

**SPECIFICITY OF TEACHING JUNIOR STUDENTS  
WITH VISUAL IMPAIRMENT**

The problem of education and development of persons with special educational needs, and in particular with impaired vision is urgent today. As the number of people with this nosology increases annually, as evidenced by statistics of the Ministry of Health of Ukraine, the need to find new approaches to education and upbringing of youth is actualized; the choice of non-traditional forms, methods, techniques and teaching aids for school-age children with visual impairments. Addressing this and a number of other accompanying tasks are designed to create a comfortable, comfortable environment for students to stay close to with other students, to successfully learn, to acquire vital competences, to develop their inclinations and abilities, to realize their creative potential.

According to the Concept of the New Ukrainian School, the modern educational institution is intended to promote the development of the child as a unique individual, to develop his creative potential and the desire for self-realization. The development of inclusive education in Ukraine is the most effective among a number of ways to solve this problem, because this educational model is aimed at involving children with special educational needs in the educational process, allows to satisfy educational needs, provide the necessary conditions for self-realization and self-assertion of personality. The main task of inclusive education is to create a new school - a school of dialogue, understanding, collaboration, which is created by the children together with the teachers. And, therefore, the issue of inclusion of school-age children with special educational needs. Instead, it is particularly important to overcome a number of difficulties that arise in the process of implementing an inclusive learning model, as they lead to the inhibition of the process as a whole and to the emergence of various obstacles to students' lives.

Inclusive education today aims to build an inclusive society where they value and respect each other; creating a barrier-free space for participation in the life of society by all citizens, regardless of ethnicity, age and gender, ability, presence or absence of features in psychophysical development. This, in turn, requires the development of approaches to a learning process that will be flexible in meeting the diverse needs of children with special educational needs. Of particular importance is the adaptation of the learning environment so that children with visual impairments feel comfortable, able to successfully learn, and are active in school and community life. In most schools in Ukraine, almost one third of students of different ages have these violations. Each year, about 250,000 children between the ages of 18 and 18 lose their eyesight. According to statistics, every year 840 thousand cases of ophthalmic diseases are registered in children in Ukraine, and today there are 10.7 thousand blind and visually impaired children, whose number is increasing by another 1 thousand every year.

Pupils with learning disabilities have learning disabilities caused by decreased acuity and visual field, as well as impaired spatial vision. On the one hand, it causes difficulties in moving, orientation in space, and on the other - in learning, namely: mastering letters, completing tasks of different nature. In general, such violations provoke a decrease in the level of attention, which causes a delay in learning due to decreased activity in the classroom, the need to increase time constraints in the process of completing tasks, and so on. Instead, students with severe visual impairments may experience distorted perceptions of the outside world, impaired imagination, decreased levels, and memory. As a result, children with visual impairments are much more fatigued, which causes low levels of physical and mental performance. Specificity of education of this category of students according to their peculiarities is to increase their perception of educational material, which in turn requires the creation of proper conditions of learning and development during their stay in the educational institution. The basic principle in choosing the necessary forms and methods of

working with students with visual impairments is an individual and person-centered approach that enables them to get to know the student better (needs, level of learning, ability to memorize, focus, self-confidence, etc.) and make the right choice. In practice, when teaching students with visual impairments to prevent failure, conflict situations, alienation or misunderstandings between students, overcoming possible difficulties should: adapt the learning material: place educational tools at least 30-33 cm from the eyes under angle  $5^{\circ}$  -  $45^{\circ}$  relative to the line of sight; produce visual materials on appropriate paper (matte, not glossy), with a yellow, pale green base; reproduce images and drawings clearly, in color, in vivid color; adhere to the proportionality of the images (in size, color, shape); do not oversaturate the information capacity of your images for better perception and memorization. Teaching methods need to be adapted: increasing the time for writing, drawing, etc. types of tasks and exercises, tactile control over students, use verbal communication as the main in the process of announcing tasks, topics; use only verbal constructions; reduce pupils' visual work time to 15 minutes; systematically alternate visual work with other activities of schoolchildren, clearly control the volume of homework related to visual work and workload, in the learning process to take into account the age, physiological and individual characteristics of children with disabilities, and in particular the specific features of their functioning. The specifics of teaching this category of students requires the teacher to comply with special requirements. Therefore, the education of young students with visual impairments should meet not only the norms and requirements of the curriculum, plans, but also the needs of the students themselves. It is necessary to use the principle of individual approach in practice, to take into account the personal abilities of children. At the same time, individual psychophysiological features of young students with visual impairments require the teacher of the educational institution to comply with the requirements for studying the advanced pedagogical experience of implementing inclusive learning; systematic improvement of their own professional level, implementation in

practice of various forms and methods of teaching, which allow to increase the success of younger students.