

NEUROPSYCHOLOGICAL CORRECTION FOR CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

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Annotasiya: *The paper underscores the importance of neuropsychological correction methods for children with ADHD, emphasizing exercises aimed at muscle coordination, breathing exercises and so on. Additionally, parental involvement also is encouraged to enhance the effectiveness of corrective and developmental efforts, as well as to improve attention endurance. This research offers a comprehensive perspective on the multifaceted nature of ADHD and provides insights into effective strategies for its management and intervention.*

Açar sözlər: hiperaktivliklə müşayiət olunan diqqətsizlik sindromu, inkişafdan qalma, neyropsixoloji korreksiya, uşaq neyropsixologiyası

Ключевые слова: синдром дефицита внимания с гиперактивностью, отклонения в развитии, нейропсихологическая коррекция, детская нейропсихология

Keywords: attention deficit hyperactivity disorder, developmental disabilities, neuropsychological correction, child neuropsychology

In the modern era, due to the widespread prevalence of Attention Deficit Hyperactivity Disorder (ADHD), this issue has garnered significant attention from medical professionals, educators, and psychologists. Both local and international experts describe such children in their scientific work as experiencing significant difficulties in adaptation and education, often portraying them as disobedient individuals.

Attention deficit hyperactivity disorder (ADHD) has various causes, including genetic, socio-psychological, and environmental factors. Depending on the interplay of the aforementioned three factors, attention deficit hyperactivity disorder (ADHD) may manifest in children. Following the identification of this syndrome in children, it becomes crucial to undertake specific corrective measures. Such children require neuropsychological correction encompassing exercises for muscle coordination, breathing exercises and so on.

First and foremost, the importance of body movements should be emphasized, especially in the context of neuromuscular development. Body movements help normalize both hypertonus and hypotonus. Optimizing tone is considered one of the fundamental aspects of neuropsychological correction. Having optimal muscle tone leads to various changes in a child's psychological and motor processes, which, in turn, have a negative impact on the child's overall psychological development. Low muscle tone can result in reduced psychological and motor activity in children. Hypotonus manifests itself through inhibited neural processes, disrupted sleep patterns, emotional fragility, reduced motivation, and weak volitional control. Children with hypotonia often experience challenges in coordinating their voluntary attention, motor skills, and psychological reactions. These difficulties can contribute to the development of attention deficit hyperactivity disorder (ADHD). To help children recognize their muscle tone before engaging in activities, it's essential to teach them through simple, concrete examples. Regulating muscle tone should align with the principles of motor development. This includes working on various muscle groups, such as the neck, upper and lower extremities, and fingers, ensuring a systematic approach from head to toes.

Breathing exercises improve the body's rhythm, enhance self-control, and allow individuals to voluntarily manage their breathing and movement patterns. During attention deficit hyperactivity disorder (ADHD) in children, the process of automating and synchronizing the body's rhythm is realized through advanced neuro-psychological correction methods. Disruption of the body's rhythm (heart rate, digestive system) can lead to disturbances in a child's psychological development. Breathing exercises are considered highly effective for children with attention deficit hyperactivity disorder (ADHD). Breathing exercises begin without exhaling, then continue with short pauses to breathe. Deep, gentle breaths should be taken through the mouth and nose without tension. Attention should be paid to the movement of the diaphragm and the calmness of the chest, but during deep exhalation, the upper part of the diaphragm must move. In the deep breathing stage, it is recommended to place the child's hand on the moving part of the diaphragm to help the child feel the rising and falling of the diaphragm.

Furthermore, for the development of voluntariness, other conditions, children must adhere to temporary rituals and rules. When the role of the leader is alternately assigned to a child who is a member of each group, it automatically increases the child's degree of dominance, ultimately enhancing self-regulation, programming, and control over oneself and one's surroundings.

The fundamental principle of any correction process is to motivate and implement a reward and punishment system, and this is done collectively with the whole group before engaging in individual activities. During the game, a participant's action of leaving the group and sitting on the "reserve bench" is evaluated as a form of punishment, which deprives them of leadership. In the motivation process, various rewards, the use of the child's favorite music during the activity, and assigning leading roles in the game are emphasized. During the correction work, it is important to consider the following issues: the inability of hyperactive children to adhere to the group's rules for an extended period, their quick exhaustion, their inability to listen until the end, and their inability to complete tasks. Therefore, it is recommended to start working with children individually and gradually introduce them into group activities. In addition, it is important to develop individual strategies and tactics for each child in terms of their interpersonal relationships.

It's important to note that when parents fail to understand the causes and manifestations of syndromes in their children, the compensatory potential for cognitive and behavioral disturbances in children diminishes. During activities conducted at home or in a group, parental involvement can make corrective and developmental work more effective. As an additional method for correcting the syndrome, parents can also make use of the following:

- 1) Working with sand, water, and clay to reduce hyperactivity and impulsivity;
- 2) Developing attention endurance by separating and stringing beads for extended periods, improving the ability to shift attention voluntarily from one object to another, and so on.

Scientific innovation in the article. The research paper suggests various methods can be employed for neuropsychological correction in children with Attention Deficit Hyperactivity Disorder (ADHD).

The practical significance and application of the article. Psychologists and educators working with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) have encountered specific challenges, and recommendations have been formulated in light of these difficulties. Based on our initial assessment, it is believed that psychologists and educators can benefit from these recommendations to achieve success in their professional endeavors.

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DİQQƏTSİZLİK VƏ HİPERAKTİVLİK OLAN UŞAQLARIN NEYROPSİHOLOJİ DÜZƏLİŞİ

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Xülasə

Hiperaktivliklə müşayiət olunan diqqətsizlik sindromu uşaqlarda ən çox müşahidə olunan xəstəlikdir. Bu elmi işdə uşaqlarda tez-tez rast gəlinən hiperaktivlik və diqqətsizlik sindromu dərinlən öyrənilib. Bu məqalədə diqqətsizlik və hiperaktivlik sindromu olan uşaqların valideynlərinin böyük iştirakı və rolu olaraq həll olunması yolları özünü əks etdirib.

НЕЙРОПСИХОЛОГИЧЕСКАЯ КОРРЕКЦИЯ ДЕТЕЙ С СИНДРОМОМ ДЕФИЦИТА ВНИМАНИЯ И ГИПЕРАКТИВНОСТИ

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Резюме

Синдром дефицита внимания с гиперактивностью — одно из наиболее распространенных расстройств у детей. В этом исследовании рассматриваются многогранные аспекты синдрома дефицита внимания и гиперактивности (СДВГ) у детей. В статье подчеркивается важность нейропсихологических коррекционных подходов к детям с СДВГ и поощряется участие родителей для повышения эффективности коррекционных и развивающих усилий, а также для повышения устойчивости внимания.

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