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METHODS OF THE ORGANIZATION OF THE INDIVIDUALIZED TRAINING OF CHILDREN WITH A DOWN SYNDROME

The problem of individualization of primary education is one of the most actual problems in modern comprehensive school reform. She focused on the humanization of educational processes and is based on the requirements which are expressed in the principles of individualization and differentiation in education. That means to take into account individual and typological peculiarities of students.

In the reformation of the education system based on person-centered learning scientists pay special attention to the individualization and differentiation of education in primary classes, because during this period differences in the development of the students are most noticeable, and it serves as a basis for further training and education.

Especially in this situation individualization in education of primary school children with Down syndrome reveals in the circumstances of comprehensive system of education. The process of teaching children with this genetic pathology is less studied and requires further researches.

The problem of teaching children with peculiarities of psychophysical development at the present stage involved experts in the field of correctional pedagogy (V. Bondar, Y. Briskin, T. Gavrilova, O. Globa, B. Lipa, V. Sinov, E. Sobotovych, N. Stadnenko, V. Tarasun, M. Sheremet).

Because of the difficulty of the nature of Down syndrome, ambiguity manifestation of difficulties in education and searching ways to organize pedagogical support for children with this disease, maintenance carried out by specialists of related disciplines: psychology (Y. Gilbuh, I. Kulagina, N. Menchinskaya), defectology (T. Vlasova, K. Lebedinskaya, V. Lubovsky, M. Pevzner), general pedagogy (G. Kumarina, E. Rabunsky, V. Tsetlin), neuropsychology (N. Korsakova, I. Markovaya, Y. Mikadze Yu), physiology (M. Bezrukikh, S. Efimov).

Psycho-pedagogical foundations of individualization have been covered in the

works of A. Kirsanov, G. Kumarina, E. Rabunsky, I. Unt.

The problem of individualization in learning as the problem of general didactics occurred a long time ago and has its own history of development connected with the names of many prominent scientists. The origins of the studying of this problem refer to the ancient times, to the first attempts to study students' individually-typological peculiarities. But scientific and theoretical understanding of this problem started recently, caused by popularities of mass forms of learning.

The official approval of the principles of individualization and differentiation as the leading principles of educational institutions requires deep comprehension and further development of problem of individualization and differentiation in teaching at a higher theoretical level. The studying of the peculiarities of teaching children with psychomotor developmental disorders, in this case, children with Down syndrome acquires particular importance.

For better understanding of those reasons which underlie problems of teaching children with this genetic disease we shall discuss the main features of their psychomotor profile. In the organization of correctional individualized teaching of children we need to take to account risk factors that underlie the peculiarities of their development. Namely:

- children ascertained hearing loss that is often a problem of perception of the speech of others;
- vision problems do not allow children to view full articulation of adults and inherit it;
- low tone, disturbances of tactile sensitivity do not allow children to make kinesthetic control the movements of organs of articulation;
- anatomical peculiarities in construction of the articulatory apparatus influence the formation of the correct pronunciation, imbalance of the oral and nasal cavities affect the melodic components of speech;
- thyroid dysfunction affects the timbre and pitch of the voice.

Strengths of this category of children can be a positive factor in the formation of social skills and speech. Such a strong points of the development can include:

- high simulation capabilities that allow inherit for adult some speech and non-speech signals;
- visual perception and visual memory, which make the basis for the usage of visual clues;
- high sensitivity to tactile-motor stimulation, which make the basis for the formation of general and fine motor skills;
- interest in the interaction with the adults.
- There are two main stages of organization of work within the class in individual and differentiated forms: 1) a preparatory stage; 2) a stage of implementation of individualization and differentiation within the class. During the first stage a teacher diagnoses class in order to determine the levels of children's readiness to learn, diagnoses teaching material to anticipate the difficulties which can have a place in children with such levels of readiness when study it. On this basis there is a differentiation of class according to the typological peculiarities into groups and according to specific features - on the individual students. For homogroups and individual students of a class teacher provides the system of specific tasks, which should ultimately lead to the understanding of material by each student. According to peculiarities of children, educational material, tasks that students should to do, teacher previously considers and make a system for optimal work on the current lesson or in the lessons' system for each student. This system of work may include any form of work (frontal, group, individual) and their combinations which are suitable at this stage of studying.
- On the second stage the direct implementation of ideas has a place - organization of individualized and differentiated studying work in a class. During it each student performs tasks corresponding to his abilities, he is involved in collective and individual forms of work. As a result, the individual development of each student and mastering of studying material should be at a satisfactory or a higher level.
- Analysis of different approaches to the organisation of individualized and differentiated studying in the class showed that there is not a common terminology that allows to build a theoretical system of work within a class with individualized

and differentiated teaching. There are differences in key concepts of individualization and differentiation and in the understanding of the forms of organization of teaching in destination of individualized and differentiated tasks.

The analysis does not cover all aspects of this multifaceted problems. The prospect of its further research consist of the detailed studing and analysis of best practices of individualization and differentiation of teaching of primary school children with Down syndrome in Ukraine, influence of the foreign psycho-pedagogical concepts on the development of ideas based on individual-typological peculiarities of students with psychomotor features of development in native theory and practice of correctional education.