**Interactive Mathematical education for blind and visually impaired children.**

*Halyna Hodovana, Kharkiv National Karazin University, Kharkiv, Ukraine;*

*Children and Youth Center for Creative Activities № 1 of Kharkiv Municipal Council, Kharkiv, Ukraine;*

*Mykhailo Krasnovskyi, [National Technical University "Kharkiv Polytechnic Institute", Kharkiv, Ukraine;](https://www.google.com.ua/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKEwixpZ-KsOjdAhWGCywKHSQ5C6gQFjABegQIBxAB&url=https%3A%2F%2Fwww.kpi.kharkov.ua%2Feng%2F&usg=AOvVaw0HXzUeguTFsgvnRiHPxaPA)*

*Iren Pereverzeva, Municipal institution V.G. Korolenko Kharkiv Special Educational Complex, Kharkiv, Ukraine.*

 Modern pedagogical teaching methods of young school students often include games . It is known that a child will better remember material during the game than during a lesson. Besides, it is necessary to create positive emotions which arise during the game for good motivation for studying. It plays an important role in working with visually impaired children.

 Mathematical games were adapted for children with vision impairment who study the world around by means of tactile analyzers.

 Practice of teaching shows that at systematic inclusion of interactive means the pupils` independence and interest increase and the positive attitude to a subject is formed. Application of interactive games promotes the solution of one of the most important tasks of elementary mathematics studying - educational. Such means promote formation of materialistic perception of the world by blind and visually impaired elementary school students. Directly perceiving a set of objects, recalculating quantity of their elements pupils are convinced that such mathematical concepts as number, arithmetic operation, a geometrical figure are taken from surrounding life.

 At mathematics classes at elementary school it is important to pay attention to work with geometrical figures, their sizes and forms. It is expedient to develop ability to be guided in space, using an algorithm.

 All games have several complexity levels that allows to form children`s spatial imagination and geometrical knowledge gradually and naturally. Such games are developed for pupils of elementary school.

**1. Square SUDOKU.** This game develops spatial and logical thinking and attention.

16 squares are traced in the field, and there are 16 counters - each 4 counters have identical color or surface. The first level of complexity - to spread out counters, without placing identical color or surface nearby. The second level of complexity - don`t repeat identical counters in a column and in a line.

**2. Geometrical designer.** From this game pupils can get more exact idea of geometrical figures and develope spatial imagination. The square is cut on several triangles, or polygons. The game purpose is to make a square from several parts. Level of complexity is defined by quantity and form of parts.

**3. Butterfly.** The main idea is orientation in space, movement, following an algorithm and concentration of attention. The field is lined as a part of a chessboard. One section containes a counter which called "butterfly". Players get acquainted with the field. The leader calls several "courses", players watch the field, without touching a counter. Then it is necessary to move a counter in the field where it needs to be according to an algorithm.

These games can be used as for work with visually impaired children as for pupils of comprehensive schools. Appropriate time for games is the first ten minutes of a lesson. Such beginning of the lesson helps children to be adjusted for work, to concentrate attention and to train attentiveness. More details on website [www.2x2.org.ua](http://www.2x2.org.ua).