UDC 376-056.36-053
DOI 10.32626/2413-2578.2025-25.188-201

LEVITSKY Vadim
PhD, Associate Professor, Associate Professor of the
Department of Speech Therapy and Special Techniques
Kamianets-Podilskyi Ivan Ohiienko National University,
Kamianets-Podilskyi, Ukraine
https://orcid.org/0000-0003-1513-5744

SPIVAK Vitaly
PhD, Associate Professor, Associate Professor of the
Department of Social Pedagogy and Social Work,
Kamianets-Podilskyi Ivan Ohiienko National University,
Kamianets-Podilskyi, Ukraine
htps://orcid.org/0000-0003-1843-562X

THE USE OF DIDACTIC GAMES IN ENVIRONMENTAL EDUCATION OF PRESCHOOLERS WITH INTELLECTUAL DISABILITIES

Annotation. The presented article highlights the results of the analysis of the effectiveness of implementing didactic games in the process of environmental education of preschool children with intellectual disabilities. The main attention is paid to the aspects of forming dynamic ideas about the environment as an integral component of the educational process. These ideas are aimed at gradually expanding the boundaries of children's worldview and developing environmental awareness. Involving children in the process of learning about nature is an important factor that contributes to the formation of a holistic vision of the world, filled with ecological and environmental values. Thanks to this, children begin to realize their role as an active part of the natural environment. This approach allows children to develop a sense of responsibility for the state of the environment, to assess the consequences of both their own actions and the behavior of other people in relation to nature. In preschool age, the foundations are laid for mastering knowledge about the relationships in nature, which allows reflecting the objective laws of the real world. At the same time, the effectiveness of this process depends on taking into account the specifics of children's thinking in this age period, where visual-figurative perception prevails.

Didactic games create optimal conditions for active interaction of preschoolers with the subject-spatial environment through participation in plot or situational game tasks using specific objects. Such games provide children not only with new practical experience, but also with the possibility

of emotional involvement, which stimulates mental activity. This is especially important for children with intellectual disabilities, who have a limited arsenal of practical actions with objects and insufficiently developed opportunities for abstraction and generalization. For them, it is important to ensure multiple repetition of educational operations in various contexts, which contributes to better mastering of methods of orientation in the environment. Didactic games offer a convenient format for such repetitions due to rich variable material, which at the same time supports a positive emotional reaction to educational tasks.

The formation of a "system of dynamic representations" is of particular importance. This concept is not limited to a set of individual visual or semantic images of objects or phenomena. Its essence lies in creating a logically ordered structure of images that reproduces the sequence of changes in the states of an object or phenomenon over time. The formation of dynamic representations is a gradual process that requires the integration of the perception of changes in spatio-temporal unity. This process becomes particularly complex when it comes to phenomena whose changes are stretched out in time and are difficult to perceive instantly. The system of dynamic representations allows for a deeper understanding of the essence of natural transformations, combining elements of constancy and variability. Achieving a holistic perception of changes allows a child to better navigate the natural environment and form basic skills for a responsible attitude towards it.

Key words: preschool age, children with intellectual disabilities, ecological education, dynamic ideas, learning, correction, development.

1. INTRODUCTION

Problem statement. Environmental education is a consistent and systematic pedagogical activity aimed at forming a person's worldview culture and harmonious interaction with the natural environment. This process is of particular importance in the modern world, because the rapid development of technology and the impact of humanity on nature require new approaches to the formation of environmental awareness. The problem of environmental education of preschool children is especially relevant. It is during this period of life that basic values, norms of behavior and moral guidelines are laid down, which remain with a person throughout his life. At this time, environmental awareness is actively formed, which affects not only the child's current behavior in nature, but also his future attitude to the environment in adulthood. Laying the foundations of environmental culture, as well as the formation of an ethical and responsible attitude to nature should become a key task in the education of preschoolers. Using the potential of this important period not only contributes to the development of a child's love for

nature and understanding of its value, but also helps to form a conscious approach to the preservation of natural resources in the future.

One of the most promising ways of educating and training students with special educational needs, arming them with the necessary skills and abilities is the introduction of active forms and methods of educational influence, among which didactic games occupy a leading place.

Analysis of research and publications. In our study, pedagogical developments in the direction of ecological education of preschoolers were used: I. Androschuk [5], L. Voronkova [11], N. Lysenko [4], A. Lyovochkina [3], Z. Plokhiy [2], T. Tyshchenko [13], N. Yarysheva [1]. The issues of ecological education of children with intellectual disabilities are revealed in separate works: V. Bondar [6], G. Blech [8], O. Verzhykhovska [9], Yu. Galetska [14],

S. Mironova [7], V. Synyova [12], S. Trykoz [8].

The purpose of the study: to describe certain aspects of the use of didactic games in the environmental education of preschoolers with intellectual disabilities.

2. RESEARCH RESULTS

The main content of ecological education is the formation of a child's consciously correct value attitude towards natural phenomena and objects that surround him and with which he becomes acquainted in childhood.

Regardless of the type, a didactic game should contain, first of all, a didactic goal and structure, which distinguishes it from other types of games and exercises. Playing, children solve problems in an interesting way, which is achieved by game actions that are a picture of its plot. An obligatory component of the game is its rules, thanks to which the teacher during the game controls both the behavior of children and the educational and educational process as a whole. The obligatory structural elements of a didactic game are: an educational and educational task, game actions and rules. However, in practice, these concepts are not always precisely differentiated: sometimes the rules act simultaneously and as actions, which complicates the effective use of the game.

According to N. Yarysheva, when selecting didactic games, correctional goals are primarily planned that would take into account the peculiarities of the development of children with intellectual disabilities. Didactic games can be included in any section of the program and serve both for the development of cognitive activity and for the formation of one's own game, behavior in a team (the ability to act together, observe the actions of others, the ability to wait, achieve a common goal, correlate one's actions with the actions of comrades).Knowledge is not an end in itself in environmental education, but it is a necessary condition for the formation of such an attitude

to the surrounding world, which is emotionally and actively expressed in the form of cognitive interest, humanistic and aesthetic experiences, practical readiness to see nature around you, to treat things carefully not only because they are the results of people's labor, but also because they are spent materials taken from nature [1].

Z. Plochiy says, forms and methods of working with children are diverse: these are cycles of observations of plants and animals in a corner of nature and on the site, keeping calendars, classes, games, targeted walks, excursions, game educational situations using toys and literary characters [2].

According to A. Lovochkina, didactic game is a means of learning, therefore it can be used in the assimilation of any program material and conducted in classes (individual and group) by both a correctional teacher and a teacher, be one of the elements of conducting a walk, represent a special (separate) type of activity. In the didactic game, conditions are created in which the child gets the opportunity to act independently in a certain situation with objects (tools), acquiring his own effective and sensory experience. This is important for children with intellectual disabilities who have limited experience of actions with objects, which is not properly recorded and not generalized. Children of this nosology need more repetitions to master the methods of orientation in the environment, to highlight and record the properties and relationships of objects, to understand a particular action.The didactic game allows you to provide the necessary number of repetitions on different material while maintaining an emotionally positive attitude towards the task [3].

The organization of didactic games by the teacher is carried out in three main directions: preparation for the game, its implementation and analysis. Preparation for conducting a didactic game includes: selection of a game in accordance with educational and corrective and developmental tasks: deepening and generalization of knowledge, development of sensory abilities, activation of mental processes (memory, attention, thinking, speech), etc.; establishing the compliance of the selected game with the program requirements of raising and teaching children of a certain age group and nosology; determination of a convenient time (during classes or during free time from classes and other regular processes); choosing a place to play where children can play quietly without disturbing others (in a group room or area); determining the number of players; preparation of necessary didactic material; teacher's preparation for the game: he must study the course of the game, determine his role in the game, leadership methods; preparing children for the game: enriching them with knowledge, ideas about the objects and phenomena of the surrounding life, necessary for solving the game task.

The analysis of the conducted game is aimed at identifying the methods of its preparation and implementation: which methods were effective in achieving the goal, what did not work and why. Summing up, the teacher

emphasizes that the way to victory is possible only through overcoming difficulties, attention, intelligence and discipline [6]. In addition, the analysis will reveal individual characteristics in the behavior and character of children and, therefore, correctly organize individual work with them.Self-critical analysis of the use of the game in accordance with the set goal helps to vary the course of the game, enrich it with new material in further work.

Before starting the game, it is necessary to arouse children's interest in it, the desire to play. This is achieved by various methods: using riddles, counters, surprises, posing a debatable question, requesting consent to the game, reminding about a game that children willingly played before. The teacher should direct the game in such a way as not to "switch" to another form of learning - a lesson. The secret of successful organization of the game is that the teacher, while teaching children, at the same time preserves the game as an activity that pleases children, brings them closer together, and strengthens friendly relations. Children gradually begin to understand that their behavior in the game may be different than in the lesson.

Based on the works of N. Lysenko, the pace of the game is of great importance. The development of the pace of the game has a certain dynamics. At the very beginning, children "play out", learn the content of the game actions, the rules of the game and its course. At this time, the pace of the game is naturally slowed down. During the game, when children are enthusiastic, the pace increases. By the end, the emotional mood decreases somewhat and the pace of the game slows down, which is important for children with intellectual disabilities [4].

The teacher controls and participates in the game from the beginning to the end: notes successful decisions, discoveries, supports jokes, encourages, instills confidence in their abilities. Children learn that a new plant can be grown from seeds, that many seeds can be obtained from one seed; they get an idea of the stages of growth and development of plants, that animals reproduce, animals grow and become adults: they can independently find food, build a "settlement", and raise offspring.Children learn that the mother takes care of her children. The cubs grow, play, the mother teaches them to find food, and continues to protect and defend them. The babies grow up, can get food themselves, defend themselves from enemies, and raise offspring. A person takes care of the young of domestic animals. Children enjoy their games and entertainment, watch them, and listen to stories about them with pleasure.

The special role of didactic games on ecology in the educational process of children with intellectual disabilities is determined by the fact that the game makes the process of learning mental representations emotional and effective [5].

Outside of specially organized training, older preschool children with intellectual developmental disorders master game actions of a procedural

nature, which they repeat repeatedly and stereotypically, as a rule, without accompanying emotional reactions and speech. In this form, the game is not able to serve as a means of correction and compensation for developmental disorders in a child. The tendencies of mental development contained in the game are realized only when game actions are formed and directed by adults. In order for the game to really perform the functions of leading activity, it must reach a certain level of development. At the same time, in the process of learning, children of the specified nosology are able to master not only a variety of game actions, but also different variants of chains of events, which is necessary for the development of plot-role-playing didactic games. Sequential execution of a series of actions is difficult for children of this nosology, so they make violations in sequence, often forgetting what to do next and waiting for a hint.

V. Bondar notes, tendency to use toys that are copies of real objects. The substitution function is not spontaneously formed well. Therefore, children need to be taught to use various objects not only for their intended purpose, but also as substitutes. The inability to use substitute objects is associated not only with the underdevelopment of figurative thinking and imagination, but also with a poor range of ideas about the world around them and the experience of social interaction. Deprived of the necessary influx of fresh emotional impressions, the child receives ideas only about a narrow range of people and objects; life proceeds in limited constant circumstances.Thus, an impoverished and, at times, distorted image of the surrounding world is superimposed on the existing disorder [6].

Regarding toy animals, a preschooler with intellectual disabilities does not show an interested emotional attitude. A distinctive feature of games is the presence of inadequate actions. Such actions are not allowed by either logic or the functional purpose of the toy, they are not associated with the use of substitute objects.

S. Mironova notes, вuring the game, children with intellectual disabilities act with toys mostly silently, only occasionally using individual emotional exclamations and pronouncing words denoting the names of toys and actions. This indicates a lack of genuine interest, which, caused by the novelty of the toy and in the process of manipulation, quickly fades away.

The low level of development of the game is evidenced by the failure to comply with its rules and the course of game actions with mandatory reliance on objects, when the game object prompts the choice of the plot, and not vice versa. Underdevelopment of arbitrariness in activity, attention properties, volitional qualities (perseverance, independence, purposefulness) causes instability of the game plot. Children play together or alone. Independent play, as a rule, is short-term, group play depends on the founding and leading role of the teacher [7].

In the process of getting acquainted with nature, children form ideas

about the living and inanimate world, the interconnection and interdependence of objects and phenomena. Special attention is paid to the dependence of human life and activity on natural conditions in a constantly changing natural environment. Children are taught to see and understand real cause-and-effect relationships.Ideas about the development of living nature significantly affect the formation of the prerequisites of a materialistic worldview, dialectical orientation of thinking in a child [8;13].

O. Verzhykhovska speaking about the specifics of the methodology of ecological education of preschool children, it should be noted that a characteristic feature is the child's direct contact with objects of nature, live communication with plants and animals, observation and practical activities in caring for them, comprehension of what was seen in the process of discussion. Indirect knowledge of nature (through books, slides, fairy tales, pictures, conversations, etc.) is of secondary importance: its task is to expand and supplement the impressions that the child receives from direct contact with objects of nature [9].

By T. Dutkevych, in the knowledge of changes, the duration of the study plays a significant role. It is difficult to study the process that is taking place when the time intervals are either too small (seconds) or large (years, centuries). But in any case, the main thing is the need to highlight and clearly record changes, to clarify their connections. All this can be seen if we combine observation with reasoning, which allows us to reflect the entire process of development. Observation gives an idea of the nature of the transformation and the temporal sequence of phenomena, which are then interpreted, supplemented by components of changes that are not subject to observation [10].

To realize the changes that occur, a comparison helps, which allows you to identify stable and variable features of the object. General patterns of the category of "change" also belong to the development of living organisms. However, they are characterized by specific forms of manifestations of development, which are determined by life cycles.

An important aspect of the problem is the psychological readiness of preschoolers to master knowledge that reflects the peculiarities of the development of living organisms.The perception of changes and transformations by preschool children contributes to the formation of various forms of thinking. For this, it is necessary that children's acquaintance with changing objects of living nature takes place in the process of consistent and systematic observation.

By V. Voronkova [11], it is necessary to pay attention to the concept of "system of dynamic representations". This is a special type of representation, the essence of which is that it is not just the sum of a number of specific representations about changes in an object, but an interconnected set of images that reveal a sequential change in the states of an object or

phenomenon. A dynamic representation cannot be formed immediately, especially with changes that occur over a significant period of time. This is a result that simultaneously reflects both the identity of the changing object and the tendency of its transformation. The peculiarity of this type of representation is also that it embodies the spatio-temporal unity of the entire process of change.

Preschoolers are able to master such categories as space and time. But sometimes orientation in the environment is possible only with the help of single spatial-temporal representations. This directly relates to the growth and development of living beings. Familiarization with objects of living nature that change and develop is of essential importance not only for the intellectual, but also for the perceptual development of a preschooler.

For the development of dynamic representations, a high level of perception is necessary, aimed at identifying and reflecting various properties and qualities of developing objects. Perception functions as a cognitive process that orients the child to the search for signs that affect its analyzers, contributes to the assimilation of socially produced standards.

In the process of forming dynamic representations, the main thing is the ability of children to consider a changing object or phenomenon, to highlight the variety of its properties and features: size, shape, color, proportions of details, neoplasms. Over a certain period of time, the appearance of a growing organism changes: the size increases, neoplasms appear (additional branches, leaves, flowers in plants; feathers, wool, horns in the young of a number of birds and mammals), the shape, color, morphological structure change; they are indicators of functional development and condition, allow us to determine the effect of the environment on the organism.

Using the natural world to improve perception in preschool children, it is necessary to take into account the huge variety of shapes, colors, sounds, signs, sizes and other qualities inherent in objects and phenomena of nature.

The methodology for teaching children with intellectual disabilities to play includes components: demonstration by the teacher of elements of a plot-role-playing game with a preliminary and parallel explanation of their meaning; further introduction of children to the role and game situation; children's performance of game actions by imitation; children's independent performance of game actions [12].

A high level of formation of visual-figurative thinking is also necessary, since identifying the degree and nature of changes in an object and forming a generalized attitude towards it require comparing samples of this object obtained over time.The development of visual and figurative thinking of a preschooler with intellectual disabilities is provided by a set of tools:

a) the use of a generalized analysis scheme, which allows you to consistently determine the properties of the object as a whole and its main parts;

b) use of operator standards. The formation of various operating standards allows children to mentally carry out various manipulations with the object, predict the sequential course of its changes. Acquaintance with the changes that occur in the process of growth and development of plants and animals, the formation of operator standards are of crucial importance for the visual representation of this sphere of reality. The specificity of such operating standards comes from the regularity of changes;

c) the use of models and schemes that allow revealing hidden connections and properties of objects. With their help, the child can discover the sequential course of significant changes of the developing object, approach the generalization of individual phenomena of the development of living organisms.

During the preschool age, children develop the ability to understand that the growth and development of living things is smooth and gradual. However, the completeness of these ideas at each age stage is different.

T. Tyshchenko says, children of older preschool age are able to understand how a living being (for children, the birth, growth and development of pets and domestic animals is always a close and vivid example) reaches adulthood, they grasp the repeatability of the process and the cyclicality of life acts. Thus, in preschool age, there is a tendency to form dynamic ideas that reflect the sequence of transformation of living organisms as they grow and develop [13].

In the absence of purposeful learning, the child forms ideas about growth and development by analogy with himself. The child transfers his own impressions of when he (she) was small, how he grew up, how adults cared for him to the process of animal development, to the behavior of the female and male in relation to the cubs. In children's reasoning, there is a lot of anthropomorphism, purely human behavioral manifestations are transferred to animals.

Empirical studies demonstrate that in spontaneous experience, preschoolers with intellectual disabilities do not form complete, clear ideas about development. In most children, the static nature of images prevails, the desire to describe not the entire process, but individual stages of development, which are most memorable when children record contrasting features of appearance or behavior.

To form in preschoolers full-fledged dynamic ideas about the growth and development of animals and plants, purposeful training is necessary using various methods and means that activate the child's cognitive activity and provide an opportunity to understand the complex biological patterns of the growth and development process (changes in morpho-functional characteristics over time).

To reveal the pedagogical conditions necessary for the formation of children's ideas about the growth and development of living organisms, about

the factors that influence these processes, one should focus on the organization of the natural environment in preschool educational institutions.First of all, it is necessary to show the possibility of a corner of nature and a natural area as a laboratory for the study of living organisms (including their growth and development), to clarify which representatives of the animal and plant world are best suited for forming dynamic ideas. The basis of such ideas should be knowledge about the laws of the development of living beings, the necessary factors that ensure this process, the relationship of the organism with the environment. Ideas about development are successfully formed in the process of systematic observations. And this means that in preschool educational institutions it is appropriate to create conditions for growing plants and animals. Only in this case is it possible to combine purposeful observation with the practical activities of children in caring for developing organisms [14].

Thus, observing the development of animals, the child's attention should be drawn to the appearance of an adult before the birth of offspring (if such changes are obvious), to the appearance of a newly born animal, and its changes as it grows older. Of particular interest to children is the behavior of an adult animal and its young (features of the game). It is worth highlighting the role of man in creating conditions for development. Observations of plant development include: seed germination or preparation of a plant for vegetative reproduction, observation of the growth and appearance of new organs (leaves, flowers, fruits), creation of special conditions necessary for development (providing differentiated needs for moisture, light, heat, soil).Using the technique of comparison, children learn to distinguish in the perceived object the properties and qualities that have undergone changes (sometimes barely noticeable). This, in turn, requires a rather subtle analysis, the development of sustained voluntary attention, and cognitive interest. Observation involves examining the object using the senses (sight, hearing, touch, smell, taste). It is also necessary to turn to the child’s personal experience, to form manifestations of deep, sincere feelings (surprise, delight, concern, etc.).

The generalization of the accumulated experience is carried out in conversations (both in classes and during the implementation of regime moments). They allow to clarify the knowledge of children, to reveal how consciously preschoolers perceive the process of development of a living organism, and to outline ways of further formation of their ideas.

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

With organized, purposeful, systematic educational influence, children with mild intellectual disabilities acquire knowledge about natural changes in

nature. Clear ideas are formed about the patterns of changes in natural objects, about the approximate duration of these processes in time, about the fact that growth and development are associated with morpho-functional and behavioral changes.

The formation of dynamic ideas with properly organized environmental education contributes to the improvement of analytical and synthetic activity of children, develops observation, the ability to predict the process.

The work conducted allowed us to identify the measures that achieve the greatest effect on the mental development of preschoolers when familiarizing themselves with changes in nature. These are regular (at certain intervals) observations with recording the results in a calendar; periodic discussions of the results of observations, retrospective and prospective questions that allow building a chain of consecutive events.

REFERENCES (TRANSLATED AND TRANSLITERATED)

[1] Iarysheva N.F. “Methods of familiarizing preschool children with nature.” Kyiv : Vyshcha shkola, 2006. 195 s. (in Ukrainian)

[2] Plokhii Z.P. “Forming the environmental competence of the younger preschooler: a study guide.” Kyiv : Svitych, 2010. 144 s. (in Ukrainian)

[3] Lovochkina A.M. Ecological psychology: a textbook. Kyiv : Milenium, 2003. 120 s. (in Ukrainian)

[4] Lysenko N.V. “Practical ecology for children: a study guide.” Ivano-Frankivsk : «Siversiia» LTD, 1999. 156 s. (in Ukrainian)

[5] Androshchuk I. “Pedagogical aspects of forming students' cognitive interests. The image of a modern teacher.” 2009, № 2. S. 38-46. (in Ukrainian)

[6] Modern aspects of the principle of naturalness of the didactics of J. A. Comenius / Bondar V.I. // Pedagogical heritage of J. A. Comenius and prospects for the development of public education: theses of the supplementary. tezy Ch. 1. Pereiaslav-Khmelnytskyi, 1992. S. 56-59. (in Ukrainian)

[7] Myronova S.P. “Correctional psychopedagogy. Oligophrenopedagogy.” Kamianets-Podilskyi : Kamianets-Podilskyi natsionalnyi universytet imeni Ivana Ohiienka. 2015. 312 s. (in Ukrainian)

[8] Trykoz S.V., Blech H.O. “A child with intellectual disabilities.” Kharkiv : Ranok. 2018. 40 s. (in Ukrainian)

[9] Verzhykhovska O.M. Theory and special methods of raising children with intellectual disabilities: Teaching and methodological manual. Kamianets-Podilskyi: Ruta. 2013. 362 s. (in Ukrainian)

[10] Dutkevych T.V. “Preschool psychology.” Tsentr uchbovoi literatury. 2007. 392 s. (in Ukrainian)

[11] Voronkova L. “Preschool education in the system of continuous

environmental education and upbringing in the conditions of the NEC. Modern school of Ukraine." 2011. № 12. S. 86-88. (in Ukrainian)

[12] Synov V.M. Correctional psychopedagogy. Oligophrenopedagogy: textbook / NPU M.P. Drahomanova. K., 2009. Ch. 2 : Navchannia i vykhovannia ditei. 224 s. (in Ukrainian)

[13] Tyshchenko T.I. "Little ecologists (group work). Kindergarten teacher's library." 2012. № 21-22. S. 65-81. (in Ukrainian)

[14] Haletska Yu.V. On the issue of using interdisciplinary connections in geography lessons in a special general educational institution for mentally retarded children. Current issues of correctional education (pedagogical sciences): collection of scientific works: issue. 7, u 2 t. / za red. V.M. Synova, O.V. Havrylova. Kamianets-Podilskyi: PP Medobory-2006, 2016. T.2. 486 s. (in Ukrainian)

The material was submitted to the editorial board on 12.03.2025.
Author`s contribution:
Levitsky V. – 50%, Spivak V. – 50%.

УДК 376-056.36-053
DOI

ЛЕВИЦЬКИЙ Вадим
кандидат педагогічних наук, доцент,
доцент кафедри логопедії та спеціальних методик
Кам'янець-Подільського Національного університету імені Івана Огієнка (Україна).
https://orcid.org/0000-0003-1513-5744

СПІВАК Віталій
кандидат психологічих наук, доцент,
доцент кафедри соціальної роботи
Кам'янець-Подільського національного університету імені Івана Огієнка (Україна).
htps://orcid.org/0000-0003-1843-562X

ВИКОРИСТАННЯ ДИДАКТИЧНИХ ІГОР В ЕКОЛОГІЧНОМУ ВИХОВАННІ ДОШКІЛЬНИКІВ З ПОРУШЕННЯМИ ІНТЕЛЕКТУАЛЬНОГО РОЗВИТКУ

Анотація. У представленій статті висвітлюються підсумки аналізу ефективності впровадження дидактичних ігор у процес

екологічного виховання дітей дошкільного віку, які мають порушення інтелектуального розвитку. Основна увага приділяється аспекту формування динамічних уявлень про навколишнє природне середовище як невід'ємного компоненту процесу екологічного виховання. Ці уявлення спрямовані на поступове розширення меж дитячого світосприйняття та розвиток екологічної свідомості. Залучення дітей до процесу пізнання природи є важливим чинником, який сприяє становленню цілісного бачення світу, наповненого екологічними та природоохоронними цінностями. Завдяки цьому діти починають усвідомлювати свою роль як активної частини природного середовища. Такий підхід дозволяє розвивати почуття відповідальності за стан довкілля, оцінювати наслідки як власних дій, так і поведінки інших людей відносно природи. У дошкільному віці закладаються основи для опанування знань про взаємозв'язки у природі, що дозволяє відображати об'єктивні закономірності реального світу. Водночас ефективність цього процесу залежить від урахування специфіки мислення дітей у даному віковому періоді.

Дидактичні ігри створюють оптимальні умови для активної взаємодії дошкільників із предметно-просторовим середовищем через участь у сюжетних або ситуаційних ігрових завданнях із використанням конкретних об'єктів. Такі ігри забезпечують дітям не тільки новий практичний досвід, але й можливість емоційного залучення, що стимулює розумову діяльність. Це особливо актуально для дітей з порушенням інтелектуального розвитку, які мають обмежений арсенал практичних дій із предметами та недостатньо сформовані можливості для абстрагування та узагальнення. Для них важливо забезпечити багаторазове повторення навчальних операцій у різноманітних контекстах, що сприяє кращому засвоєнню способів орієнтування у навколишньому середовищі. Дидактичні ігри пропонують зручний формат для таких повторів завдяки багатому варіативному матеріалу, який водночас підтримує позитивну емоційну реакцію на навчальні завдання.

Особливого значення набуває формування "системи динамічних уявлень". Ця концепція не обмежується лише сукупністю окремих зорових або смислових образів об'єктів чи явищ. Її сутність полягає у створенні логічно упорядкованої структури образів, що відтворює послідовність змін станів об'єкта чи явища в часі. Формування динамічних уявлень є поступовим процесом, який вимагає інтеграції сприйняття змін у просторово-часовій єдності. Особливу складність цей процес набуває тоді, коли йдеться про явища, зміни яких розтягнуті у часі та важко піддаються миттєвому сприйняттю. Система динамічних уявлень дозволяє глибше пізнати сутність природних трансформацій, поєднуючи в собі елементи постійності та варіативності. Досягнення цілісного сприйняття змін дозволяє дитині краще орієнтуватися у природному середовищі й

формувати базові навички відповідального ставлення до нього.

Ключові слова: діти з інтелектуальними порушеннями; екологічне виховання; динамічні уявлення; навчання; корекція; розвиток.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

[1] Яришева Н.Ф. Методика ознайомлення дітей дошкільного віку з природою. Київ : Вища школа, 2006. 195 с.

[2] Плохій З.П. Формуємо екологічну компетентність молодшого дошкільника. Київ : Світоч, 2010. 144 с.

[3] Льовочкіна А.М. Екологічна психологія. Київ : Міленіум, 2003. 120 с.

[4] Лисенко Н.В. Практична екологія для дітей. Івано-Франківськ : «Сіверсія» ЛТД, 1999. 156 с.

[5] Андрощук І. Педагогічні аспекти формування пізнавальних інтересів учнів. *Імідж сучасного педагога*. 2009, № 2–3. С. 38-46.

[6] Сучасні аспекти принципу природовідповідності дидактики Я. А. Коменського / Бондар В.І. // Педагогічна спадщина Я. А. Коменського і перспективи розвитку народної освіти : тези доп. Ч. 1. Переяслав-Хмельницький, 1992. С. 56-59.

[7] Миронова С.П. Корекційна психопедагогіка. Олігофренопедагогіка. Кам'янець-Подільський : Кам'янець-Подільський національний університет імені Івана Огієнка. 2015. 312 с.

[8] Трикоз С.В., Блеч Г.О. Дитина з порушеннями інтелектуального розвитку. Харків : Ранок. 2018. 40 с.

[9] Вержиховська О.М. Теорія і спеціальна методика виховання дітей з особливостями інтелектуального розвитку. Кам'янець-Подільський: Рута. 2013. 362 с.

[10] Дуткевич Т.В. Дошкільна психологія. Київ: Центр учбової літератури. 2007. 392 с.

[11] Воронкова Л. Дошкільне виховання в системі неперервної екологічної освіти й виховання в умовах НВК. *Сучасна школа України*. 2011. № 12. С. 86-88.

[12] Синьов В.М. Корекційна психопедагогіка. Олігофренопедагогіка. Київ: НПУ імені М. П. Драгоманова. 2009. Ч. 2 : Навчання і виховання дітей. 224 с.

[13] Тищенко Т.І. Маленькі екологи (Гурткова робота). *Бібліотечка вихователя дитячого садка.* 2012. № 21-22. С. 65-81.

[14] Галецька Ю.В. До питання використання міжпредметних зв'язків на уроках географії у спеціальному загальноосвітньому навчальному закладі для розумово відсталих дітей. *Актуальні питання корекційної освіти (педагогічні науки)* : зб. наук. праць. Вип. 7, у 2 т. 2016. Т.2. С. 84-92.