

## EFFECTIVE USE OF CORRECTIVE-DEVELOPMENTAL TECHNOLOGIES IN TEACHING LITERACY TO STUDENTS WITH INTELLECTUAL DISABILITIES

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**Abstract:** This article discusses the theoretical and practical aspects of using corrective-developmental technologies in the process of teaching literacy to students with intellectual disabilities. The study analyzes the difficulties related to cognitive activity, speech development, phonemic perception, and graphic-spatial representation experienced by students with intellectual disabilities. The importance of applying multisensory approaches, mnemonic techniques, didactic games, and information and communication technologies in literacy instruction is highlighted.

**Keywords:** students with intellectual disabilities, literacy instruction, corrective-developmental technologies, special pedagogy, multisensory approach, mnemonics

Teaching literacy to students with intellectual disabilities is one of the most complex and responsible areas of special pedagogy. In this category of learners, persistent impairments in cognitive activity are often observed as a result of organic damage to the central nervous system. These impairments negatively affect the development of perception, thinking, memory, attention, speech, imagination, and emotional-volitional processes. Consequently, the formation of skills such as associating letters with sounds, reading syllables, pronouncing words correctly, and writing becomes significantly more difficult.

Therefore, literacy instruction in special educational institutions should be aimed not only at developing reading and writing skills but also at correcting developmental deficiencies and enhancing students' cognitive activity. Corrective-developmental technologies transform the learning process from simple knowledge transmission into a system focused on developing the child's psychophysical functions.

An analysis of psychological and pedagogical literature indicates that didactic games play a significant role in developing and correcting the cognitive activity of students with intellectual disabilities. This issue has been extensively studied by numerous scholars, whose research highlights the educational and developmental potential of play activities.

In particular, V.A.Krutetsky emphasized that play activities contribute to the formation of positive personality traits, the development of speech and thinking, the acquisition of teamwork skills, and the enhancement of cognitive interest. Therefore, didactic games are considered an integral component of the literacy instruction process.

Research findings reveal several difficulties encountered by students with intellectual disabilities during literacy acquisition.

In the area of speech and phonemic development, difficulties include weak phonemic hearing, speech sound disorders, problems distinguishing similar-sounding words, and limited vocabulary.

Difficulties related to cognitive activity are manifested in underdeveloped analytical and synthetic thinking processes, weak memory, unstable attention, and insufficiently developed skills of generalization and comparison.

In the area of graphic-spatial development, students often demonstrate poor spatial perception, difficulties in remembering letter elements, and tendencies to perceive or write letters in a mirror-like form. These deficiencies result in errors such as letter substitutions, omissions, and incorrect placement during reading and writing activities.

The literacy instruction process for students with intellectual disabilities should be organized in conjunction with specific corrective objectives.

First, it is important to develop auditory perception and phonemic awareness. Various audio exercises, didactic games, and visual aids are used to help students correctly perceive, distinguish, and use speech sounds.

Second, the development of graphomotor skills is essential. Since fine motor development is often delayed in students with intellectual disabilities, preparatory activities such as finger exercises, sand-based tasks, and modeling letters with clay are incorporated into instruction.

Third, the development of spatial orientation skills is necessary. Special graphic exercises are used to teach students to differentiate the upper and lower parts of letters, recognize letter placement, and navigate correctly within lines and grids.

The use of various corrective-developmental technologies in literacy instruction significantly facilitates successful learning.

The multisensory approach is based on engaging several sensory channels simultaneously. Students with intellectual disabilities should not only see a letter but also touch, feel, and pronounce it.

In this regard, tactile letters made from sandpaper are particularly effective. By tracing the surface of letters with their fingers, students can better memorize their shapes. Similarly, writing letters in the air, on the palm, or on the back helps strengthen letter representations in memory.

Students with intellectual disabilities often experience difficulties memorizing abstract symbols. Therefore, an associative approach is used in which letters are linked to familiar objects. For example, the letter “O” may be associated with a wheel or ring, the letter “T” with an umbrella, and the letter “A” with a ladder. Such associations help students retain letter forms in long-term memory.

When selecting didactic games, riddles, rebuses, and quizzes in special educational institutions, teachers should consider the lesson objectives, students’ individual abilities, and the content of corrective tasks.

### Conclusion

The analysis of theoretical sources and practical research findings demonstrates that the use of corrective-developmental technologies in teaching literacy to students with intellectual disabilities significantly increases educational effectiveness. Multisensory approaches, mnemonic techniques, didactic games, and information and communication technologies enhance cognitive activity, develop psychological processes, and facilitate the acquisition of reading and writing skills.

In this regard, several methodological principles should be observed during literacy instruction: presenting learning materials gradually from simple to complex, systematically reviewing previously learned content, organizing corrective exercises consistently, and taking into account each student’s individual capabilities.

As a result of systematically organized corrective-developmental work, students with intellectual disabilities develop reading and writing skills, improve their cognitive functioning, broaden their understanding of the surrounding world, and enhance their level of social adaptation. This, in turn, serves as an important factor in preparing them for independent living and successful integration into society.

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