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Research Article

ORGANIZATION OF CORRECTIONAL-COMPENSIVE ACTIVITIES IN TEACHING GEOGRAPHY TO STUDENTS WITH VISUAL IMPAIRMENTS

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ABSTRACT

The article studies the need, methods and results of knowledge correction and organization of compensatory activities in teaching geography to students with visual impairments.

KEYWORDS

Correctional focus of methods, compensation, perception, eye analyzer, Polysensory, afferent flows, individually differentiated education.

INTRODUCTION

The deep study, selection, improvement, and utilization of corrective methods facilitate the achievement of the goals of geography education and the fulfillment of correctional tasks for students with visual impairments. The need for certain pedagogical methods arises from the content of the subject being studied, and appropriate teaching methods are selected based on the nature of the subject. Geography as a subject is studied from the educational objectives of students and the peculiarities of their cognitive activities.

The perception of geographical objects is mainly carried out through the visual analyzer, and when the visual organ is impaired, this process becomes significantly challenging.

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Literature Review

Research indicates that a decrease in visual acuity leads to a slowdown in the perceptual process in students with visual impairments. This complicates the understanding of the causal relationships between subjects and phenomena (3).

Due to visual function impairments, students face certain difficulties in perceiving visual materials. Polysensory learning involves teaching through the use of multiple interconnected sensory analyzers. "We rely on compensatory activities to convey the necessary information about the studied object to a student with limited vision" (1).

To enable visually impaired students to perceive geographical learning materials, not only tactile sensations but also the entire group of interconnected analyzers are used. The concept and perception of an object are carried out not only through the simple analysis and synthesis of perceptual systems but also through a complex functional synthesis between analyzers in the cerebral cortex. Changes in neurophysiological mechanisms due to the influx of afferent streams, and the resulting new analysis and synthesis system, contribute significantly to forming a mental image of the studied object for students with visual impairments.

I.S. Morgulis made a substantial contribution to the development of correction theory. According to him, correction is the essence of all educational and upbringing activities and is carried out in the process of acquiring knowledge and skills by students.

Also, in eliminating the impairment of visually impaired children, involving them in a specially organized correctional process at an early stage ensures the successful and effective progress of compensatory processes. The scholar emphasized engaging schoolchildren in active forms of object-based, game-based, and educational activities and using intact sensory analyzers.

Morgulis developed five specific principles for correcting visual impairments in elementary school students:

The principle of strong pedagogical guidance in the learning and cognitive activities of schoolchildren;

The principle of forming sensory skills;

The principle of sensory activity;

The principle of consciousness in learning and cognitive activities;

The principle of forming relative activity.

Implementing these principles takes place in two interrelated stages: elementary-functional and systemic-integrative.

In the first stage, sensory skills are formed while mastering the methods of perception, and in the second stage, ways to carry out intellectual activities based on the acquired sensory skills and knowledge are developed (2).

The principles mentioned above not only demonstrate the primary forms of correctional guidance but also demand that children's intellectual levels are potentially high, aiming to compensate for specific sensory impairments in students. As a result, other studies suggested simplifying and reducing these principles. According to these studies:

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The correctional-developmental principle directs the education and upbringing of visually impaired children and pedagogical methods to eliminate defects in their personality and development;

The individual-differentiated education and upbringing principle focuses on demonstrating the individual and typological characteristics of the psychophysical development of visually impaired students in pedagogical activity;

The principle of a comprehensive approach implies that educational institutions approach their tasks comprehensively (5).

B.K. Tuponogov introduced the concept of "correctional orientation of methods" in 1995. Applying this rule in the study of the natural sciences in special correctional schools is one of the urgent tasks of typhlopedagogy (6).

Tuponogov studied the typhlo-pedagogical foundations of developmental education, focusing particularly on analyzing the correctional foundations of teaching subjects in educational institutions for visually impaired students.

In his views on correction, Tuponogov emphasized that correctional activities cannot be artificially separated from the three areas of the education system (educational, upbringing, and developmental). Correction permeates all parts of education and is organized through a correctional-oriented system. The scholar also identified the main principles characterizing correction, noting that it stands at the "crossroads" of educational, upbringing, and developmental directions in the special education system and operates without being isolated from the social environment. Correction provides the opportunity for independent integration into society. Tuponogov contrasted correction with compensation, disagreeing with the definition of correction as a means of compensating for defects: "Correction is primary, while compensation is always secondary (except for biological compensation)." He indicated that correction and compensation are interrelated and mutually complementary processes (7).

Tuponogov's development of the correctional foundations for teaching subjects defined the basis for applying the content, methods, and tools for teaching geography in a correctional direction.

In correction theory, L.I. Plaksina's scientific research occupies a special place concerning visual impairments. She found that the system for helping students not only positively impacts secondary disorders in mental development but also positively influences primary deficiencies in visual impairments (such as in certain diseases affecting visual acuity) (4).

In geography education for students with visual impairments, the following correctional-compensatory tasks need to be addressed:

Developing visual, auditory, and tactile perception;

Forming accurate object and spatial representations;

Developing the ability to study embossed images and geographical maps;

Developing attention, memory, and thinking skills;

Developing fine motor skills of the hands;

Developing navigation skills in large, small, open, and closed spaces;

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Developing coordination of movements;

Enhancing students' speech skills;

Developing emotional expression and self-confidence;

Fostering the ability to work in a team (developing communication skills).

CONCLUSION

Due to impaired visual perception, knowledge, skills, and competencies related to geography are inadequately developed, and the quality and quantity of formed concepts and representations are very low.

At the same time, the knowledge requirements for children with visual impairments do not differ from those for students taught in general education schools. The goals of teaching geography to visually impaired students are no different from the goals of general education geography teaching methods. However, the form, methods, tools, and allocated lesson hours for teaching may differ. In this regard, special methodological approaches are chosen based on the specific characteristics of students with visual impairments. Applying geography teaching methods based on a correctional system can achieve high efficiency in the education of students with visual impairments through compensatory restructuring and development of their sensory organs.

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