

THEORETICAL AND PRACTICAL ASPECTS OF ENHANCING SOCIO-ECONOMIC KNOWLEDGE OF STUDENTS WITH INTELLECTUAL DISABILITIES AT GEOGRAPHY LESSONS

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The article is devoted to highlighting the problem of enhancing socio-economic geographical knowledge in students with intellectual disabilities, revealing the role of school geography in economic socialization and professional labor adaptation of graduates in the conditions of a market economy. The importance of the school course "Geography of Ukraine" in enhancing socio-economic knowledge of high school students of special secondary education institutions is revealed. An analytical review of theoretical and empirical research within the framework of the outlined problem proved that scientists directed their efforts at improving methodological approaches to the study of social and economic geography of Ukraine, revealing pedagogical ways of forming economic and geographical concepts at geography lessons in a special school.

Special attention is focused on the analysis of the practical experience of enhancing students' socio-economic knowledge at geography lessons in the conditions of traditional education. On the basis of a survey of geography teachers of special secondary education institutions in different regions of Ukraine, the results of the answers regarding the importance of geographic knowledge of a socio-economic nature in teaching and upbringing of high school students with intellectual disabilities, correction of their cognitive activity, social and labor adaptation are summarized. Some features of the subject-methodological competence of special school teachers in the socio-economic geography of Ukraine were identified, pedagogical conditions and optimal methods and techniques for the formation of geographical ideas and concepts of socio-economic direction among schoolchildren were determined.

The analysis of the obtained results made it possible to state the need to take into account in the practical activities of teachers the specifics of enhancing socio-economic knowledge of students with intellectual disabilities at geography lessons, which is due, on the one hand, to a high level of abstraction of socio-economic learning material, and on the other – to the peculiarities of understanding and assimilation by this category of children with complex nature of inter-conceptual connections and cause-and-effect dependencies.

Key words: *geography, socio-economic knowledge, students with intellectual disabilities, questionnaires, pedagogical conditions, methods and techniques.*

Одинченко Лариса, Скиба Тетяна. Теоретичні та практичні аспекти поглиблення соціально-економічних знань учнів з порушеннями інтелектуального розвитку на уроках географії

Стаття присвячена висвітленню проблеми формування в учнів із інтелектуальними порушеннями географічних знань соціально-економічного спрямування, розкриттю ролі шкільної географії в економічній соціалізації й професійно-трудової адаптації випускників в умовах ринкової економіки. Розкрито значення шкільного курсу «Географія України» в формуванні соціально-економічних знань у старшокласників спеціальних закладів загальної середньої освіти. Аналітичний огляд теоретичних і емпіричних досліджень в рамках окресленої проблеми довів, що наукові пошуки вчених спрямовані на вдосконалення методичних підходів вивчення соціальної й економічної географії України, розкриття педагогічних шляхів формування економіко-географічних понять на уроках географії в спеціальній школі.

Особливу увагу зосереджено на аналізі практичного досвіду формування в учнів соціально-економічних знань на уроках географії в умовах традиційного навчання. На основі проведеного анкетування вчителів географії спеціальних закладів загальної середньої освіти різних регіонів України узагальнено результати відповідей щодо значення географічних знань соціально-економічного характеру в навчанні та вихованні старшокласників з інтелектуальними порушеннями, корекції їхньої пізнавальної діяльності, соціальної й трудової адаптації. Виявлено деякі особливості предметно-методичної компетентності вчителів спеціальних шкіл із соціально-економічної географії України, визначено педагогічні умови й оптимальні методи й прийоми формування у школярів географічних уявлень і понять соціально-економічного спрямування.

Аналіз отриманих результатів дозволив констатувати необхідність урахування в практичній діяльності педагогів специфіку формування в учнів із інтелектуальними порушеннями на уроках географії соціально-економічних знань, яка обумовлена, з одного боку, високим рівнем абстрактності економіко-соціального навчального матеріалу, а з іншого – особливостями розуміння та засвоєння даної категорією дітей складних за характером міжпонятійних зв'язків і причинно-наслідкових залежностей.

Ключові слова: *географія, соціально-економічні знання, учні з інтелектуальними порушеннями, анкетування, педагогічні умови, методи й прийоми.*

Introduction. The successful solution of the tasks of preparing graduates with intellectual disabilities for independent life and active work in the real conditions of economic relations and the market model of management is directly related to the formation of a system of knowledge and skills of economic direction in this category of children.

In special secondary education institutions for students with intellectual disabilities, the curriculum does not provide for the study of economics as an independent school discipline that would lay the fundamental foundations for the formation of economic competence in this category of children. Therefore, the priority importance of school geography in the economic socialization of high school students of a special school is growing.

Enhancing socio-economic knowledge in students with a violation of intellectual development based on a comprehensive approach, i.e. establishing the relationship between the life of society and the economic development of the country, is carried out during the study of geography of Ukraine in the 9th grade. This school course has a powerful potential to create a conscious, holistic image of their country in students, based on the consideration and analysis of its main components – nature, population, economy.

In the process of studying geographical material, high school students get acquainted with the whole picture of the modern economy of our country, its structure, branches of industry, location features and development prospects; learn about the needs of various enterprises in work specialties. The foundations for the successful inclusion of students in modern social life are laid, important ideas and concepts are formed among schoolchildren through the disclosure of patterns of location of territorial interactions of production and economy with the population, with the geographical environment. The assimilation of these regularities increases the strength and depth of the economic and geographical knowledge of ninth graders, ensures the assimilation of the content of socio-economic concepts, and has a corrective effect on the mental development of students with intellectual disabilities.

Materials and methods. Research methods were determined by the subject and purpose of our research. Accordingly, the theoretical and empirical research methods were used: analysis, systematization and generalization of scientific sources and educational program materials; study of practical experience based on the conducted questionnaire, pedagogical observation, conversation; quantitative and qualitative analysis of the obtained results.

Research results. The analysis of scientific publications in the context of our research proves that the acquisition of economic knowledge, abilities and skills, the formation of economic thinking and economic consciousness of basic school students in general secondary education institutions is carried out in the process of studying the courses of economic and social geography of Ukraine and the world. Scientists have singled out the main components of socio-economic content, the elemental basis of which are concepts that differ in their abstractness and generalization. Various issues of the methodology of formation of economic and geographical concepts were considered by domes-

tic scientists: L. Vishnikina, S. Kobernik, R. Kovalenko, O. Nadtocka, T. Nazarenko, M. Otkalenko, V. Samoilenko, O. Skuratovych, O. Topuzov, O. Topchiiev, O. Fedii, A. Shukanova and others. When forming general socio-economic concepts, it is recommended to use certain methods of mental activity, such as: recognition of essential and non-essential features of concepts; generalization of concepts about the main features of the economy, population, peculiarities of the placement of production forces; grouping of essential features of certain concepts from gradual complication; bringing specific socio-economic geographical knowledge under a general concept; formation of economic concepts; development of concepts, based on deepening and specification of their content [1; 2].

The substantiation of the content, forms and methods of studying the economic and geographical material of the school course “Geography of Ukraine” in a special school, the issue of the formation of geographical concepts of a socio-economic nature in students is covered in the scientific investigations of V. Lypa, L. Odynchenko, T. Skyba. According to the research, enhancing of socio-economic knowledge in schoolchildren with intellectual disabilities at geography lessons involves the use of a creative approach to learning with elements of problem-based teaching; the use of visualization tools (illustrative, schematic, cartographic) during frontal and individual forms of organization of the educational process at the lesson; implementation of inter-conceptual connections that ensure continuity, consistency, integrity in the formation of economic-geographical and socio-geographical concepts; transferring learned concepts into the practice of everyday life; introduction of a system of practical works on the application and generalization of geographical knowledge of socio-economic direction [3; 4; 5].

In order to identify the level of readiness of geography teachers of special schools to enhance socio-economic knowledge of students with intellectual disabilities and familiarize them with the practical experience of teachers, we observed the organization of the educational process in special schools of Zaporizhzhia, Donetsk, Sumy, and Kharkiv regions; a survey of 12 subject teachers and teachers of individual training (pedagogical patronage) was conducted; interviews were organized with them in order to identify difficulties in teaching the educational material of the sections “Population of Ukraine” and “Economy of Ukraine”.

The questionnaire contained questions, the answer to which involved identifying: the quality of geography teachers; the attitude of teachers to the formation of socio-economic knowledge in students with intellectual disabilities; the importance of economic and geographical knowledge for professional self-determination and socialization of high school students with intellectual disabilities; optimal forms, methods and techniques of studying economic and geographical material.

The results of the conducted research show that the high-quality composition of teaching staff indicates sufficient preparation of teachers for teaching the subject, professional correspondence by education and teaching experi-

ence from 3 to 20 years. All respondents have a “master’s” or “specialist” degree in specialty 016 “Special education”. A certain part of teachers (41.6%) have additional education in specialty 014.07 “Secondary education (Geography)”. Qualification categories of geography teachers are as follows: specialist – 1 teacher (8.33%), II category – 3 teachers (25%), specialist of the I category – 4 teachers (33.33%), specialist of higher category – 4 teachers (33.33%).

The observation of the state of teaching “Geography of Ukraine” lessons under the sections “Population of Ukraine”, “Economy of Ukraine”, mathematical processing of the results of interviews and questionnaires of teachers showed that teachers in the vast majority (83.3%) adhere to traditional forms of education, and the most common form of organization of educational activity is considered a lesson. The analysis of geography lessons conducted both online and offline (5 lessons from the section “Population of Ukraine” and 12 – from the section “Economy of Ukraine”) allowed us to come to the conclusion that 70% of them are combined and have a classic structure: organizational moment; checking the completion of homework, repetition, learning new material, initial consolidation of what has been learned, homework, summing up. Only a small number of lessons (29%) are built according to a different structure: these are lessons of systematization and formation of new knowledge.

The analysis of the results of the survey and questionnaire of teachers showed that the pedagogical experience and qualification category of teachers does not affect the awareness of the content of the educational subject, knowledge of program requirements. Thus, 66.7% of respondents have high-level theoretical and methodological preparation for teaching the course of socio-economic geography of Ukraine; sufficient level – 33.3%. 16.66% of teachers need additional counseling and enhancing their theoretical knowledge on certain issues of the economic geography of Ukraine.

During the interviews, 100% of teachers noted that basic economic and geographical training of special schools’ graduates will contribute to their further successful adaptation in society. Educators (41.7%) emphasized that the acquisition of socio-economic knowledge and skills at geography lessons has a positive effect on the formation of certain personal qualities that are necessary for independent living in modern economic conditions. Thus, such personal qualities as thrift, responsibility, diligence, organization, entrepreneurship, a sense of dignity and patriotism, love for one’s country are brought up in children.

According to the majority of teachers (66.7%), establishing inter-branch connections, identifying the impact of industries on the environment, determining the factors affecting the location of enterprises in relation to the raw material base or the consumer contributes to the development in students with intellectual disabilities of logical thinking, spatial imagination. In the development of logical thinking of schoolchildren, 41.7% of teachers give a prominent place to the establishment of economic and geographical interdependencies between nature and human economic activity, natural resources

and anthropogenic influence on the surrounding world. In the answers of 75% of respondents, it is stated that the study of the sections “Population of Ukraine” and “Economy of Ukraine” contributes to the understanding of cause-and-effect relationships in the nature-population-economy system. In their opinion, the success of their understanding of the basic laws of population and economy placement both on the territory of Ukraine and in their region depends on the quality of students’ assimilation of the system of socio-economic knowledge.

According to 41.7% of teachers, students’ thinking activity is activated during elementary analysis of schematic visualization and when working with cartographic material. From the point of view of 33.3% of teachers, during the formation of ideas about economic objects, children’s abstract thinking is activated, which allows them to get to know and understand the essence of social and economic phenomena more deeply.

According to the opinion of half of the teachers (50%), the educational process not only enriches students with socio-economic knowledge and skills, but also ensures practical preparation for work: children learn to think economically, act in accordance with the norms of economic behavior, make decisions independently, which positively affects their further socialization.

Only a small number of respondents (25%) understand that based on acquired scientific and economic knowledge, worldviews and beliefs are formed, which influence a responsible attitude to nature, work, phenomena of the public life of the state, and the foundations for the development of socio-economic thinking are laid.

In the answers to the questionnaire, the teachers noted that to implement the main content lines of the sections “Population of Ukraine” and “Economy of Ukraine” quite often a combination of verbal and visual teaching methods is used in equal proportions. The practical methods were indicated much less frequently (33.3%). 41.7% of respondents practice working with tables and diagrams during the study of economic and geographical material at lessons, 75% – with thematic atlas maps in the textbook, 58.3% of respondents practice marking geographical objects on contour maps.

According to the teachers of geography, one of the effective means of forming a system of knowledge of socio-economic content, the ability to characterize the branches of industry of Ukraine, to determine the conditions for the location of enterprises and the development of the economy of our country, are tasks of a practical direction. Therefore, 8 teachers (66.7%) emphasized the importance of diversifying tasks of a practical nature for the formation of practical abilities and skills of students with intellectual disabilities.

It was noted that in 70% of the lessons worked out by us, the vast majority of teachers used verbal (conversation, explanation, story) and visual teaching methods. In only 30% of the training classes, in addition to visual and verbal training, the teachers gave preference to the practical focus of studying the topics of the sections “Population of Ukraine” and “Economy of Ukraine” and actively used

practical teaching methods. Prior to that, the most common were practical works with diagrams, thematic atlas maps, and contour maps. Among the methods of educational work, preference was given to the method of comparison, the method of identifying the causal relationship between the features of the same economic concept and other elements of economic knowledge, the method of systematization of socio-economic knowledge, the method of oral transmission of economic and geographical content based on schematic clarity.

Based on the study of the practical experience of practicing teachers, the clarification of the specifics of studying the socio-economic geography of Ukraine, taking into account the peculiarities of the mental development of students with intellectual disabilities, we determined that the effectiveness of the formation of socio-economic knowledge at geography lessons in a number of special schools is ensured by the observance of such pedagogical conditions as:

- psychological and pedagogical readiness of schoolchildren to perceive socio-economic knowledge and its assimilation;
- compliance with the phasing of the formation of geographic concepts of a socio-economic nature,

which involves the implementation of interconnection with other concepts of the logical-conceptual block, their systematization and generalization;

– application of the optimal content of knowledge about the population and economy of Ukraine for the practice of life;

– optimal combination of active forms and methods of learning with a textbook, cartographic and schematic material, various sources of geographical information.

Conclusions. The enhancement of socio-economic knowledge at geography lessons in high school students with intellectual disabilities is a problem that requires further research both in pedagogical theory and in school practice. The analysis of the traditional practical experience of studying geographic material of the socio-economic direction in a special school proved the need to improve the procedural aspects of work in this direction. Particular attention should be paid to the definition of effective pedagogical conditions and the development of methods that would ensure the interconnection and interdependence of goals, components of knowledge of a socio-economic nature, stages, forms, methods and methodological techniques, types of educational and cognitive activities of students at geography lessons.

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