

out previously available elements of subsystem A of "personality" system, which must be added to it. At the third stage of work a person remembers synsense image of himself with the lower level of development of subsystem A of "defect" system and with the higher level of development of subsystem A of "personality" system. At the fourth and fifth stages level of development of subsystem A of "defect" system gradually decreases and level of development of subsystem A of "personality" system gradually increases. Methodology of personality rehabilitation stimulation oppresses self-organization and stimulates self-destroying of biological, psychological and social subsystems of the "defect" system, oppresses self-destroying and stimulates self-organization of biological, psychological and social subsystems of the "personality" system, providing external and internal management of personality rehabilitation process, assisting in strengthening of new emergent qualities of biological, psychological, social subsystems of the "personality" and "defect" systems and in the achievement of rehabilitation. This can be used for healthy persons, persons with bad eyesight and low hearing, persons with mild mental retardation and intellectual disorders, persons with child's cerebral paralysis; in the modified state methodology can be used in the educational process for persons with other psychophysical disorders.

Key words: synergetics, heuristic, rehabilitation, "defect" system, "personality" system.

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THEORETICAL AND PRACTICAL ASPECTS OF USING GAME TECHNOLOGY IN TEACHING GEOGRAPHY TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The article deals with theoretical and practical aspects of the use of game technology in teaching geography to students with special educational needs. The experience of geography teachers on implementation of didactic games and interesting exercises in the educational process of special schools for children with intellectual disabilities is generalized. The author's complex of geographic games, composed in accordance with curriculum, the main educational and correctional-developmental tasks of the school course of geography, taking into account mental and age characteristics of students with impaired intelligence, is characterized. Methodological recommendations for the use of game activity at geography lessons at a special school are given.

Key words: special comprehensive school, students with intellectual disabilities, educational process, geography lesson, game technologies, didactic games.

Introduction. Currently, at the stage of reforming national system of general and special education, special attention is paid to creation of a modern pedagogical concept aimed at abandonment of traditional reproductive model of education and search and implementation of innovative approaches and

innovative techniques. Innovative strategic guidelines actualize the task of active use of new pedagogical technologies in teaching children with intellectual disabilities that ensure personal and cognitive development taking into account age, typological and individual characteristics.

In a special methodology of geography, a special place is occupied by the technology of learning game activity. The use of games, game situations with a didactic aim is a productive means of developing a child with special educational needs, correcting his/her cognitive, emotional-volitional, motivational spheres. Therefore, the study of the theoretical and practical aspects of the use of geographical didactic games and exercises in teaching students with intellectual disabilities is of particular importance.

Analysis of relevant research. The problem of the use of game activity at geography lessons in secondary schools has become especially relevant in recent years, since school geography has long ceased to be a "purely nomenclature subject", it is now actively developing and improving. And the main task of the teacher is not only formation of students' geographical knowledge and skills, but also enhancing their interest in the subject, their creativity, activity and independence. Such researchers as M. Haladzhii, V. Holyshkin, H. Dovhan, S. Dudka, S. Kobernik, R. Kovalenko, V. Kornieiev, O. Kornieiev, N. Kryvenko, L. Kruhlyk, A. Sertsevych, O. Skuratovych, O. Topuzov and others, in their studies raise the question of the need to use game technologies in school practice of teaching geography for strong mastering of geographical material, activation of students' cognitive activity, development of educational competence. Scientists have focused on discovering the place of geographic games and game situations in the system of other activities of the lesson, justifying feasibility of their use for versatile and harmonious development of a personality, revealing the methodology of didactic games taking into account the purpose of the lesson and the level of students' preparedness.

Improving methods of teaching geography in a special comprehensive school is an essential condition that allows to increase cognitive activity and independence of students with special educational needs. In the special methodological literature it is proved that by correct combination of teaching means, methods and techniques it is necessary to ensure conscious and steady assimilation of educational material by students with intellectual disabilities, consolidation of knowledge and skills, as well as to form skills of mental activity, develop curiosity, cognition (V. Bondar, L. Vavina, O. Havrylov, I. Dmitriieva, I. Yeremenko, A. Kapustin, N. Kravets, V. Lipa, H. Mersiianova, S. Myronova, L. Odynchenko, V. Siniov, M. Suprun, S. Trykoz, O. Khokhlina and others). In this regard, the role of active forms and teaching methods is increasing, among which educational games take the lead.

The importance of didactic games in improving effectiveness of teaching students with intellectual disabilities, methodological approaches to the creative

use of game technology at geography lessons are reflected in scientific and methodological works of domestic and foreign defectologists: A. Hryhoriant, L. Drobot, S. Dubovskyi, V. Lypa, T. Lifanova, L. Odynchenko, T. Porotska, T. Skyba, V. Siniova, A. Ukraintseva and others. Scientists have proved that didactic game at geography lessons improves the quality of mastering geographic material, has a purposeful corrective and educational influence, avoids the overload of students with intellectual disabilities, promotes awareness of cross-curricular connections, and forms team communication skills. Creation of game situations at the geography lessons brings variety and emotional coloring to the educational work, develops students' cognitive interest, attention, smartness, sense of competition, mutual assistance.

The aim of the article is to highlight the theoretical and practical aspects of the use of game technology in teaching geography to students with special educational needs.

Research methods. Realization of the aim envisaged using such theoretical methods, as analysis, systematization and generalization of scientific and methodological literature, as well as the empirical ones – pedagogical observation and analysis of geography teachers' plans, questionnaire of teachers of special education institutions for children with intellectual disabilities.

Research results. In order to study the existing school practice of the use of didactic games and interesting exercises at geography lessons, analysis of lesson plans and questioning of 16 geography teachers of special boarding schools for children with intellectual disabilities in Donetsk, Dnipropetrovsk, Kharkiv regions were conducted.

We tried to find out teachers' attitude to introduction of game technologies in the process of studying geography, to determine peculiarities of organization of didactic games at the lesson, to identify the difficulties that they experience. Teachers were informed that, in addition to suggested in the questionnaire questions, they could express any concerns about using their own game technology at geography lessons at a special education school.

Responses of geography teachers to the questionnaire indicate that many of them have a clear position regarding the place of didactic games and game situations in the system of other activities at the lesson, their role in getting geographic knowledge by students with intellectual disabilities, the importance of game activity in the light of ideas of correctional-developmental training.

Among the teachers surveyed, there were none who did not use at least elements of game activity at geography lessons. So, 62,5 % of the respondents said that they used game methods at the lessons episodically, 37,5 % – regularly.

The analysis of lesson plans of geography teachers of special secondary schools shows that the frequency of using didactic games at the lessons has certain peculiarities. Thus, 62,5 % of teachers use games and exercises at the

final lessons when summarizing and organizing geographic material by topic or section, 12,5 % – at every lesson, 50 % – at the final quarter lessons.

Pointing to motives in the choice of geographic games, 87,5 % of teachers noted their significant didactic and correctional-developmental opportunities, 50 % – development of students' independence, interest in the subject, 37,5 % – correspondence to the age characteristics of students, 25 % of respondents were interested in methodological development (since every teacher noted several options at the same time, their sum is over 100 %)

Assessing the positive impact of game activity on the formation of the student's personality, most teachers believe that the use of didactic games and interesting exercises at geography lessons in a special school has educational, correctional-developmental and upbringing value. In particular, 75 % of teachers emphasize that acquisition of geographic knowledge is a difficult process for students with intellectual disabilities, and introduction of game technology has a positive effect on the activation of their mental activity. In their opinion, geographical games increase the efficiency of formation in students of geographic representations and concepts, conscious and strong assimilation of geographical nomenclature. The role of game in the correction of thinking, memory, attention, development of curiosity, cognitive activity and students' independence, enhancing motivation and interest in the subject are determined. It is also mentioned that a didactic game influences relations between a teacher and students, promotes development of interpersonal communication of children, develops their ability to work in a team, i.e. creates conditions for the formation of personal culture. At the same time, 25 % of teachers note only the educational role of game in the acquisition of geographical material by students with intellectual disabilities.

It is found out that geography teachers (62,5 %) most often use games at the stage of consolidation and generalization of educational material in order to improve students' knowledge of geographical objects and phenomena, mapping skills. The importance of using game at the lesson during the ongoing control of students' knowledge, checking homework, getting acquainted with a new topic, establishing connections with new material is underestimated. Only 37,5 % of the surveyed teachers use geographic didactic games and interesting exercises to update their knowledge. It is found out that teachers do not use didactic games to diversify their activities.

Despite the fact that all teachers recognize significant educational potential of geographic games and interesting exercises in teaching students with intellectual disabilities, in school practice game technologies are used not at every lesson, but 1-2 times in the study of the relevant section of the geography course. Depending on the type of game activity, teachers take 5–8 minutes for simple games at the lesson, from 10 to 15 for difficult games.

Among the geographic games used in the special school, the most common are gaming tasks that increase the level of basic knowledge and skills. According to teachers, such tasks are easy to implement, their implementation does not require much study time, the result – acquisition of knowledge and skills – is seen immediately.

Analysis of teachers' lesson plans indicates that most of them (62,5 %) prefer quizzes, riddles, crosswords and puzzles. Most often, students at geography lessons are offered cognitive tasks, logical and interesting exercises, crosswords and puzzles provided in the workbooks in geography for grades 7 and 8 for a special comprehensive school, a textbook for 9 grade (Odynchenko & Drobot, 2006; Odynchenko, 2007; Odynchenko, 2015). Also, 75 % of teachers noted that in practical activities they used geographic games intended for teachers of special schools provided in teaching manuals by L. Odynchenko, T. Porotska, V. Syniov (Odynchenko, 2012; Porotska, 1977; Syniov & Stozhok, 1977) . Half of the respondents indicated that they used methodological manuals intended for general education institutions (Dudka, 2005; Novik, 2013; Sytnik, 2010) to diversify methods and techniques both at geography lessons and in preparation for extracurricular activities. It is found out that 25 % create their own geographic games.

The study of the existing school practice shows that teachers positively evaluate learning game activities in the formation of the personality of a student with special educational needs, consider didactic games a significant reserve for improving the effectiveness of geography teaching. However, they note insufficient provision of the process of teaching geography with special methodological literature, which should contain a comprehensive system of didactic games and interesting exercises, developed in accordance with geography curriculum for special education institutions. Attention is drawn to the fact that, due to cognitive deficits of students with intellectual disabilities, peculiarities of their mental development, geographic didactic games and exercises, intended for general secondary schools, not always can be adapted for use in a special comprehensive school.

In accordance with geography curriculum for special education institutions for children with intellectual disabilities (Odynchenko & Skyba, 2015) we have developed a complex of didactic games and exercises by years of study for teaching the main sections of the school course, namely: Grade 6: "Plan and Map", "Forms of the Earth surface. Their images on the physical map", "Water on Earth", "Air", "Flora and fauna"; Grade 7: "Globe", "Natural zones and their placement on the globe"; Grade 8: "General information about the Earth, the Sun, the Moon", "Geography of continents and oceans"; Grade 9: "Geographic space of Ukraine", "General characteristics of the nature of Ukraine", "Economic and social geography of Ukraine".

Development of games and exercises in order to increase effectiveness of teaching geography to students with intellectual disabilities was carried out in accordance with the following stages: a) determination of the educational goal and desired results of the game; b) analysis of the mechanism of achievement of the set goal and didactic ways of its achievement; c) selection of the range of problems that should be considered during the game and will contribute to the goal; d) determination of the favorable form of the game, time and place, the specifics of the educational material; e) saturation of the selected form with educational content; e) improving the game in terms of its place in the system of geographic didactic games.

Didactic games and exercises are not just filling children's free time at a lesson, but a planned and purposeful pedagogical technique for expanding and consolidating their knowledge on relevant topics and sections of the school curriculum. Therefore, the complex of geographic games is made taking into account content of the curriculum, presentation of material in the textbook, as well as cognitive abilities, mental and age characteristics of students with intellectual disabilities.

In the proposed complex of geographic didactic games and exercises are presented in a certain system, which implies variability, gradual complication both in content and structure, connection with other methods of work on the formation of geographic representations and concepts in students with intellectual disabilities. The variability of didactic games and exercises in the proposed system allows the teacher to activate students with special educational needs to acquire geographic knowledge in new game conditions, which has a beneficial effect on mental activity, its reserves, increasing independence in the knowledge of the world.

We have proposed several types of games that help to achieve the highest efficiency in solving educational problems at geography lessons, namely: didactic games (puzzles, crosswords, interesting exercises, quizzes), requiring disclosure of contradictions between the acquired and new knowledge; word games of various nature and content aimed at formation, generalization and systematization of geographic knowledge and skills; role-plays that help students develop teamwork, outline options, and solve problems.

All geographic games and exercises are subject to specific educational goals. For example, geographic games and exercises in studying the section "Plan and Map" are aimed at forming in students with impaired intelligence of spatial representations, consolidation of orientation skills, knowledge of conventional colors and signs of the plan of the terrain and physical map, ability to recognize by conventional signs of the plan and maps geographical objects and so on. Geographical games and exercises included in the section "Natural zones and their placement on the globe", aimed at formation and consolidation of students' knowledge of natural areas (position on maps,

surface, minerals, climate), the ability to find and show on map of natural zones relevant geographical objects, consolidation of ideas about the fauna and flora of different natural zones, ability to establish cause and effect relationships and dependencies between natural objects and phenomena. Geographical games and exercises used in the framework of sections "Geographic space of Ukraine", "General characteristics of the nature of Ukraine" are aimed at mastering knowledge of the geographical position of Ukraine, major cities, rivers of Ukraine, formation of skills to find and show the capital, major cities, major rivers, mineral deposits of Ukraine, consolidation of knowledge about typical representatives of flora and fauna of Ukraine, ability to establish cause and effect relationships between flora and fauna and climatic conditions.

Along with educational tasks, geographic games and exercises also solve individual correctional-developmental tasks, namely: development of visual, auditory and kinesthetic sensations, focused attention, observation, imaginative memory, imagination, spatial representations, abstract and logical thinking, clear oral speech. In games and exercises, students learn to conduct analysis and synthesis, comparison and generalization, conclusions, improve vocabulary in the operation of geographical terminology, develop cognitive interest, creative activity, independence and curiosity.

Targeted use of geographic games and exercises in teaching students with intellectual disabilities allows to solve a number of important tasks at the lesson, namely: to form a system of geographical knowledge and skills in the studied section; to correct the deficiencies in students' cognitive activity; to form various methods of educational work; to raise and develop interest in learning material; to activate the educational process and summarize acquired knowledge and skills; to orient children to the use of textbooks and maps of various types in the course of games and exercises; to save time at a lesson and to increase productivity of students' work; to carry out simultaneous control of work and assessment of students' knowledge.

Organization of didactic games and entertaining exercises at geography lessons in a special school is subject to certain pedagogical conditions:

1. Differentiation of games depending on the purpose and taking into account age peculiarities, cognitive abilities of mentally retarded students.

Among the didactic games and assignments used in the special school are those that influence improving basic knowledge and skills. Such game tasks are easy in explanation, their implementation does not require a lot of study time (10–15 minutes), participation of each student in such, mainly individual, work is easy to evaluate. The result – acquisition of knowledge and skills – is seen immediately.

2. Taking into account previous game experience of schoolchildren.

Some of the game forms used in teaching are universal in nature. Only their content changes, depending on the topic of the lesson. The more widely

used is a certain form of game at the lesson, the easier and more effective will be a didactic game. When conducting a game, it is necessary to rely on the experience of children participating in games used previously in the study of geography. It is advisable to take into account extracurricular game experience.

The name of the game should be as accurate, vivid and concise as possible, prompting the participants to a certain algorithm of activity. However, constant, frequent use of the same game form leads to a gradual loss of students' interest in it.

3. Differentiation of the content or form of games depending on the individual characteristics of mentally retarded students.

As there are usually children in the class with different cognitive abilities and other psychological and pedagogical characteristics, it is desirable to give each student the opportunity to express him/herself in solving a game problem by combining into groups players with similar characteristics. Then different groups are offered either several different games and tasks, or the educational content changes within the same game form. Using this approach allows to take into account individual personality traits, promotes better adaptation of students to the conditions of learning in the game, improves relationships with other players.

4. Gradual and consistent involvement of schoolchildren in game activities.

In order to increase effectiveness of geography lessons, you need to start with simple games, gradually introducing more complex types. This allows to accustom students to game learning and creates conditions for development of didactic game skills.

The game as a special type of joint activity includes the following characteristics of effective organization of training, such as activity, emotionality, teamwork, problematicity, independence, effectiveness, competition, etc. However, the game activity at the lesson does not arise spontaneously but is carried out under certain conditions. The teacher needs to master the technique of conducting geographic didactic games and find the right place for them in the learning process.

Geographic didactic games and entertaining exercises can be carried out at the beginning of the lesson to draw students' attention to new material, or as a repetition in the middle of the lesson to change the type of work and increase interest in the topic being studied. But most often, games, interesting geographic exercises and quizzes are held at the end of the lesson to consolidate the learned material.

Before including the game in the lesson, the teacher must determine educational, correctional and upbringing goal, determine in advance which didactic game is better to use when studying the topic, at what stage of the lesson it should be carried out: when explaining new material or when repeating. It is necessary to think over what didactic material needs to be prepared, what time

should be allotted for playing at the lesson, and how best to implement an individual approach. If the game is included in the lesson for the first time, it is necessary to explain the rules of the game: by the method of verbal explanation or by the method of showing the game with direct participation of the teacher. When conducting the game, one should adhere to a certain pace, provide children with a relatively greater independence, not overload game exercises with questions, and make sure that students are attentive to the answers of their peers, as well as to their questions. Only under such conditions will the game be subordinate to the educational goals and will bring benefits.

Conclusions and prospects for further research. Increasing efficiency of geographic knowledge and skills formation in students with intellectual disabilities is facilitated by introduction of game technologies in the educational process, among which didactic games and interesting exercises play the leading role. Development of a set of geographic games and exercises for all sections of geography course has a practical orientation and corresponds to the content of the curriculum, didactic and correctional-developmental goals of the educational process of the special school. The variability of games and exercises in the proposed system allows us to apply this or that game to the intended functioning of those processes that are necessary to solve the cognitive task. With proper planning and clear organization of the game at the geography lesson a teacher can activate the learning process, create a positive emotional atmosphere, enhance most traditional methods of learning.

Further research will be aimed at substantiation of the methodology of using game technologies at geography lessons in a special school in terms of personality-centered learning.

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РЕЗЮМЕ

Одинченко Лариса, Дмитриева Ирина. Теоретико-практические аспекты использования технологии игры в обучении географии учащихся с особыми образовательными потребностями.

В статье освещены теоретико-практические аспекты использования технологии игры в обучении географии учащихся с интеллектуальными нарушениями. Обобщен практический опыт внедрения географических дидактических игр и интересных упражнений в образовательный процесс специальных учебных учреждений. Охарактеризован авторский комплекс географических игр, составленный в соответствии с содержанием учебной программы, основными образовательными и коррекционно-развивающими задачами школьного курса географии, с учетом психических и возрастных особенностей учащихся с нарушением интеллекта. Даны методические рекомендации по организации учебно-игровой деятельности на уроках географии в специальной школе.

Ключевые слова: специальная общеобразовательная школа, ученики с интеллектуальными нарушениями, образовательный процесс, урок географии, игровые технологии, дидактические игры.

АНОТАЦІЯ

Одинченко Лариса, Дмитрієва Ірина. Теоретико-практичні аспекти використання технології гри в навчанні географії учнів із особливими освітніми потребами.

Мета статті полягає у висвітленні теоретико-практичних аспектів використання технології гри в навчанні географії учнів із особливими освітніми потребами

Для досягнення визначеної мети використано теоретичні (аналіз, систематизація, узагальнення наукових джерел) та емпіричні (педагогічне спостереження, аналіз поурочних планів, анкетування педагогів спеціальних шкіл) методи дослідження.

На основі аналізу наукових джерел з'ясовано, що в спеціальній методиці географії зосереджено увагу на обґрунтуванні доцільності творчого застосування технології навчальної гри. Використання ігор і цікавих ігрових ситуацій із дидактичною метою розглядається продуктивним засобом формування в учнів із інтелектуальними порушеннями географічних знань, їх всебічного та гармонійного розвитку, корекції пізнавальної, емоційно-вольової, мотиваційної сфер.

Вивчення й узагальнення практичного досвіду вчителів географії з питань упровадження ігрових технологій в освітній процес спеціальних закладів загальної середньої освіти для дітей із інтелектуальними порушеннями засвідчило, що педагоги позитивно оцінюють навчально-ігрову діяльність у світлі ідей корекційно-розвивального навчання. Дидактичні ігри й ігрові ситуації в системі інших видів діяльності вважаються суттєвим резервом підвищення ефективності навчання географії в спеціальній школі. Проте, у шкільній практиці спостерігається епізодичність використання географічних ігор, одноманітність їх видів, вузьке спрямування переважно на закріплення й узагальнення знань, недостатній рівень забезпечення освітнього процесу з географії спеціальною методичною літературою.

Схарактеризовано авторський комплекс географічних ігор, складений згідно зі змістом навчальної програми, основними освітніми й корекційно-розвивальними завданнями шкільного курсу географії, з урахуванням психічних і вікових особливостей учнів із інтелектуальними порушеннями. Надано методичні рекомендації щодо творчого застосування дидактичних ігор і цікавих вправ на уроках географії в спеціальній школі.

Ключові слова: спеціальна загальноосвітня школа, учні з інтелектуальними порушеннями, освітній процес, урок географії, ігрові технології, дидактичні ігри.