

TEACHING AND UPBRINGING OF STUDENTS WITH INTELLECTUAL DISABILITIES THROUGH SCHOOL LOCAL HISTORY STUDIES

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The article substantiates the significance and specific features of implementing school local history studies within the system of educational and corrective work with students who have intellectual developmental disorders. The relevance of the study is determined by the need to search for new approaches to fostering national self-awareness, patriotism, and social experience among schoolchildren through the study of the history, culture, and natural environment of their native region. Local history studies are interpreted as a synthetic type of activity that promotes the activation of the cognitive sphere and the correction of emotional and volitional processes in children with special educational needs.

The study identifies the key organizational forms of local history work (state, community-based, school-based, and extracurricular) and analyzes scholarly approaches to defining the concept of “school local history studies”. Particular attention is paid to the didactic principles underlying the formation of local history knowledge, including scientific validity, accessibility, systematicity, visualization, and educational orientation. A separate emphasis is placed on the principle of corrective and developmental orientation, which involves the development of sensory perception, visual-imaginative thinking, and the establishment of cause-and-effect relationships based on concrete sensory experience.

The article distinguishes and characterizes three stages of local history work in special schools: the accumulation of sensory and observational experience in primary grades; the generalization and systematization of acquired knowledge about one’s locality and personal experience during the study of natural science and civic-historical educational fields; and the systematic integration of knowledge in extracurricular activities. The authors propose differentiating learning outcomes according to three levels: propaedeutic-cognitive, functional-operational, and analytical-systematizing. It is established that the diversification of organizational forms of local history activities, as well as the use of various visual aids and information and communication technologies, constitutes a necessary condition for the effective acquisition of historical and geographical content.

The conclusions emphasize that systematic local history work contributes not only to the successful social adaptation of students but also to the formation of a stable system of value orientations and a patriotic stance. The practical significance of the research lies in the possibility of applying the proposed stage-based approach to improve curricula in special education institutions.

Key words: school local history studies, special education, children with intellectual disabilities, geography, history, extracurricular activities, local history knowledge, patriotic education, social adaptation.

Одинченко Лариса, Косенко Юрій, Скиба Тетяна. Навчання і виховання учнів із інтелектуальними порушеннями засобами шкільного краєзнавства

У статті обґрунтовано значущість та особливості реалізації шкільного краєзнавства в системі освітньо-корекційної роботи з учнями, які мають порушення інтелектуального розвитку. Актуальність дослідження зумовлена необхідністю пошуку нових підходів до формування у школярів національної самосвідомості, патріотизму та соціального досвіду через

вивчення історії, культури та природи рідного краю. Автори розглядають краєзнавство як синтетичний вид діяльності, що забезпечує активізацію навчально-пізнавальної сфери та корекцію емоційно-вольових процесів у дітей із особливими освітніми потребами.

У межах дослідження визначено ключові організаційні форми краєзнавства (державне, громадське, шкільне та позашкільне) та проаналізовано наукові підходи провідних дослідників до дефініції «шкільне краєзнавство». Особливу увагу приділено дидактичним принципам, на яких будується процес формування краєзнавчих уявлень: науковості, доступності, систематичності, наочності та виховуючої спрямованості. Окремо виділено принцип корекційно-розвиткової спрямованості, що передбачає розвиток чуттєвого сприймання, наочно-образного мислення та встановлення причинно-наслідкових зв'язків на основі конкретно-чуттєвого досвіду.

У статті виокремлено та охарактеризовано три етапи краєзнавчої роботи в спеціальній школі: від накопичення сенсорно-споглядального досвіду в початкових класах, узагальнення і систематизації накопичених уявлень про свою місцевість та особистого досвіду під час вивчення дисциплін природничої та громадянської-історичної освітніх галузей до системної інтеграції знань у позаурочний час. Автори пропонують диференціювати результативність навчання за трьома рівнями: пропедевтико-пізнавальним, функціонально-операційним та аналітико-систематизуючим. Визначено, що урізноманітнення організаційних форм краєзнавчої роботи та використання різноманітної наочності і засобів ІКТ є необхідною умовою ефективного засвоєння історико-географічного матеріалу.

У висновках наголошується, що систематична краєзнавча робота сприяє не лише успішній соціальній адаптації учнів, а й формуванню в них стійкої системи ціннісних орієнтирів та патріотичної позиції. Практична значущість роботи полягає у можливості використання запропонованої етапності для вдосконалення навчальних програм спеціальних закладів освіти.

Ключові слова: шкільне краєзнавство, спеціальна освіта, діти з інтелектуальними порушеннями, географія, історія, позакласна робота, краєзнавчі знання, патріотичне виховання, соціальна адаптація.

Introduction. School local history studies occupy an important place in the system of educational and corrective work both during lessons and in extracurricular activities in special general secondary education institutions for children with intellectual developmental disorders. They function not only as a set of information about a particular territory but also as a synthesis of various types of activity based on the personal comprehension of the history of one's native region; a means of transmitting accumulated knowledge and traditions as well as forms of intergenerational communication; and a process of activating students' cognitive and socio-labour activities.

Historical and geographical local history studies play a significant role in the comprehensive solution of the tasks related to the formation of students' realistic worldview, national self-awareness, and spiritual values, as well as their patriotic, civic, moral, aesthetic, environmental, and labour education. The study of local history in special schools enables children with intellectual disabilities to interact directly with natural phenomena and objects in real time. Knowledge about their native region contributes to the formation of clearer representations of natural objects and processes, facilitates the acquisition of geographical and historical content, and prepares students for practical activity.

Acquaintance with their local environment also promotes the correction of students' cognitive functioning and emotional-volitional sphere. Under contemporary conditions, the search for new approaches and forms of organizing local history activities within the system of special education institutions becomes increasingly relevant. This is conditioned by the need of pedagogical practice for scientifically grounded approaches that ensure the development of students with intellectual disabilities and the formation of their local history representations through familiarization with the culture, history, traditions, and everyday life of their native region both in classroom and extracurricular contexts.

Materials and Methods. To achieve the research objective, a set of theoretical methods was employed, including analysis, systematization, and generalization of findings

in general and special pedagogy concerning the theory and methodology of school local history studies. A thorough review of scholarly sources made it possible to determine the specific features of educational and upbringing activities within the framework of school local history work with students who have intellectual disabilities.

Research Results. Local history studies are multifaceted in their content. They integrate elements of nature studies, geography, history, ethnography, folklore, and other fields. In educational practice, they are implemented within geographical, historical, literary, and natural science directions. All these directions constitute components of comprehensive school local history studies and are closely interconnected in terms of content, forms, and methods of implementation.

In the scholarly works of local history researchers (M. Kostyrets, V. Oboznyi, L. Odynchenko, T. Osmatesko, M. Otkalenko, V. Prokopchuk, V. Syniov), the following organizational forms of local history studies are distinguished: state, community-based, school-based, and extracurricular.

The structure of state local history studies is represented by local history museums and libraries, mass media, as well as local research institutions and organizations (research institutes, observatories, archives, and state planning and statistical institutions).

Public local history studies encompass civic organizations and associations, as well as individuals engaged in the exploration of the nature, history, culture, traditions, economy, geography, and natural heritage of their native region.

School local history studies are presented as “educational and upbringing activities aimed at the comprehensive study, during lessons and extracurricular work, of a specific part of the country (region, district, city, etc.). The main objective of local history studies is to investigate the nature, population, economy, history, and culture of the native region for cognitive, scientific, educational, and practical purposes”.

The issue of defining school local history studies has been addressed by M. Kostyrets, M. Lavruk, V. Oboznyi, Yu. Olishevskaya, O. Kornieiev, V. Krul, M. Krachylo, and others. Their publications define the essence of school local history studies as:

– “a comprehensive study by students, under the guidance of a teacher, of the natural, socio-economic, environmental, cultural-historical, and artistic features of a particular region (province or individual locality)” [2];

– systematic cognition of the native region by students in the process of classroom, extracurricular, and out-of-school activities in accordance with the objectives of general secondary education [3];

– a comprehensive study by students, under the guidance of a teacher, of the natural, socio-economic, environmental, cultural-historical, and artistic characteristics of a particular region (province or specific locality) [7];

– the study by students, under the guidance of a teacher, during lessons and in extracurricular time, of the nature, socio-economic life, history, and culture of a specific region [9].

In the reference publication [1], school local history studies are defined as an educational and upbringing activity “that involves the comprehensive study, during lessons and extracurricular activities, of a particular part of the country (region, district, city, etc.)”. According to S. Honcharenko, the primary objective of local history work is to investigate the specific features of the natural environment, history, culture, population, and economic activities of the native region.

The role of local history studies in improving the educational process has been examined in the scholarly works of V. Badeniuk, O. Varakuta, B. Kozak, V. Polishchuk, M. Yanko, and others. These authors emphasize that educational and upbringing activities grounded in local history enable the activation of students’ cognitive engagement and foster their motivation to explore their native region and participate in socially beneficial environmental protection activities.

It is also stressed that local history work contributes to the development of students’ value-based attitudes toward local history objects, toward the people inhabiting the region, and toward their activities. This, in turn, facilitates the systematization, deepening, and expansion of children’s knowledge about the surrounding world, ensures the formation of intellectual skills, the acquisition of scientific methods of cognition, and the development of their worldview (A. Volkova, Ya. Zhupanskyi, O. Kornieiev, M. Kostyrets, M. Lavruk, T. Osmatesko, and others).

The importance of incorporating local history materials into the process of teaching and bringing up children with intellectual disabilities has been substantiated in the studies of such researchers as H. Blech, V. Bondar, N. Vasylenko, A. Vysotska, N. Hirenko, L. Denyshchych, L. Drobot, Zh. Kaliukova, V. Kovalenko, I. Korsun, Yu. Kosenko, L. Odynchenko, T. Porotska, V. Syniov, T. Skyba, L. Spivak, Ya. Spivak, L. Stozhok, M. Suprun, S. Trykoz, and others. It is noted that school local history studies in special general education institutions serve as one of the key sources for shaping students’ understanding of their native region

and national worldview, broadening their outlook and social experience, as well as facilitating the comprehension of a range of important civic, socio-historical, and geographical concepts. According to Yu. Kosenko, the use of local history materials provides a basis for in-depth study of history, understanding the general patterns of social development, and enhancing students’ cognitive interest in acquiring new knowledge [4]. L. Odynchenko argues that geographical local history studies expand opportunities for the formation of visual and emotional representations among students with intellectual disabilities regarding their native land, its nature, population, and economy on a specific sensory basis, as well as for the development of inquiry and research skills through the exploration of interactions between nature and society within their local environment [6].

School geographical local history studies within the system of educational and corrective work in special schools constitute an important component that ensures the correction and development of students’ observational skills, memory, visual-figurative and logical thinking, as well as their cognitive activity and independence.

Considerable attention has been devoted by scholars to revealing the educational potential of school geographical and historical local history studies (N. Hirenko, I. Dmytriieva, A. Ivanenko, Yu. Kosenko, I. Matviichuk, L. Odynchenko, V. Syniov, and others). It is generally acknowledged that the process of local history work contributes to the upbringing of a spiritually developed personality characterized by a sense of love for the Motherland, respectful attitudes toward its history, folk customs and traditions, and appreciation of cultural heritage and human labour. The incorporation of local history materials concerning the nature and distinctive features of the native region, the achievements of prominent local figures, and regional characteristics of traditional occupations of the population influences the formation of worldview orientations among students with intellectual disabilities, as well as the development of a system of national values and a civic-patriotic position [5].

At different stages of schooling, the content of local history activities, along with the forms, methods, and techniques of their organization, varies depending on the age-related characteristics and cognitive capacities of students with intellectual disabilities. Such work should be implemented in an organized and systematic manner, ensuring a holistic approach to the interconnection between classroom and extracurricular local history activities. Under these conditions, students accumulate experience in interacting with the natural environment of their region; develop an understanding of the relationships between humans and the surrounding natural and social environments; and form an emotional-value-based attitude toward the beauty and uniqueness of their native land, its historical and architectural monuments, landmarks, and long-standing cultural and historical traditions.

The process of forming local history representations among students with intellectual disabilities is structured in accordance with the principles of integration; educational and corrective-developmental orientation of instruction; scientific valid-

ity and accessibility of learning; systematicity and consistency; visual support; students' consciousness and activity; individualized and differentiated approaches; and the socially adaptive orientation of the educational process.

In the educational process, the principle of integration is implemented both as a condition – through the realization of interdisciplinary connections when studying a range of historical and geographical topics – and as a means, ensuring the linkage between learning and social practice through students' participation in environmental initiatives, community events, and celebrations.

The principle of scientific validity is taken into account during the organization of local history excursions, field trips, and other activities, which contributes to the formation, clarification, and expansion of students' local history representations and prepares them for the perception of such academic subjects as “Geography of Ukraine”, “Introduction to the History of Ukraine and Civic Education”, “History of Ukraine”, and “Exploring Nature”.

The principles of systematicity and consistency involve the development of local history knowledge as an interconnected system in which each subsequent element is based on the previous one and serves as a foundation for the acquisition of new information. These principles are realized through the actualization, formation, and expansion of students' knowledge about their family and intergenerational ties, their locality and country of residence, the most significant historical events in their homeland, and the heroism of the local population and the Ukrainian people in their struggle for independence.

The principle of accessibility in the formation of local history representations takes into account the age-related characteristics of students with intellectual disabilities and ensures instruction at the level of their cognitive capacities. Local history material should be comprehensible and gradually complicated according to the progression from the near to the distant, from the known to the unknown, from the easy to the difficult, and from the simple to the complex [10]. This principle is implemented through the extensive use of practical and inquiry-based learning activities in both classroom and extracurricular settings.

Importance in the formation of local history knowledge is attached to the principle of visualization, which is based on the demonstration of specific objects and phenomena as well as their figurative representations. The wide use of visual aids is due to the specific features of cognition among students with intellectual disabilities, who primarily acquire new knowledge through visual-practical and visual-figurative thinking. Simplified visual materials and diverse object-based aids (plant herbariums, insect collections, collections of seeds of common cereal crops of the native region, collections of minerals, soil samples, various products manufactured by local enterprises, ethnographic materials, etc.) reflect the essential characteristics of the studied objects without unnecessary secondary details. They gradually expand students' historical or natural-geographical local history representations and contribute to the development of their personal cognitive experience based on the direct perception of real objects.

Under contemporary conditions, information and communication technologies constitute effective tools that enable students to visualize local history video materials, analyze them, when necessary, conduct virtual excursions, and compare events that are separated in time and space.

The principle of educational orientation is implemented through the formation of a system of value orientations (universal, national, and civic), progressing from fostering interest through the study of the nature, history, and culture of the native region to a deeper understanding of the historical past of the country as well as the physical and socio-economic geography of Ukraine.

The principle of corrective and developmental orientation involves the enhancement of sensory perception during observations conducted in the course of excursions; the development of students' visual-figurative thinking through work with diverse visual aids; the improvement of cognitive processes based on establishing cause-and-effect relationships, spatial and temporal correlations; as well as the development of coherent oral speech and a sustained cognitive interest in objects and phenomena of the surrounding reality.

Let us consider the stages of school local history work in special general secondary education institutions for students with intellectual disabilities, which ensure familiarization with, expansion, and deepening of knowledge about their locality, its history, nature, culture, and the labour activities of the population; enrichment of sensory and emotional experience; development of cognitive processes and personal qualities; cultivation of love for one's homeland and native region, patriotic feelings, and a responsible attitude toward the natural resources of Ukraine and the local environment; and the formation of a desire to contribute to the well-being of the country and the community.

The first stage of local history work is aimed at the accumulation of students' sensory and observational experience, emotional impressions, and initial representations of their locality, as well as at stimulating interest in its study. This stage is implemented in the primary grades of special schools using local history informational and visual materials and the organization of blended (in-person and virtual) local history excursions during the study of such school subjects as “I Explore the World”, literary reading, labour education, and visual arts. At this stage, the contemplative level of cognitive interest is formed.

At the second stage, during the study of local history material in geography lessons, the course “Exploring Nature”, “Introduction to the History of Ukraine and Civic Education”, and “History of Ukraine”, students' accumulated representations of their locality and personal experiences are generalized and systematized. These representations are transformed into systemically integrated knowledge, proper local history concepts are formed, and cognitive interest develops at the contemplative-active and causal-cognitive levels. At the same time, love for Ukraine and the native region is fostered, along with a careful attitude toward the land and its natural wealth.

The third stage of local history work is aimed at further expanding and deepening local history representations

during extracurricular time. It is implemented through the organization of subject-oriented local history clubs, school-wide and group educational activities with local history themes, extracurricular reading, blended excursions, and imaginary journeys.

The content of local history work in special schools is implemented with due regard to the gradual complication of students' cognitive activity. Accordingly, learning outcomes are differentiated according to the following levels:

1. Propaedeutic-cognitive level.

At this stage, primary attention is focused on the formation of initial representations and the accumulation of factual material. Learners demonstrate the ability to:

- identify and correctly name local history objects of their native region;
- provide concise descriptions of their external features and properties;
- recognize the studied objects through visual aids (illustrative materials, video fragments) and in the texts of literary works.

At this level, learning activities are predominantly reproductive in nature and aimed at recognition and elementary reproduction of information.

2. Functional-operational level

This level involves a transition to the application of knowledge in typical situations according to a given algorithm or with the assistance of the teacher. Learners acquire the ability to:

- perform basic operations with the objects of study based on a provided model;
- construct a descriptive narrative about an object according to a logical structure (plan);
- establish direct temporal and spatial relationships between local history phenomena;
- operate basic terms and concepts that constitute the foundation of a particular topic.

3. Analytical and systematizing level

At the final stage of learning, emphasis is placed on the development of elements of logical thinking and learner autonomy. Students demonstrate readiness to:

- construct extended and structured descriptions of objects and events;
- identify cause-and-effect relationships accessible to their level of understanding;
- classify and group local history material according to specified criteria;
- conduct elementary searches for and selection of information within a defined thematic area;
- formulate their own evaluative judgments regarding events or phenomena in the surrounding environment.

Conclusions. Thus, the organization of school local history studies in special education institutions for children with intellectual disabilities can be considered a multi-level system based on the integration of curricular and extracurricular activities and on the consistent adherence to specific didactic principles, particularly visualization, accessibility, and corrective-developmental orientation. The phased implementation of local history work – from the accumulation of sensory and observational experience at the primary level, through the generalization and systematization of learners' knowledge about their local environment and personal experience during the study of natural science and civic-historical disciplines, to the systematic integration of knowledge in extracurricular activities – ensures the development of students' cognitive interest and promotes their holistic growth. The effectiveness of this process is reflected in the gradual qualitative transition of learners from the reproductive propaedeutic-cognitive stage to the analytical-systematizing level, which enables them not only to successfully master local history content but also to develop stable value orientations, patriotic awareness, and socially adaptive skills within the contemporary educational environment.

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