give her a possibility to make a choice: «Which photo do you like more? We'll use that one», «Could you please help me to find a picture of your favorite necklace. I'm sorry I forgot. Here it is! Thanks! What I would do without you, Emily! You just remember everything! Now I'm writing -Emily favorite necklace! Should I write a color? Good idea! Which color is your favorite necklace? Red! Let me write it done. See how good we work together. You are such a help! We almost finish!" The task is to make Emily full member of the activity and make her understand, that a lot depends on her.

Assembling and decorating photobook

During the process of making a photobook, much will depend on the materials-whether common or multicolored sheets of paper are available. If available sheets are multicolored, you can bring Emily to the choice of paper color and accordingly, to the color of the necklaces in the photos. If there is scissors or a cutter for cutting a paper, Emily can cut the paper with Mary's help.

Much depends on Emily's abilities, whether she can use markers or crayons to decorate photobook pages or use the most simple way – to stick the stickers. Emily's

participation in photobook creation should also be fixed in the photos. When the book is completed, Emily's photo and her name as the author of work should be on the cover together with Marys they are a team. Each photo is supplied with explanations, desirably rhymed ones. It's better to make such photobook with one photo on a page and fasten pages with hoops so that it can later be used as a teaching material.

When friends or relatives come to the house, the parents can organize a little game. To put all the necklaces in a box and ask the guest to find the necklace depicted in the photo. In this way, Emily will be involved in communication with others, not through direct communication, but indirect- through the photobook. The guests will admire her work as an author, compliment her necklaces and thank her with treats. It is desirable to take photos of the entire process.

The next photobook can be devoted to this event or maybe even merged with the first book. Then the whole story will be developed, telling how Emily made a photobook about necklaces and how the guests enjoyed that book, the guests played an entertaining game, admired Emily's taste and abilities and treated her with different goodies. In the given case the Photobook is what Lev Vygotsky in his cultural-historical theory defined as an artifact. Such a photobook for Emily is a part of her life and her world, and at the same time, it helps to expand this world with new meaningful relations and give it a social meaning. The photobook becomes a means of communication, information transmission and a motivation tool for Emily to participate in the process of photobook creation.

In case Emily is engaged in the process of photobook creation, she begins to consciously participate in it («Well, Emily, soon the guests will come to visit us, let's think- what it is better to make photobook about, bring here things you would like to take photos of! You brought hats. Perfect!»). The girl took the initiative. The consistent teaching of operations necessary for photobook creation begins. The process becomes conscious, and the child's development begins.

Now the photobook serves as a motivator, as for Emily, it is associated with positive emotions. Looking through it, you can inspire Emily to a new creative act, saying that Aunt Nina, who in that photo gives you candy, is having a birthday soon, and

we could make a necklace of her favorite blue color special for her. If Emily positively accepts the proposal, it is possible to help her make a necklace independently and create a photobook on the topic of a new creative process, shooting sequentially all the steps for making the necklace. The necklace is presented to Aunt Nina (the process of presenting is being shot), and the photobook is sent to school, where the teacher shows it in the class, stressing, that Emily did it for the kids, and they will learn how to make necklaces according to that book. This is a concentrated emotional outburst, a very strong motivator and source of inspiration for Emily. Sooner or later, Emily will realize that her work has a definite goal. Emily vocabulary would start to increase. If she would love to make necklaces as gifts to different people, then it could be made more diverse and educational by adding person's name (learning letters) different shapes, numbers. They can do special TPBs about those concepts and Emily could bring them to school or even to the library. Mary possibly can teach Emily how to take pictures. There is endless possibility and variety of social settings where Emily could be involved due to the process

At the beginning of the process, all efforts should be made for the child to learn to make photobooks independently or with minimal support, because the mentor's task is to transfer as much responsibility as possible to the child and teach it knowledge and skills necessary for him to implement the photobook creation. Of course, the child like Emily is hardly capable of fully independent work, but nothing can be predicted in advance. Learning objective is to provide the child with maximum developmental opportunities.

It's not compulsory for Mary to engage Emily in the process as fast as we would like. A lot depends on Emily's character and parents' participation, their ability to find motivation for their child. Photobook creation is not just a pastime with a mentor. The photobooks must be a part of the child's world, and through them, the world will expand and become comprehensible, safe and not scaring. To do this, it's necessary to examine the child and expand its worlds, so that there are new possibilities for motivation, and as a result, for inspiration.

Each operation necessary for photobook creation consists of several sub-operations. For example, to carry out shooting, it is necessary to choose the subject of shooting. It must be positioned correctly, taking into consideration the lighting. For many children, the separation to the level of sub-operations may not be enough; then each sub-operation will have to be split into sub-sub-operation – simple elements, and consistently teach them. For example, the most simple camera control includes several skills which for the special child can cause difficulties.

For many children, the elementary sub-sub-operations have to be studied separately. During the study the vocabulary will be filled up, useful skills will be formulated. With such a gradual movement from simple to complex, from elementary activities to sub-operations, eventually – to full operations makes progress in development obvious. This progress must be fixed and made an event, celebrating with a favorite treat. The child must feel that its achievement, its victory was noticed and appreciated.

Summarizing, it should be noted, that development of a child with special needs requires special and creative approach. Special children share the same principal needs and demands as other children, but the disabilities may affect the meeting of those needs or create additional needs. For example, who lacks speech may find it difficult to communicate needs or make friends. Or a child who lacks mobility may be isolated by not being able to join in activities of others. Special children need to feel welcome, safe and motivation both physically and emotionally. They should be encouraged to live up to their potential and reveal their unknown possibilities. Each of them should be praised for its uniqueness. Special children should be looked at as individuals first, and then their disabilities or special needs should be considered.

Benefits of photography for special children

Photography serves as one of the building blocks of the process followed by the system of Thematic Photobooks. Not only is it immensely helpful to the mentors working with the children, but its function as a self-teaching tool also renders it invaluable to the developmental process.

Throughout the process mentors encourage the children to work towards a Thematic Photobook by taking photographs to put in it. In pursuance of this core motive, the child learns photography and acquires new skills along the way.

The process of learning photography poses so many challenges to the learners that they must expend considerable efforts into acquiring this novel skill which tests their limits and eventually results in the achievement of the overall activity's goal of producing good photographs.

The tool of photography also renders support to the whole learning process adopted by the system of Thematic Photobooks by serving as a means of constant communication between the child and mentor in most cases. Working together to achieve the activity's goals allows mentors to decipher the child's personality and its defect's nature.

Children are constantly guided by their mentors throughout and this in itself has its own benefits since the mentor passes on instructions in some order that the child has to learn to follow to achieve good results. This is a useful ability in life.

A lot of communication also takes place between the mentor and the pupil during the process which subjects the child to new words and presents an opportunity to increase vocabulary and improve language skills.

Like many artistic mediums, photography also depends on details for aesthetic value. While working on their photobooks, the children get better at photography, and this involves a better understanding of the details in their environment. So paying attention to details and a better appreciation of the different qualities in their visual spectrums are other skills learned through cameras and photographs.

The numerous benefits of photography in various settings adopted by this system have been summarized below.

The benefits of using a camera

The use of camera has innumerable beneficial aspects since it is a skill that requires learning and the use of basic physical and mental functions that special children lack.

First of all, a photographer has to attain a steady posture to take photographs. Hence, while learning to use cameras properly, the child gets to learn basic skills like standing still and holding things in a grip.

Handling a camera in itself has many benefits. Hand-eye coordination, for example, is strengthened by the handling of the camera, which requires the use of both senses of touch and vision simultaneously. The pressing of the camera button or the adjustments to the lens are actions that improve one's hand-eye coordination and fine motor skills.

Other positive changes that can occur in children after starting photography are improved ability to focus and longer attention spans. Since producing a good picture requires focus and concentration on the object being photographed, it positively affects attentions spans of the young photographers.

The benefits of outdoor photography

Outdoor photography is a highly stimulating activity for special children as they are more accustomed to the indoor world. Outdoor activities are often out of bounds for these children due to their lack of basic skills. Photography can be very helpful in encouraging children to step out of their comfort zones and explore the «outside,' which is an unfamiliar place.

A significant portion of children with defects faces physical challenges due to under-developed motor skills. Mentors of the disabled children encourage the use of cameras, and the designed photo-activities entail the usage, and thus practice, of maximum motor skills. Children, for example, are encouraged to move around and search for desired objects such as a specific type of a flower or bush. This exploration often involves movements like bending, squatting or moving uphill.

Furthermore, a better understanding of the environment is a useful outcome of outdoor photography. When a child walks around in an outdoor area with a camera in its hand; it is bombarded with various new forms of visual data that pushes the child to explore, record and discuss. The different distinguishable visual entities such as colours, patterns, and textures in the whole environment are better understood this way.

Similarly, besides comprehension of diversity in what the child sees, the child also expands on vocabulary by learning the names of different things they see.

Exploring features like zoom clarify concepts such as relative size, dimensions, and relative distance. Zooming in and out through a camera lets the children understand visual relations such as being far away or near, or whether a visual is a whole object or a part of it. Furthermore, seeing through a lens helps to focus on things.

Light and shadow, for example, are concepts that become much more significant when taking a photograph. Children can grasp these when they observe that the picture is never clear when facing bright Sun.

The benefits of indoor photography

Indoor photography is a fine method to develop more acute skills that require details and attention. In this system, indoor photography is usually a part of themes involving personal belongings, daily life skills, and still-life compositions.

Working with still life composition presents a lot of opportunities for learning important concepts such as spatial relationships, size, and colours. The objects need to be arranged properly for all of them to be seen in a picture. Thus trying to get a proper photograph a child can learn that smaller objects are not seen behind bigger ones, or that objects which are the same colour as background cannot be seen and so on.

Photography, along with the adult guidance to explain all new concepts, allows the children to learn these things while working on the project.

Children can also start to understand the appropriate position from which to photograph objects to get needed photographs.

As with outdoor photography, children also get to learn many new concepts and words when working indoors. Language is improved by talking with other people in the surrounding, and this is highly encouraged by mentors. By photographing people children also internalize good manners as they learn to ask permission and say polite words such as thank you or please.

The benefits of working with printed photographs

The beneficial part of photography is not limited to the use of camera and process of shooting pictures. Working with printed photographs is quite expendable in nurturing the mental abilities of special children.

Printed photographs need to be assembled into a photobook. The children learn how to categorize, sort and describe pictures which is a very crucial skill for the mental development of a child. They learn to make a best choice from a few photographs which involved analysing and comparison

Throughout the whole process of photography, children get the chance to learn new concepts and expand their horizons, simply by engaging in an interesting and useful activity.

Social Role for a child

The structure of creative approach to child development includes 3 main stages: introduction, creating and testing. To understand the purposes of these three phases, consider a project to create something from unknown given material. First one might observe and study the material, to see how it behaves on its own(st1). Then one might interact with the material, to test its response to various treatments and to develop a better idea on how to handle the material when it comes time to create the object from it.(st2) The final step, armed with this information about the material, would be to work with the material to create the desired object (st2). In second stage we chose for a child social roles and see if it'd work. And in the third stage we already create it (it could be an entertainer, a helper, a partner, etc). A child should understand and carry its social role with help of TPB system.

In case of Emily presented in this article she is the one giving people enjoyment with those necklaces she makes with help of Mary. Pictures in photobooks should reflect the joy people experience getting those gifts from Emily. In a process of creating PB she is just Mary's assistant (or later possible partner in necklaces business). Those roles should be emphasized for a child. They could make IDs and wear them when they start working...(business time).Whatever would attract or please Emily is good to keep her in a process. New stimulus and motivations could be created along the

way. Photobooks with necklaces could be discussed by other people. Somebody can borrow it to teach their own kids for example.

Thematic Photobook system is designed and developed as a powerful tool for long and productive cooperation between the child and the adult, making it possible to contribute to the child's developmental process and reveal its potential as fully as possible.

Conclusion

The system works in a very simple way. No matter what features the child has (we are all special in our own ways), it, like any other person, is realized through the activity, and activity is development. Special children should be assisted in the implementation of activities, to choose the activity for them, which will have a goal, to evoke in them a desire to act, that is, to find the right motive. The motive is found, the goal is set, and the child, with the adult's help at first, begins to perform certain operations to achieve the goal. Imagine an applicant of a scientific degree, who has a clear goal: to prepare a decent qualifying work for the transition to a new level of perfection. Is he developing during the process? Certainly! The same is in the case of a special child. The only difference is that it is not engaged in mastering tons of scientific literature, do not attend conferences, but brick by brick collects a kind of «scientific work», made up of images of reality. And the child is also working on the book. The result of the efforts-photobook- artifact- made in cooperation with other people and for the use of someone else. Thus, through the creation of photobook the child become a full part of people's social system. It has a measurable achievement that captures not only the episodes of life, but also the child's stage of development, and in the future may become a reference point for the development of others.

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