

**ПЛАНУВАННЯ КОРЕКЦІЙНО-РОЗВИТКОВИХ ЗАНЯТЬ З
СОЦІАЛЬНО-ПОБУТОВОГО ОРІЄНТУВАННЯ ЯК ВАЖЛИВА
КОМПЕТЕНТНІСТЬ ВЧИТЕЛЯ-ДЕФЕКТОЛОГА В УМОВАХ
ІНКЛЮЗИВНОГО НАВЧАННЯ**

**PLANNING OF CORRECTIONAL AND DEVELOPMENTAL CLASSES
ON SOCIAL AND EVERYDAY ORIENTATION AS AN IMPORTANT
COMPETENCE OF THE TEACHER-DEFECTOLOGIST IN
INCLUSIVE EDUCATION**

Oksana Hayash

Анотація

Проблема корекційно-розвиткового навчання та виховання дітей з особливостями інтелектуального розвитку не є новою, але їй досі має низку недостатньо вирішених питань. Зокрема, одним з них є особливості планування і проведення корекційно-розвиткових занять в умовах інклюзії.

Інклюзивне навчання дітей з особливими освітніми потребами, зокрема дітей з порушеннями інтелекту включає в себе зміст корекційно-навчального процесу, у якому пріоритет надається соціально-освітнім компетенціям, що сприяють ефективній інтеграції цих дітей у суспільство: підготовка їх до праці та самостійного життя. Для реалізації цього з дітьми передбачені корекційно-розвиткові заняття з соціально-побутового орієнтування (СПО). Результативність корекційної роботи залежить від того, наскільки логічно та послідовно вона спланована. Автором подано орієнтовний зразок планування корекційно-розвиткових занять з СПО, зміст яких спрямований на вирішення специфічних завдань, основні напрями корекційно-розвиткової роботи. Також наведено орієнтовну структуру корекційно-розвиткового заняття з СПО.

Кľúčové slová: *Інклюзивне vzdelávanie. Intelektuálne postihnutie. Nápravné a rozvojové triedy. Sociálna orientácia a orientácia na domácnosť.*

Abstract

The problem of correctional and developmental training and education of children with intellectual disabilities is not new, but still has a number of insufficiently resolved issues. In particular, one of them is the peculiarities of planning and conducting correctional and developmental classes in an inclusive environment.

Inclusive education of children with special educational needs, in particular children with intellectual disabilities, includes the content of the correctional and educational process, in which priority is given to socio-educational competencies that contribute to the effective integration of these children into society: preparing them for work and independent life. To implement this, correctional and developmental classes on social and domestic orientation (SDO) are provided for children. The effectiveness of correctional work depends on how logically and consistently it is planned. The author presents an indicative sample of planning correctional and developmental classes on SOG, the content of which is aimed at solving specific problems, the main directions of correctional and developmental work. An indicative structure of correctional and developmental lessons on SpE is also given.

Keywords: *Inclusive education. Intellectual disorders. Correctional and developmental classes. Social and household orientation.*

Basic text

The organization of inclusive education of children with disabilities in general secondary education institutions is a difficult problem, because the mere presence of a child in the wider society is not a guarantee of his successful education and socialization. An important place in the educational process is occupied by the correctional and developmental model of education, which provides students with the necessary subject and life competencies. Currently, scientists and practitioners continue to search for ways to ensure the effective organization and provision of quality correctional and developmental services for children with intellectual disabilities in an inclusive environment, taking into account current global educational trends and best practices. However, one of the unresolved issues is the peculiarities of planning and conducting correctional and developmental classes in inclusive settings.

Important in the implementation of the educational process for children with intellectual disabilities are classes on social and domestic orientation (SDO), because they teach students practical skills, such as tying shoelaces, sewing buttons, being able to use public transport, choosing clothes according to the weather, etc. Studying these aspects affects the future of the child and his/her socialization (Khimchenko, 2022).

The purpose of the SES classes is to teach students with intellectual disabilities social and everyday skills, to form a vital minimum of practical skills that will allow them to correctly navigate the world around them (in everyday life, in relationships, etc.) and independently organize their lives.

Correctional and developmental classes with SEN are conducted by a teacher-defectologist and are regulated by a separate schedule.

The effectiveness of corrective action depends on how logically and consistently it is planned. It is necessary to take into account the following factors that ensure the success of corrective work planning:

- 1) it is advisable to start planning with the analysis of the results of corrective and developmental work for the year;
- 2) planning of corrective work is carried out on a diagnostic basis;
- 3) planning of correctional work is individually oriented.

An important basis for planning correctional work is diagnostic activity. Diagnostic activities (special tasks, observations) are carried out by a teacher-defectologist in the process of correctional classes, which are diagnostic in nature at the beginning of the year (September). The organization of correctional and developmental classes should be preceded by the teacher-defectologist's acquaintance with the conclusion of the IRC on a comprehensive psychological and pedagogical assessment of the child's development, as well as with the conclusion of the psychological and pedagogical support team of the educational institution, made for each child who will be involved in the classes. The purpose is to identify the causes and mechanisms of children's difficulties in learning, which will help determine the direction and content of the necessary correctional work; possible compensatory mechanisms for the formation of underdeveloped or impaired functions.

Since each group of children with intellectual disabilities, with complex developmental disorders is very heterogeneous in terms of specific manifestations of developmental features, there can be no universal plans for correctional work with such children. This again determines the need for diagnostic work to determine the plan of correctional assistance to students of each specific group.

Thus, a special approach to planning the correctional and pedagogical activities of a teacher-defectologist in the process of correctional classes is reflected in special plans of correctional work in terms of content, time perspective and form. The forms of correctional

work plans proposed in this article are of a recommendatory nature and may have other options.

Based on the conducted psychological and pedagogical examination (diagnosis), the teacher-defectologist draws up a long-term plan of correctional work, which reflects the whole range of tasks to be worked on with the child/children of the group. Long-term planning is made for a long period of time (month, quarter). The data grid of the plan can be represented by the following columns:

- Areas of corrective work in which problems in development were identified, these areas will determine what needs to be worked on;
- Tasks of corrective work (in these areas), which will show in what sequence to carry out this work;

Calendar-thematic plan of correctional and developmental classes is made on the basis of the perspective plan consistently for the next week. Such a small time interval of thematic planning is due to the fact that the theme of the correctional lesson is formulated on the basis of the leading task of this lesson, and it is simply unrealistic to predict which task will dominate in the work with the child (what changes in his development will occur) in a week or two, and even more so in a month. At the same time, the number of lessons by topics is not determined, as it depends on their effectiveness, which is difficult to predict. After a week, based on the results of the classes, the tasks and topics for the next week are determined.

It should be noted that calendar and thematic planning is flexible, not rigidly tied to the time period for solving certain correctional tasks. The teacher-defectologist plans the process of correction or weakening of developmental deficiencies, foresees how many lessons will be needed to obtain the necessary results (i.e., correction of developmental deficiencies, formation of generalized skills), it is simply inexpedient not to obtain certain results in the "problematic" area of development, and often it is simply impossible to go further, as this process will be unproductive (Gladkaya, 2008: 24).

When determining the topics of correctional and developmental lessons and writing them in the calendar plan and in the journal, one can be guided by the recommendations of V. Gladkoy regarding the planning of lessons with students with learning difficulties. According to these recommendations, the topic of a correctional and developmental lesson can be determined by its main task (Gladkaya, 2008: 58).

The calendar-thematic plan is compiled with the indication of dates, topics, tasks and the main content that is worked out at each lesson on the relevant topic. A sample of the calendar-thematic plan is shown in Table 1.

Tab. č. 1: *Calendar and thematic plan of correctional and developmental classes in SpE for students with intellectual disabilities (1st grade)*

Areas of correctional work	Tasks of corrective work	Theme	Date	Achievements of students (knowledge, skills)
		Premises, school, home		
Formation of spatial orientation by developing orientation skills at school.	<ul style="list-style-type: none"> - To clarify the names of the types of school premises. - To form the ability to navigate freely in the school premises. - To form initial ideas about 	<i>Orientation in the school: dining room, gym, locker room,</i>		<ul style="list-style-type: none"> - names school premises: dining room, gym, locker room, toilet rooms, etc; - observes the rules of conduct at lessons and

	possible emergency situations at school, rules of conduct in case of their occurrence. - To form the ability to analyze good and bad behavior. - Develop spatial orientation.	<i>toilet rooms, etc.</i>	during breaks; safety in school corridors, stairs, doors; is able to freely navigate in the school premises; - analyses situational pictures, where pupils behave well and where they misbehave.
Speech development on the basis of enriching active speech with words - names of furniture. Development of thinking activity (ability to compare, generalize).	- To form pupils' ability to name and recognize furniture (table, chair, wardrobe, bed, desk, etc.), to know their purpose. - To develop logical thinking based on the formation of the ability to use the generalizing word "furniture". - To enrich active speech with words-names of furniture. - To develop memory on the basis of memorizing the names of furniture, imagination, the ability to identify common and distinctive features of furniture.	<i>Furniture (table, chair, wardrobe, bed, desk, etc.). Their purpose.</i>	- can distinguish and name furniture; - names a group of objects with the general word "furniture"; - identifies common and distinctive features of furniture (with the teacher's help).
Accumulation of the necessary experience of independent living.	- To form the ability to maintain order in the workplace, to keep personal belongings, clothes, books, notebooks, educational supplies clean and tidy. - To form the ability to make a briefcase according to the schedule. - Develop sensorimotor coordination, fine motor skills, spatial orientation.	<i>Your workplace. Practical work: making a portfolio.</i>	- knows the basic rules of organization of the school workplace; - knows how to keep personal belongings and school supplies clean and in order; - knows how to make a briefcase according to the schedule.
Clarification and expansion of ideas about the preservation and	- To develop cognitive activity by forming initial ideas about the parts of the body, the ability to	Basics of general hygiene <i>Your body</i>	- distinguishes body parts; shows them on himself/herself; - correctly names all

<p>promotion of health by learning the rules of personal hygiene. Development of speech based on the enrichment of vocabulary with the names of body parts, names of personal hygiene products. Development of thinking activity (ability to analytical and synthetic activity).</p>	<p>distinguish them. - To enrich vocabulary with names of body parts. - To develop memory on the basis of memorizing the names of body parts. - To form and clarify the idea of preserving and promoting health by learning the rules of personal hygiene. - To form practical skills to choose the right items and means of personal hygiene. - To form the ability to use personal hygiene items, to develop pupils' knowledge of basic hygiene rules, hygiene skills. - To develop memory on the basis of memorizing the names of personal hygiene products. - To enrich the vocabulary with the names of personal care products. - To develop generalization by forming the ability to choose a generalizing concept "personal hygiene items".</p>	<p>parts of the body.</p> <p><i>Personal hygiene. Items and means of personal hygiene (toothbrush, soap, shampoo, comb, towel, toilet paper). Rules of personal hygiene.</i></p>	<p>parts of the body. - names and distinguishes between general and personal hygiene items, knows how to use them; - with help explains the importance of personal hygiene; - under supervision, performs basic hygiene procedures to care for his/her own body; - summarizes personal hygiene items with the general term "personal hygiene items".</p>
<p>Formation of visual-action thinking, skills of establishing a sequence of actions when performing morning and evening toileting. Development of coordination and accuracy of hand movements and fine motor skills by means of general</p>	<p>- To form the ability to independently and consistently perform morning and evening toilet. - To develop observation, analysis, comparison, generalization, cognitive activity by forming initial ideas about the basics of body care. - To form the ability to follow the basic rules of hand care. - Encourage the child to perform tasks independently.</p>	<p><i>Morning and evening toilet.</i></p> <p><i>Hand care</i></p>	<p>- independently and consistently performs morning and evening toileting. - names situations in which it is necessary to wash hands additionally, after which it is necessary to wash hands;</p>

developmental exercises in the process of performing practical exercises: washing hands, brushing teeth, combing hair, etc. Formation of self-care skills: washing hands, brushing teeth, combing hair, etc.

- To form the ability to follow the basic rules of oral and dental care.
- To encourage the child to perform tasks independently.
- To form the skills of neatness.

Oral and dental care.

- is oriented in the implementation of the basic rules of hand skin care;
- has knowledge about oral hygiene;
- is oriented in the implementation of the basic rules of oral and dental care;

Enriching the idea of the types of clothing by seasons and purpose. Development of thinking operations based on generalization, classification of various items of clothing and footwear by their purpose and by seasons; development of the ability to care for them independently. Development of speech on the basis of enriching vocabulary with words-names of clothes and shoes

- To form the concept of types of clothing and footwear.
- To develop logical thinking on the basis of forming the ability to classify types of clothes and shoes by purpose; on the basis of forming the ability to use generalizing words "clothes", "shoes".
- To enrich vocabulary with words-names of clothes and shoes.
- To develop memory on the basis of memorizing the names of clothes and shoes.
- To form skills to choose clothes according to the purpose.

Clothing and footwear

Types of clothing and footwear.

- distinguishes between types of clothes and shoes;
- correctly names them;
- classifies clothes and shoes into groups;
- summarizes groups with the generalizing words "clothes", "shoes".

Development of speech on the basis of enriching vocabulary with words-names of clothes and shoes

- To expand and activate the vocabulary of children with words-names of clothes and shoes by seasons.
- To develop thinking based on the formation of the ability to analyze, generalize, classify various items of clothing and footwear by season.
- To consolidate generalizing concepts "clothes, shoes".

Seasonal clothes and shoes. Selection of clothes according to the season.

- distinguishes types of clothing and footwear by season; names them;
 - classifies clothes and shoes into groups by season;
 - summarizes clothing groups by generalizing concepts - "winter clothes", "summer clothes", "autumn-spring clothes".
-

	- To form skills to choose clothes according to the season.		
Development of coordination and accuracy of hand movements and fine motor skills by means of general developmental exercises in the process of performing practical exercises: dressing and undressing, folding clothes, fastening zippers, tying shoelaces. Formation of self-service skills: putting on shoes, tying shoelaces, zipping.	- To form organizational skills of educational and practical activities. - To form the skills of neatness, independence. - To develop fine motor skills.	<i>The sequence of dressing and undressing.</i> <i>Care of clothes and shoes (clean, dirty).</i> <i>Types of fasteners for clothes and shoes (expanding knowledge and improving practical skills).</i>	- is able to dress and undress independently, according to the season (with help); - knows the rules of daily care of clothes; - knows the rules of drying wet clothes and shoes; - can independently take care of his/her own clothes (put them in the closet, sort dirty-clean); - evaluate its general appearance; - can independently clean minor contamination of clothes or shoes; - has an idea of the types of fasteners of clothes and shoes; - has the ability to fasten different types of fasteners, tie laces;

Source: own development.

Thus, when planning correctional and developmental classes, the emphasis should be placed not on the topic, but on the tasks of correctional work, so the main part of the plan is represented by a set of tasks that define generalized skills in problematic areas of development, on the formation of which it is necessary to work with children. The topic of each lesson is dictated by the leading task.

Daily planning involves drawing up plans for correctional and developmental classes.

The lesson plan is drawn up on the basis of an indicative calendar and thematic planning, which the teacher-defectologist develops guided by the program of correctional and developmental classes. The daily plan provides for setting tasks, developing the content and form of its presentation, selecting methods, techniques and teaching aids for each lesson.

The content of classes is determined by calendar and thematic planning, which reflects the goals, objectives, methods and means of correctional and pedagogical assistance.

Preparing for the lesson, the teacher writes a lesson outline. The training of a correctional teacher should be similar, who should also provide for his work not only in the relevant plans, but also keep notes (plans) of correctional and developmental classes. The pedagogical components should be clearly defined in the outline of the correctional lesson:

- Theme of the lesson;
- The purpose of the lesson;
- Equipment;
- Course of the lesson: its stages (organizational, formative, final); methods and techniques of correctional work at each stage; types of assistance from the teacher depending on the correctional tasks (Hayash, 2021).

Conclusions.

Thus, the planning of correctional and developmental classes on Speech and Language in inclusive settings should be systematic and comprehensive, which will ultimately contribute to the quality of classes and the correction of developmental disorders of the child and his successful adaptation in society.

The effectiveness of such work largely depends not only on the knowledge, skills and desire of the teacher-defectologist to help a child with intellectual disabilities, but also on his competence to correctly and clearly develop a model for planning correctional and developmental classes for each individual child.

Список використаної літератури

HAIASH, OKSANA. Osoblyvosti planuvannia i provedennia korektsiino-rozvytkovykh zaniat v umovakh inkluzyvno-resursnoho tsentru, *Aktualni pytannia korektsiinoi osvity (pedagogichni nauky): zbirnyk naukovykh prats.* Kamianets-Podilskyi: Vydavets Kovalchuk O.V., 2021, Vyp. 17, S. 84-94.

HLADKAIA, V. V. *Planyrovanye korektsyonnoi raboty s uchashchymysia s trudnostiamy v obuchenyy.* Minsk: Zorny verasen, 2008.

KHYMCHENKO, MARYNA. *Korektsiino-rozvytkovi zaniattia yak nevidiemna skladova inkluzyvnoho navchannia ditei z intelektualnymy porushenniamy pomirnoho stupenia.* 2022. URL: <https://vseosvita.ua/library/stattia-korektsiino-rozvytkovi-zanyattya-yak-nevidiemna-skladova-inkluzyvnoho-navchannya-ditei-z-intelektualnymy-porushennyamy-pomirnoho-stupenya-564666.html> (accessed on 04.06.2022).

YARMOLA, NATALIYA. *Prohrama z korektsiino-rozvytkovoi roboty «Sotsialno-pobutove oriientuvannia» dlia 1-4 klasiv spetsialnykh zakladiv zahalnoi serednoi osvity dlia ditei z intelektualnymy porushenniamy.* Kyiv, 2018. URL: <https://docs.google.com/document/d/1KRyту3At91vycrhjc1kGCWQhk8xVVN2KP2tLPNC1DXo/edit?usp=sharing> (accessed on 08.09.2022).