

**ОСВІТА ОСІБ З ОСОБЛИВИМИ ПОТРЕБАМИ:
ШЛЯХИ РОЗБУДОВИ
Збірник наукових праць**

**Друкується за рішенням вченої ради Інституту спеціальної педагогіки
НАПН України (протокол № 11 від 20 листопада 2017 року)**

Заснований 2000 р.

До 2009 р. виходив під назвою «Дидактичні та соціально-психологічні
аспекти корекційної роботи у спеціальній школі»

З 2009 р. зареєстрований зі зміною назви «Освіта осіб з особливими
потребами: шляхи розбудови»

Свідоцтво про державну реєстрацію друкованого засобу масової інформації,
серія КВ № 16355 – 4827Р від 16.12.2009 р.

**ЗАСНОВНИК
ІНСТИТУТ СПЕЦІАЛЬНОЇ ПЕДАГОГІКИ
НАЦІОНАЛЬНОЇ АКАДЕМІЇ ПЕДАГОГІЧНИХ НАУК УКРАЇНИ**

Збірник затверджено у ДАК України як фахове видання у галузі
педагогічних (корекційна педагогіка) наказ МОН України №241 від
09.03.2016.

та психологічних (спеціальна психологія) наказ МОН України №693 від
10.05.2017 наук.

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- О - 72 **Освіта осіб з особливими потребами: шляхи розбудови:** зб. наук.
праць / за ред. В.В. Засенка, А.А. Колупаєвої. – К.: ТОВ «Наша друкарня»,
2017. – Вип. 13. – 468. с.
300 пр.

Збірник присвячено апробації та впровадженню результатів наукових
досліджень та практичних пошуків реалізації інноваційних підходів в освіті
дітей з особливими потребами.

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industry development during the independence of Ukraine is presented. Among the defining vectors of educational transformational changes are: transparency; improvement of educational management; introduction of the latest technologies of training and development; Individualization of training with the adaptation of the curriculum. In solving the problems of systematic reformation by the system-linking unit, cultivation of humanist-oriented pedagogical communication has been determined, since - education must not only make democracy possible, but also make it vital.

Modern structural-system reform is aimed at reorganizing educational structures, restructuring the management and financing of education, changing the status of teachers, their training and advanced training; mechanisms of control in the educational system, changes in the types of educational institutions, links between educational levels, etc. Given the difficult circumstances of today, reforming the education of people with special needs should be considered as a longitudinal course, which will last for a certain time and will be adjusted in accordance with socioeconomic dynamics. Definition vectors will generally be stored for a long time. Among them is the understanding that every educational institution reflects the crisis situation in society and family, and that national goals and guidelines for education should be determined taking into account their reach for all, including those with special needs; responsibility in personnel policy - improvement of educational management, professional training and retraining of teaching staff in accordance with the new educational paradigm; intensifying the interaction of teachers with all participants in the educational process; individualization of training (learning in its own way) - adaptation (teaching methods, curriculum) to individual cognitive / other characteristics of students; answers to the new challenges of the present - the introduction of the latest technologies of training and development; teaching

Key words: *education of children with special needs, inclusive education, institutionalization, educational reform, transformational changes in education.*

UDC:37.011+373.1=37.04

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UNIVERSAL DESIGN IN TEACHING AND LEARNING: APPROACHES, DEFINITION AND USE

The article outlines the key elements of universal design in teaching and learning that include appropriate use, flexibility in use, effective teaching, multiple means of presenting curriculum content, and ways of perceiving the content irrespective of sensory and motor abilities. The use of universal design in inclusive education helps to ensure individualized approach that respects diversity and facilitates progress and achievement for every learner.

Key words: *universal design, inclusive teaching and learning, accessibility, education, educational environment.*

The concept of universal design (UD) has been defined as an essential principle in the UN Convention on the Rights of Persons with Disabilities. The principles of universal design were elaborated in 1997 by a group of architects, product designers, engineers and environmental design researchers chaired by Ronald Mace from the Center for Universal Design at the North Carolina State University. Following the studies conducted

by the Centre, universal design involves altering products, connections and surrounding buildings to ensure that they may be used by as many people as possible and such alterations will not cost much, if anything at all. Universal design creates benefits for people of all ages and abilities. Later the UD principles were extended to the field of education to include physical as well as cognitive and social accessibility of curricula and learning environment.

The meaning of UD principles and their practical implications in relation to teaching and learning are described below.

1. *Equitable use: equitable curriculum*

Ensuring equitable and accessible environment by providing the same means to all users to avoid segregating specific groups. The design should be easy to understand and use by people with diverse abilities.

The instruction is based on the single curriculum which is accessible for learners with different abilities, does not segregate them or overemphasize their 'differences'. The curriculum is developed so as to engage all students.

2. *Flexibility in use: flexible curriculum*

The design should provide for a broad range of individual accommodations and suit a variety of needs, preferences and abilities of users.

The curriculum design provides opportunities to deliver it in a flexible way and adapt to a wide spectrum of individual abilities. Furthermore, it respects disorders in mental, sensory and motor development, different learning styles, etc.

3. *Simple and intuitive use: simple and intuitive teaching*

The design should provide for easy and intuitive use of a product of service. Any person regardless of their experience, education, language skills, or present concentration level should be able to understand the use of the product of service.

Teachers' instructions need to be clear and provided in different ways taking into account students' individual differences. The language and complexity of presenting curriculum content should be adapted to their individual abilities. Student progress is measured on an on-going basis, and learning goals and teaching methods are adjusted as required.

4. *Perceptible information irrespective of user's sensory abilities: multiple means of presenting curriculum content*

The design should communicate the information effectively to user regardless of their ability to understand it or ambient conditions.

The curriculum provides for different means of presentation to help convey information in the most effective way independently of the learner's sensory abilities, levels of understanding, or focus.

5. *Tolerance for mistakes: success-oriented curriculum*

The design should minimize hazard to life, possible risks, and adverse consequences of any accidental or unintended actions by users.

The teacher encourages all students to engage with the curriculum by reducing unnecessary barriers and creating a supportive learning environment.

6. *Low physical effort: appropriate level of student effort*

The design should foster efficient and comfortable use of a product or service with minimum fatigue. It should require little physical effort on the part of the user.

The overall learning environment provides for easy access to curriculum materials, ensures easy use and fosters student motivation and engagement. The new content is presented based on the results of on-going assessment.

7. *Size and space for approach and use: appropriate environment for learning*

The design should consider the required size and space for approach, reach and various manipulations taking into account user's body size, condition and mobility.

The learning environment and the way curriculum materials are organized allow for different types of cognitive and physical access by students; the classroom setting enables students to work in small groups and encourages learning.

When applying the concept of universal design to teaching and learning, it should be borne in mind that universal design in education context means providing information in a range of formats to suit different ways that individual students perceive and express information.

This in turn will make the curriculum more accessible for all students, including those with disabilities and special needs, in the course of their learning. For instance, for a student who is visually-impaired or blind and has difficulty downloading reading materials from a website, the materials should be printed in large font size or in Braille, so that he or she will not encounter significant inconveniences. For teachers such adaptations may be very time-consuming. The concept of universal design in relation to learning assumes that such materials are available and accessible, which would not require any additional adaptations or modifications by the teacher.

When a student with learning problems had difficulty reading texts in class, this would render the curriculum less accessible for them. One of the solutions is to record the information or ask the parents, other students or volunteers to read it aloud. According to the UD concept, in addition to the text being available in digital format, the relevant assistance is provided and the degree of such assistance varies, e.g. from a computer application that reads aloud individual words or phrases to presenting the same content in easy-to-understand language. Sometimes other options may be helpful as well, e.g. graphic organizers built into the text or a brief description provided automatically. Thus, students are given additional cues about core material when mastering the general curriculum.

Universal design also relates to how information is taught or presented and involves using a range of methods and strategies. With contemporary technology information can be easily converted from one format into another. Curriculum materials and teaching methods that are based on UD concept may contribute significantly to students' learning achievements.

- Respecting diverse needs of different student groups in curricula ensures and improves their accessibility and help avoid the need for further adaptations. For instance, the curriculum material on electronics may take into accounts its compatibility with assistive devices to enable lay persons program these devices easily with minimum content knowledge.

- Providing opportunities to adapt materials and their formats gives students an opportunity to choose formats that are best suited to their learning needs. For example, using a digital text will enable learners to convert written text into audio and vice versa, change the font size, colour etc. Students may also find digital materials helpful in such activities as decoding information, problem solving, seeking information about unfamiliar concepts, etc.

- Using video and audio multimedia will allow for different ways of presenting new concepts and enable students to assess the content using different sense organs. Thus, computer simulation exercises can include video descriptions to help

students, including learners with special needs and disabilities, visualize challenging concepts.

- Providing complex three-dimensional teaching and learning materials suitable for student ability and developmental levels. For example, students with dyslexia (difficulty in learning reading skills) may benefit from supports that convert printed text to sound – this will enhance their ability to perceive information.

- Presenting information in different ways to support diverse learning styles and intelligences, e.g. presenting information orally, visually, through drawings and photographs, kinesthetically (modeling, demonstration) to encourage student interaction with the new concepts.

However, there is an important difference between access to information and access to learning. A student with access to information may know learning strategies, whereas a student who has access to learning knows how to apply them. This opens the way to independence and further success in life. Therefore, the purpose of universal design in relation to teaching and learning is to ensure effective learning process that:

- respects a broad spectrum of student differences, e.g. different developmental levels, diverse interests and needs;

- is based on the general curriculum that is delivered with a certain flexibility, i.e. at the level that is appropriate for a particular student and that challenges them at the same time;

- ensures progress and achievement for every student in the framework of general learning goals, rather than create separate sets of goals and curricula; this approach implies the highest possible expectations for all students;

- is designed to be inclusive, i.e. teaching methods and assistive technologies are considered at the early stage of developing the curriculum and don't need to be incorporated additionally.

To summarize, universal design creates solutions to empower active and full participation in society and contributes to independent living. It is predicated on the assumption that human diversity is natural and not something necessarily related to limitations. No two people are exactly the same, and similarly no two people have exactly the same abilities. Abilities may differ depending on the activity each individual is involved in or the environment where that activity takes place. Therefore, the UD concept respects person's individual abilities and serves to implement the accessibility principle.

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Алла Колупаєва, Лариса Наконечна Універсальний дизайн у підготовці та навчанні: підходи, визначення та використання

В статті представлено основні чинники універсального дизайну, який застосовується у навчанні, серед яких: доцільне використання, гнучкість у користуванні, дієве викладання, множинні засоби представлення матеріалу, можливості сприйняття матеріалу незалежно від сенсо-моторних можливостей. Використання універсального дизайну у процесі інклюзивного навчання забезпечує індивідуальний підхід на основі врахування різноманіття та забезпечує прогрес і успішність кожного учасника навчального процесу.

Універсальний дизайн створює умови для розширення можливостей особи з інвалідністю до активної та повної участі в суспільній взаємодії та сприяє самотійному життю. Він базується на припущенні, що різноманіття людей є природним, і не обов'язково пов'язане з тими чи іншими обмеженнями. Жоден з двох людей не є однаковими, і жоден з двох людей не має однакових здібностей. Здібності можуть відрізнятися залежно від діяльності, задіяної кожною особою, або в середовищі, де така діяльність відбувається. Тому концепція універсального дизайну поважає індивідуальні здібності людини та слугує для реалізації принципу доступності.

Ключові слова: універсальний дизайн, інклюзивне навчання, доступність, освіта, освітнє середовище.

UDC 376.1+37.21

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DIDACTIC SUPPORT OF DEVELOPMENT OF MATHEMATICAL COMPETENCE OF SCHOOLCHILDREN WITH VISUAL IMPAIRMENTS

The article deals with the main difficulties of acquiring mathematical knowledge of children with visual impairments and the ways how to overcome them. The main purpose of studying mathematics in primary school is to develop the necessary level of mathematical and cognitive competences in children with visual impairments, which will become a basis for gaining mathematical knowledge, skills and abilities in secondary school. The author offers specific teaching aids, adaptation and modification of teaching and methodological support for the study of mathematics in primary school.

The presented methodological approaches to the adaptation of general educational and teaching material on mathematics for children with visual impairments will be useful not only for the teachers of special schools, but also for teachers and assistants of teachers of educational institutions with inclusive education, as well as for parents of children with special needs.

Keywords: children with visual impairments, primary education, mathematical competences, didactic support.

Logical thinking, acquired knowledge, skills and abilities are essential in order to prepare children for life. It is important for pupils not only to accumulate knowledge,