

УДК 376(477)(091)

DOI: 10.52534/msu-pp.7(1).2021.18-25

Євгенія Юрїївна Линдіна<sup>1</sup>, Олександр Володимирович Козинець<sup>2</sup>

<sup>1</sup>Бердянський державний педагогічний університет  
71108, вул. Шмідта, 4, м. Бердянськ, Україна

<sup>2</sup>Національний педагогічний університет імені М.П. Драгоманова  
01601, вул. Пирогова, 9, м. Київ, Україна

## Ретроспектива надання допомоги дітям з різноманітними порушеннями розвитку в Україні: Х–ХХ століття

### Історія статті:

Стаття надійшла: 03.12.2020

Доопрацьовано: 29.01.2021

Схвалено до друку: 20.02.2021

**Анотація.** Вивчення та історико-педагогічний аналіз надання допомоги дітям з порушеннями психофізичного розвитку дають змогу простежити формування освітньої системи та знайти шляхи її вдосконалення. Метою статті є дослідження питання підтримки дітей з різноманітними варіантами порушеного розвитку у проміжку Х–ХХ століття в Україні, аналіз та обґрунтування проблеми. Для досягнення мети вивчались архівні джерела та наукові доробки вчених, які досліджували це питання. Обґрунтовано основні хронологічні події піклування про дітей з різноманітними порушеннями, які стали в подальшому основою для розвитку спеціальної освіти. На основі літописів по Іпатіївському та Лаврентіївському списках з'ясовано усвідомлення суспільством важливості виховання дітей з порушенням слуху та мовлення, а також вивчення елементів грамоти та навчання ремеслу. Досліджено історію піклування про дітей з порушеннями фізичного та інтелектуального розвитку в Україні проміжку Х–ХХ століть. У статті окреслена інформація про факти перших спроб надання педагогічної допомоги в навчанні так званих «малоздібних» учнів у системі державної освіти, чому передувала реформа в галузі освіти. Проаналізовано історичні дані щодо ставлення суспільства до дітей з різноманітними варіантами порушеного розвитку в Україні у період Х–ХХ століття, а також окреслено динаміку розвитку у сфері надання допомоги дітям з порушеннями психофізичного розвитку в цей період. Висвітлено факти про переведення проблеми виховання дітей з інтелектуальними порушеннями в приватні заклади та відкриття психіатричних лікарень, у яких надавалася допомога особам з порушеннями в розвитку. Розкрито внесок І. Сікорського у проблему надання допомоги й опікування тим, чий психічний недорозвиток є психолого-педагогічною проблемою. Для більш глибокої ретроспективи надання допомоги дітям з різноманітними варіантами порушеного розвитку в Україні Х–ХХ століття необхідно дослідити аргументи відкриття й організації державної допомоги різним категоріям дітей з порушенням психофізичного розвитку

**Ключові слова:** історія спеціальної педагогіки, психофізичний розвиток, історія дефектології, корекційна педагогіка, спеціальні заклади, інтелектуальні порушення, спеціальне навчання

UDC 376(477)(091)  
DOI: 10.52534/msu-pp.7(1).2021.18-25

Yevheniia Yu. Lyndina<sup>1\*</sup>, Oleksandr V. Kozynets<sup>2</sup>

<sup>1</sup>Berdyansk State Pedagogical University  
71100, 4 Schmidt Str., Berdyansk, Ukraine

<sup>2</sup>National Pedagogical Dragomanov University  
01601, 9 Pyrohov Str., Kyiv, Ukraine

## Retrospective of Providing Assistance to Children with Various Developmental Disabilities in Ukraine: 10<sup>th</sup>-20<sup>th</sup> Centuries

### Article's History:

Received: 03.12.2020

Revised: 29.01.2021

Accepted: 20.02.2021

### Suggested Citation:

Lyndina, Ye.Yu., & Kozynets, O.V. (2021). Retrospective of providing assistance to children with various developmental disabilities in Ukraine: 10<sup>th</sup>-20<sup>th</sup> centuries. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(1), 18-25.

**Abstract.** The study and historical and pedagogical analysis of aiding children with mental and physical disabilities make it possible to trace the development of the educational system and find ways to improve it. The purpose of the study is to investigate the issue of supporting children with various variants of developmental disorders during the 10<sup>th</sup> and 20<sup>th</sup> centuries in Ukraine, analysis and justification of the problem. To fulfil this purpose, archival sources and scientific studies of scientists who studied this issue were investigated. The main chronological events of caring for children with various disorders, which later became the basis for the development of special education, are substantiated. Based on the chronicles of the Ipatiev and Lavrentiy lists, the public's awareness of the importance of raising children with hearing and speech impairments, as well as studying the elements of literacy and learning the craft, was clarified. The history of care for children with physical and intellectual disabilities in Ukraine during the 10<sup>th</sup>-20<sup>th</sup> centuries is examined. The study outlines information about the facts of the first attempts to provide pedagogical assistance in the education of the so-called "limited abilities" students in the public education system, which was preceded by the reform in the field of education. Historical data on the attitude of society towards children with various developmental disabilities in Ukraine in the period of 10<sup>th</sup>-20<sup>th</sup> centuries are analysed, as well as the dynamics of development in the field of assistance to children with mental and physical disabilities in this period. The facts about the transfer of the problem of raising children with intellectual disabilities to private institutions and the opening of psychiatric hospitals, which aided persons with developmental disabilities. The study covered I. Sikorsky's contribution to the problem of providing aid and care to those whose mental underdevelopment is a psychological and pedagogical problem. For a deeper retrospective of aiding children with various variants of developmental disabilities in Ukraine in the 10<sup>th</sup>-20<sup>th</sup> centuries, it is necessary to explore the arguments for opening and organising state assistance to various categories of children with mental and physical disabilities

**Keywords:** history of special pedagogy, psychophysical development, history of defectology, correctional pedagogy, special institutions, intellectual disabilities, special education

\*Corresponding author

## INTRODUCTION

Rethinking the existing pedagogical phenomena and the scientific heritage of scholars and practitioners of the past takes place along with the changes in modern society. The study and analysis of historically determined developments relevant for special education led to changes in the system of national education, in particular, in special pedagogy. They are associated with the need to comprehend the past, an objective assessment of the development of historical conditions, the study of scientific and pedagogical views, concepts, theories and the experience of scientists over the past years.

Studies by V. Zolotoverkh, L. Odinchenko, M. Suprun, S. Fedorenko, A. Shevchenko, M. Yarmachenko and others reveal the evidence of the establishment and development of special education sectors in Ukraine [1; 2], J.P. Blavatsky, P. Lantolf, M.E. Pender [3], P. Maderer, A. Skiba, L. Siegelbaum, B. J. Gleason [4] and other researchers of the post-Soviet era [5; 6]. L. Vygotsky, L. Zankov, G. Kobernyk, O. Luria, S. Mironova, V. Sinyov, K. Turchynska, etc. studied the issue of special education and education for children with intellectual disabilities in their studies [7], namely linking the problem of differentiated learning of children with mild and moderate degrees of mental retardation in the 1970s (G. Mersyanova, V. Turchynska and others); study of the features of speech functions in intellectual disorders in the late 1980s and 1990s; study of speech disorders in children with intellectual disabilities (L. Paramonova and others); study and improvement of the educational and correctional process of special educational institutions for children with intellectual disabilities of varying severity since the end of the 20<sup>th</sup> century and to this day (I. Dmitrieva, V. Lypa, V. Sinyov, S. Mironova and others); study of speech development disorders in children with intellectual disabilities of varying severity, development and implementation of a system of their correction in the process of speech therapy (N. Bal, E. Sobotovich and others) [8].

The Ukrainian defectological system (currently – correctional pedagogy and special psychology) of the late 20<sup>th</sup> century is studied, described, and compared with the Western one by foreign researchers L. Silver, B.J. Gleason, etc. [4; 9]. In their studies, researchers outline the formation and autonomy of each of the branches of special pedagogy during this period. They pay attention to the gradual development of special care for children with various variants of impaired development and describe in detail the work of special institutions [4-6].

Historical and pedagogical approach to the study of experience, theory and practice of helping children with different variants of dysontogenesis is the basis for the development of special education today. The study and constructive analysis of the scientific heritage of

teachers of the past make it possible to use it in modern conditions, to trace the genesis of problems in the development of the educational system and to find ways to improve them. In this regard, the relevance of the study is conditioned by the need to answer the topical question associated with understanding the past, an objective assessment of historical realities, studying the historical roots of social-pedagogical ideas, facts, theories, concepts, pedagogical experience of scientists and practitioners of past years; the need to overcome the fragmentation of historical and pedagogical knowledge in providing assistance to children with various variants of impaired development.

*The purpose of the study* is to carry out historical and pedagogical analysis and determine the possibility of implementing in the modern system of special education historical facts in terms of providing assistance to children with various developmental disabilities during the 10<sup>th</sup> and 20<sup>th</sup> centuries in Ukraine.

## METHODOLOGY

The theoretical and methodological basis of the research is the position on the connection of historical research with modernity (S. Babishin, A. Mazurkevich, A. Sukhomlinskaya, M. Yarmachenko and others), the role of the individual in the development of science (I. Bekh, A. Boyko, V. Bondar, I. Zyazyun, N. Nichkalo and others); theory of social-historical conditionality and correctional orientation of education of persons with psychophysical development disorders (V. Bondar, I. Eremenko, S. Mironova, V. Sinev, E. Sineva, M. Suprun, V. Tarasun, L. Fomicheva, O. Khokhlina, A. Shevtsov, M. Sheremet and others) [1]; teaching on the causes of speech disorders, their prevention, correction methods, features and possibilities of development of persons with hearing and speech disorders (L. Zhuravleva, S. Konoplyasta, E. Sobotovich, V. Tarasun, L. Trofimenko, L. Fomicheva, M. Sheremet and others) [8] methodology of research on the history of correctional education in Ukraine (T. Bernik, Vit. Bondar, V. Gladush, V. Zolotoverkh, L. Kulik, M. Suprun, S. Fedorenko, M. Yarmachenko and others) [2].

Research methods: theoretical analysis, synthesis and generalisation of information and facts from scientific, methodological and archival sources; search and bibliographic method; system-structural; chronological and method of actualisation of historical experience contributed to the study of the scientific problem from the standpoint of historical description, theory and practice.

Based on the methodological and theoretical foundations of the research:

- the study of archival documents, special and scientific-pedagogical literature was carried out, the processing

of which was conducted through theoretical analysis and generalisation of information and facts about the provision of assistance to children with various variants of impaired ontogenesis in Ukraine during the 10<sup>th</sup>-20<sup>th</sup> centuries;

- collected information about the attitude of society to children with developmental disabilities in the specified period, this was facilitated by the search and bibliographic method;

- analysis of archival and scientific-pedagogical sources gave grounds based on the use of general scientific methods (analysis, synthesis, comparison, systematisation, generalisation), to highlight the main facts of helping children with various variants of dysontogenesis in Ukraine in the 10<sup>th</sup>-20<sup>th</sup> centuries;

- chronological and system-structural methods made it possible to consider and structure the collected information in chronological order;

- to determine the value of the collected facts for the theory and practice of modern special education made possible the method of actualisation of historical experience.

## RESULTS AND DISCUSSION

Community, medical, and later pedagogical assistance to children with physical and intellectual disabilities depended on many factors. First of all, the state of the economy, as well as determined by the political, moral and religious worldview, the development of education, health, science and culture. The transformations that took place in Ukraine during the 10<sup>th</sup>-20<sup>th</sup> centuries make it possible to rethink and evaluate the trends of interaction between the state and society in the field of special pedagogy, to trace the conditions of development of care for children with different variants of dysontogenesis. Considering the historical facts of the development of pedagogical thought, educational practice makes it possible to understand many aspects of various branches of defectology. The authors briefly outline the most important trends in chronology.

The history of caring for children with physical and intellectual disabilities in Ukraine dates back to ancient times. Sources of the 10<sup>th</sup>-14<sup>th</sup> centuries testify that public views on such persons were formed on the basis of the so-called Helmsman's books and system of public guardianship and were realised through care of needy and poor people. Official documents on the guardianship of children with such violations date back to the 10<sup>th</sup> century, when the Prince of Kyiv, Volodymyr Sviatoslavovych, by a decree of 996 obliged the church to take care of them [1; 10].

The "Tale of Bygone Years" says that churches and

monasteries were the first to look after "inferior" persons. After accepting Christianity, Volodymyr Sviatoslavovych began the construction of hospitals, shelters and chapels, and took special care of the sick and the "poor". There is evidence that in the Kyiv-Pechersk Lavra in the first half of the 11<sup>th</sup> century a shelter for children was opened, in which, in addition to orphans and the sick, there were always "deaf blind fools" [1, p. 12].

Among those who were taken care of by the community were people with congenital physical and intellectual disabilities. For the maintenance of institutions of public charity, a tithe was allocated from the prince's income. In Kyivan Rus, Byzantine laws were borrowed, which were included in the civil pilot books. In particular, Articles 23 and 33 of these laws provided that parents of one or more children with disabilities may lose part of the property and it may be given to children, by inheritance law, provided that parents do not want to take care of their children with special needs [1; 10]. At the Kyiv-Pechersk monastery, Theodosius of the caves organised an alms-house and a church for "the poor, the sick, the blind and the poor". For their maintenance and training, he donated the 10th part from the profits of his monastery estate [1, p. 13].

Based on the chronicles of the Ipatiev and Lavrentiev lists, it can be concluded that even then people were aware of the importance of raising children with hearing and speech impairments, as well as that in an institution organised in Kyiv by Anna Vsevolodovna, V. Monomakh's sister, children with disabilities were not only received guardianship and care, but also studied the elements of literacy, learned crafts [11].

In the scientific works of A. Dyachkov, M. Yarmachenko, H. Zamsky, there are many facts that in the 10<sup>th</sup>-12<sup>th</sup> centuries in Kyivan Rus they not only studied and looked after children with disabilities, but also taught them the basics of literacy, painting, singing and various crafts. Due to this development of Kyiv's culture, the monastery organisation took care of children with physical, sensory and intellectual characteristics and reached a high level of development at that time. Evidently, already in the early stages of society, civilisation goes from rejection and aggression against the inferiority of these people to understanding the importance of providing them with basic assistance [12].

With the disintegration of Kyivan Rus, feudal principalities declined, and attention to the needs of education and care for children with disabilities weakened. According to M. Yarmachenko, in fact, no normative act aimed at the development of public guardianship was adopted until the 15<sup>th</sup> century. And only in the 15<sup>th</sup>-17<sup>th</sup> centuries in Ukraine began to spread alms-houses,

hospitals, which were recognised as “specific measures to help the sick and disabled”. They were very common not only in cities, but also in villages. However, the purpose of these institutions was not clearly defined, since these institutions accepted “crippled, decrepit, insane adults and children, disabled people and other persons who for various reasons lived at the expense of society”. During this period, the forms of guardianship of children and adolescents were insufficient, since they were limited only to a tolerant and tolerable attitude [1]. At this stage, the first attempts were made to keep such persons within monasteries, which played a positive role in the formation of humanistic tendencies. Until the end of the 19<sup>th</sup> century, there were no attempts to educate these children socially. People with disabilities could not even count on a neutral attitude towards them on the part of society, since at that time there was an opinion that congenital deformities are a punishment for people’s sins [10].

In the middle of the 18<sup>th</sup> century, almost every province created “orders of public guardianship”, which were entrusted with the duty to supervise public schools, orphanages and spiritual homes, hospitals, homes for incurable and insane children”. The order of the public shelter in Kyiv began its charitable activities by opening “provincial God-pleasing institutions at the Kirillovsky monastery, which were called Kirillovsky”. In 1840, a special department for minors was opened at the Kirillov alms-house, which was reorganised in 1856 into an orphanage for children aged 7 to 12 [1, p. 17].

The development of psychiatry in the middle of the 18<sup>th</sup> century was a positive impetus for the emergence of the medical field in the care of children with disabilities, because there was a need not only for care but also for the treatment of such people. During this period, the Kharkiv psychiatric school was formed. In 1834, Professor P. Butkovsky, head of the Department of Psychopathology at Kharkiv University, prepared the first “Textbook of Psychiatry”, and in 1836 opened the first not only in Ukraine but also in the Russian Empire shelter for mentally retarded children, called “School in the gates of the hospital”. The nature of this complex and little-studied state was studied on the basis of the shelter, where attempts were made to teach children with intellectual disabilities and to take care of themselves. In the second half of the 20<sup>th</sup> century in the Russian Empire, the first attempts were made to provide pedagogical assistance in teaching so-called “disabled” students in public education, which was preceded by a reform in education aimed at raising the level of general education [11; 12].

According to H. Zamsky, in 1863 progymnasiums were opened in the system of military gymnasiums, to which children with low grades and bad behaviour were sent. Among them were students with persistent mental

retardation. This is confirmed by the specifics of the organisation of educational work in progymnasiums. In particular, general education in them was combined with labour: children were taught carpentry, metalwork, gardening, horticulture, in the learning process were widely used visual aids. Much attention is paid to the physical development of students’ cognitive abilities. It is likely that over time, grammar schools could be reorganised into auxiliary schools, the need for which was defended by doctors, teachers, and public figures [11].

To prevent cases of erroneous selection of children in the gymnasium, the management of educational institutions has developed appropriate instructions. It provided for the transfer of students to the gymnasium only after all the measures of pedagogical influence on the child were tested. In particular, for children with persistent mental retardation, an extended period of study was provided: “In the first grade – three to four years, in the second – three years, in the third – two years. If under such conditions the child’s success did not improve, he was transferred to the gymnasium” [1, p. 19].

In the 1880s, gymnasiums were closed and in the future the issue of raising children with intellectual disabilities was solved only in private institutions, the network of which was not sufficiently developed. After the Zemsky reform of 1865, the activities of zemsky psychiatrists also intensified in Ukraine: M. Drozdnis, V. Gilyarovsky, D. Greidinberg, N. Krainsky, O. Maltsev, V. Yakovenko, and others. Focusing on finding new forms in order to expand the network of medical institutions, psychiatrists drew the attention of a wide range of professionals and the public to the critical condition of people with mental illness and various anomalies. As a result of such activities, new psychiatric hospitals were opened, and the number of places for patients increased. At that time, reports from psychiatric hospitals in Poltava, Kharkiv, Kyiv, Chernihiv, Kherson and other provinces began to appear. It was noted that children with intellectual disabilities are also in departments for the mentally ill [13].

Numerous observations of doctors convince of the need to distinguish mentally ill from children with intellectual disabilities, the organisation for the last additional educational institutions. Under the influence of the medical and pedagogical community, there is a growing concern not only for the fate of children with severe mental retardation who need treatment and care, but also for those with developmental delays, which is a pedagogical problem. Professor I. Sikorsky also pointed out that developmental delay is a pedagogical problem for some children. In 1882, at the Fourth International Congress of Hygienists in Geneva, in his report, he first expressed concern not only for those suffering from deep disorders and in need of medical help or care, but

also for those whose mental retardation is a pedagogical problem [1; 13].

Due to the private initiative of progressive doctors, the development of charity and support of zemstvos, starting from the second half of the 19<sup>th</sup> century, medical and pedagogical institutions for children with intellectual disabilities were created. On their basis, the means of pedagogical, therapeutic and health-improving influence on the development of this category of children were tested [17]. With regard to Ukraine, these problems have been developed more slowly in theoretical and practical terms than, for example, in Russia. And only at the end of the 19<sup>th</sup> – beginning of the 20<sup>th</sup> centuries in psychiatric hospitals of Kharkiv, Kherson, a department for children with intellectual disabilities was opened [6].

Evidence of the beginning of the organisation of higher special education in Ukraine can be the opening in 1908 of the Froebel Women's Pedagogical Institute in Kyiv, where for the first time in Ukraine began training special education teachers. The founder and first director of this institute was Professor I. Sikorsky, head of the Department of Psychiatry and Nervous Diseases of the Kyiv University of St. Vladimir [13].

At the end of the 19<sup>th</sup> century, the Ministry of Education had enough arguments to open and organise state aid to various categories of children with mental and physical disabilities. However, officials of the Ministry of Education did not make efforts to solve this important social-pedagogical problem, but on the contrary even slowed down the initiative to organise special institutions in the structure of public education. As a result, in Ukraine at the beginning of the 20<sup>th</sup> century, no significant changes in the public upbringing of children with disabilities were observed. Analysing the state of affairs regarding the detection and education of children with intellectual disabilities in the Russian Empire, V. Kashchenko noted that neither the city government nor the zemstvo assembly did anything to develop the specialty of assistance to children with intellectual disabilities [1; 12]. The most productive in this period was the activity of Professor I. Sikorsky. In some scientific works, as well as in a speech at the Second Congress of Domestic Psychiatrists, which took place in Kyiv in September 1905, he convincingly argued the need for medical and pedagogical assistance in Ukraine to children with various psychophysical disorders [1].

We can summarise that from the 10<sup>th</sup> to the 14<sup>th</sup> century, for people with developmental disabilities, education and the formation of basic work skills dominated. In the 14<sup>th</sup>-17<sup>th</sup> centuries, the guardianship of these children without training in labour activity came to the fore. Only from the 18<sup>th</sup> century, with the development of psychiatry, there was a reorientation of the priority task for

treatment and assistance to persons with developmental disabilities. And already from the middle of the 19<sup>th</sup> century active training of these persons began.

The implementation of the historical and pedagogical analysis of the content, support and rudiments of teaching the elements of literacy, the art of children with developmental disabilities, contributed to the study of the dynamics of modernisation of the pedagogical education system in the specified period. Interest in this problem reveals not only the idea of the essence of the historical and pedagogical process, but also shows the dependence of the education and upbringing of children with disabilities on the state educational policy, social pedagogical movement, religious influence, in many respects on the individuals who headed these processes, public opinion and beliefs, determines the continuity and interconnection, the nature and scale, the effectiveness and prospects of the development of the education system of children with various developmental disabilities.

## CONCLUSIONS

Research and analysis of the provision of assistance to children with various developmental disabilities in the period from the 10<sup>th</sup> to the 20<sup>th</sup> century has become the basis for modern principles and the implementation of regulatory legal acts on teaching and accompanying children with various categories of disorders. Thanks to the historical retrospective in the 11<sup>th</sup> century, there should be an extensive network of institutions of special education.

The long history of the development of a system of assistance to children with developmental disabilities has influenced public empathy, which can be traced in the present. Descriptive-empirical methods, which have been actively used since the 10<sup>th</sup>-12<sup>th</sup> centuries in working with children with developmental disabilities, gradually moved to practical methods that are actively used in special pedagogy of the 21<sup>st</sup> century: at first, the medical direction prevailed (there was a need to study the causes and manifestations of various variants of impaired development), and then it was supplemented by the psychological and pedagogical method (an extensive system of providing assistance to children with various variants of dysontogenesis was created). Generalising the retrospective analysis of rendering assistance to persons with disabilities, we note the active use at earlier historical stages of the development of society (10<sup>th</sup> century) of such methods as conversation, observation, were basic in bringing up persons with disabilities at that time. Since the 18<sup>th</sup> century, applied research methods have been used to study children with impaired psychophysical development. Starting from the middle of the 20<sup>th</sup> century and ending with the introduction of an inclusive form

of education, today correctional pedagogy and special psychology has an extensive system of preschool, school special and even higher education for children with developmental disabilities and continues to improve the fine differential diagnosis of children with different variants of dysontogenesis.

## REFERENCES

- [1] Bondar, V.I. (2005). *Problems of correctional studies in the special pedagogics*. Kyiv: Nash chas.
- [2] Bondaria, V.I., & Synova, V.M. (Eds.). (2021). *Ukrainian special pedagogics is in personalias*. Zaporizhzhia: Publishing House of Khortytsia National Academy.
- [3] Poehner, M.E., Kinginger, C., van Compernelle, R.A., & Lantolf, J.P. (2018). Pursuing Vygotsky's dialectical approach to pedagogy and development: A response to Kellogg. *Applied Linguistics*, 39, 429-433
- [4] Gleeson, B.J. (1995). Disability: A state of mind? *Australian Journal of Social Issues*, 30, 10-23.
- [5] Silver, L.B. (1981). The relationship between learning disabilities, hyperactivity, distractibility and behavioral problems: A clinical analysis. *Journal of the American Academy of Child Psychiatry*, 20, 385-397.
- [6] McCagg, W.O., & Siegelbaum, L. (1989). *The disabled in the Soviet Union: Past and present, theory and practice*. Pittsburgh: University of Pittsburgh Press.
- [7] Lyndina, Ye.Yu., & Kozynets, O.V. (2020). Retrospective analysis of speech therapy help children with violations of intellectual development. *Scientific Papers of Berdyansk State Pedagogical University. Series: Pedagogical Sciences*, 3, 108-117.
- [8] Bazyma, N., Kachurovska, O., Kozynets, O., Kolomiyets, Yu., Konoplyasta, S., Lyndina, Ye., & Revutska, O. (2019). *Anthology of speech therapy*. Kyiv: Book-plus.
- [9] Barnes, C., & Mercer, G. (2001). Exploring disability: A sociological introduction. *Sociology*, 35(1), 219-258.
- [10] Bondar, V.I., & Zolotoverkh, V.V. (2007). *History of oligophrenic pedagogy*. Kyiv: Znannya.
- [11] Kashchenko, V.P. (1912). Historical and current state of education and training of defective children in Russia. In *Defective children and school* (pp. 255-277). Moscow: K.I. Tikhomirov.
- [12] Zamsky, H.S. (1980). *History of oligophrenic pedagogy* (2nd ed.). Moscow: Prosveschenie.
- [13] Kovalchuk, Zh.M. (2017). Formation and development of special education in Ukraine: A historical overview. *Scientific Journal of NPU named after M.P. Drahomanov. Series 19: Correctional Pedagogics and Special Psychology*, 33, 31-36.

## СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

- [1] Бондар В.І. Проблеми корекційного навчання у спеціальній педагогіці: навч. посіб. Київ: Наш час, 2005. 176 с.
- [2] Українська спеціальна педагогіка в персоналіях: навч. посіб. / за заг. ред. В.І. Бондаря, В.М. Синьова. Запоріжжя: Видавництво Хортицької національної академії, 2021. С. 386–412.
- [3] Poehner M.E., Kinginger C., van Compernelle R.A., Lantolf J.P. Pursuing Vygotsky's dialectical approach to pedagogy and development: A response to Kellogg. *Applied Linguistics*. 2018. No. 39(3). P. 429–433. doi: 10.1093/applin/amx033.
- [4] Gleeson B. Disability: A state of mind? *Australian Journal of Social Issues*. 1995. Vol. 30, No. 1. P. 10–23. doi: 10.1002/j.1839-4655.1995.tb01023.x.
- [5] Silver L.B. The relationship between learning disabilities, hyperactivity, distractibility and behavioral problems: A clinical analysis. *Journal of the American Academy of Child Psychiatry*. 1981. No. 20(2). P. 385–397.
- [6] McCagg W.O., Siegelbaum L. *The disabled in the Soviet Union: Past and present, theory and practice*. Pittsburgh: University of Pittsburgh Press, 1989. 321 p.
- [7] Линдіна Є.Ю., Козинець О.В. Ретроспективний аналіз логопедичної допомоги дітям із порушеннями інтелектуального розвитку. *Наукові записки Бердянського державного педагогічного університету. Серія: Педагогічні науки*. 2020. Вип. 3. С. 108–117.
- [8] Хрестоматія з логопедії / Н. Базима та ін. Київ: Книга-плюс, 2019. 496 с.
- [9] Barnes C., Mercer G. Exploring disability: A sociological introduction. *Sociology*. 2001. Vol. 35, No. 1. P. 219–258. doi: 10.1017/S0038038501210153.

- [10] Бондар В.І., Золотоверх В.В. Історія олігофренопедагогіки: підручник. Київ: Знання, 2007. 375 с.
- [11] Кашенко В.П. Историческое и современное состояние воспитания и обучение дефективных детей в России. *Дефективные дети и школа*. Москва: К.И. Тихомиров, 1912. С. 255–277.
- [12] Замский Х.С. История олигофренопедагогика. 2-е изд. Москва: Просвещение, 1980. 398 с.
- [13] Ковальчук Ж.М. Становлення та розвиток спеціальної освіти в Україні: історичний огляд. *Науковий часопис НПУ імені М.П. Драгоманова. Серія 19: Корекційна педагогіка та спеціальна психологія*. 2017. Вип. 33. С. 31–36.