

віддається другому, так як на відміну від попереднього воно несе позитивний заряд;

– нейтралізація негативного повідомлення через поєднання в ньому негативної і позитивної інформації. Наприклад: *Comme vous le savez, il y a dix ans, nous avons servi particulièrement nos touristes. Au cours des six ou sept prochaines années, le nombre de touristes étrangers a augmenté progressivement comme nos revenus. C'étaient des années faciles* (позитивна інформація).

Les cinq dernières années ont été très différentes, parce que la concurrence augmente et nos revenus sont réduits (негативна інформація);

– широке використання умовного способу, модальних дієслів, умовних підрядних речень: *Si vous êtes intéressés par notre produit, nous serons heureux de vous fournir des informations supplémentaires à ce sujet; la réduction des coûts peut causer une douleur intense;*

– інтегрування мовних маркерів позитиву: *J'espère que ; J'espère que vous l'aimerez; Vous serez ravis, etc.*

Слід зауважити, що найвищим проявом майстерності у підготовленому мовленні – це контакт зі слухачами, тобто єдність психічного стану мовця й аудиторії. Це виникає на основі спільної розумової діяльності, подібних емоційних переживань. Ставлення доповідача до предмета промови, його зацікавленість, переконаність викликають у слухачів відповідну реакцію. Як говорить прислів'я, слово належить наполовину тому, хто говорить, і наполовину тому, хто слухає.

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PEDAGOGICAL PROBLEMS OF THE AUTISM SPECTRUM DISORDER IN REFUGEE CHILDREN

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The Autism Spectrum Disorder [ASD] is one of the most serious, complex and chronic developmental disorders whose frequency of occurrence is increasing. Autism is characterized by a trio of disorders in social interaction, communication and

imagination. Autistic people usually have severe, moderate or mild mental retardation. Many others have "normal" or "high" intelligence, or even "intelligence", but focused on one or two issues that interest them and require strong, primarily visual memory [1, p. 1].

Taking into consideration the concept autism from pedagogical and psychological point of view, we can state that: "autism is one of the most complex, difficult, and most painful neuropsychiatric disorders. It creates serious communication problems, with consequent, often very serious, behavioral problems. There is no cure but there can be improvement that depends on the correct and early diagnosis and evaluation, the proper training with qualified trainers and the degree of understanding of the autistic person in their family and social environment" [3, p. 1].

Another approach determines that "autism is certainly a neuropsychiatric developmental disorder, in other words, it is a health problem, but addressing it even in its scientific approach is a profoundly social and political problem that requires multi-faceted, multi-faceted and persistent struggles, first and foremost of those experiencing the problem [4, p. 309].

Autism spectrum disorder (ASD) is a chronic neurodevelopmental disorder beginning in childhood, with adverse effects on adaptive functions throughout one's life. The number of people with autism spectrum disorder has increased in recent decades, although the underlying causes of this increase are not fully understood. Both clinical and population studies have reported poor long-term outcomes on education, employment, independent living, and peer relationships [6, p. 34]

The present study aims to study the pedagogical approaches that should be applied to the spectrum of autism in refugee children. This issue is particularly interesting as Greek society is currently facing the refugee crisis and more and more refugee pupils have entered Greek schools, many of whom are pupils with special educational needs.

Opinions on strategies to improve the quality of education offered to students with ASDs coming from immigrant families differentiates. The main disagreement concerns the position and role of the pupil's mother tongue at school. There is no overall agreement on the use of the pupil's mother tongue at school: while some scholars favor bilingual education, others argue that pupils should only use the language of the host country within the school [sometimes even within the school context family]. Likewise, the use of the pupil's mother tongue at school may be considered as pupil support, but may also carry the risk of excluding pupils who speak the same foreign language from the group speaking the country's language host. The multilingual approach for all students [3, p. 77] is a new social and didactic way to identify all languages in the school and familiarize all children with diversity.

Another controversy in the relevant literature focuses on the profile of professionals. Some research concludes that practitioners do not need to know much about the cultural background of the student or his or her family in order to interact well with them: "One does not need to know the cultural background of the individual

to form a good encounter and allow the project to have a good result ... You don't have to be a specialist in 'culture' or different languages. But it is necessary to accept unconditionally the individual and his culture... what matters most is what people share, the common elements that are the same for all” [5, p. 64]. On the other hand, other texts support intervention by practitioners who share the same national background as the student or family: "Bilingual children should be treated exclusively by bilinguals or those coming from two cultures or at least by professionals with a broader understanding of basic characteristics of the child's culture and language” [7, p. 43].

Summing up despite the fact that there are various definitions of Autism Spectrum Disorder, everyone agrees that this is a neuropsychiatric disorder that creates communication and behavioral problems. Concerning pedagogical practices, especially for immigrant children, the pupil's mother tongue at school and the cultural background of the pupil must be taken into account.

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