

SPIRITUAL-MORAL SPHERE OF CHILDREN WITH INTELLECTUAL INSUFFICIENCY AS AN OBJECT OF STUDY

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Keywords: intellectual disability, morality, research methods, the spiritual sphere of the personality.

Spiritual–moral development of a person is carried out in the process of forming stable feelings, needs and ways of behavior, based on generally accepted moral norms. In order for the generally accepted basic moral values to be transformed into personal meanings and guidelines, it is necessary to ensure that the child understands their meaning and significance, the formation of his own attitude towards them and the experience of using these values in social relations. G.N. Zhutina indicates the objective difficulties of understanding moral abstract concepts by children with intellectual disabilities. The author, at the same time, emphasizes that children of this category are capable of assimilating generally accepted norms and values, provided that their daily activities are filled with spiritual and moral content in an accessible form and volume [1].

S.O. Larionova emphasizes that children with intellectual disabilities have a certain experience of emotional deprivation and traumatization from birth. They have emotional disturbances of varying severity associated with experiences of anxiety and fear. These features of the period of early development aggravate the isolation of a child with mental disorders from the outside world, which can subsequently manifest itself in deviant behavior, in an increase in psychosocial deviations and somatic diseases [2].

Diagnostics of the peculiarities of the spiritual and moral development of students with intellectual disabilities is one of the essential conditions for increasing the effectiveness and efficiency of the formation of their moral upbringing. It should be borne in mind that any student in the process of his life experiences not only positive educational influences, but also negative formative influences, which can lead to the appearance of the corresponding personality traits, behavioral habits and needs. Therefore, the diagnosis of the formation of the components of spiritual and moral development should be aimed not only at studying the positive, but also at revealing the negative qualities of the individual. The study of the moral development of school students with intellectual disabilities allows the teacher to better plan their activities in the process of upbringing, correction and improvement of the moral qualities of students.

The purpose of the study is to analyze the possibilities of using diagnostic techniques to study the characteristics of the formation of the components of the spiritual and moral sphere of children with intellectual disabilities.

Material and methods. The material of this study was a set of concepts, data of theoretical conclusions obtained in the course of studying the features of

diagnostics of the spiritual and moral sphere of normotypical children and children with intellectual disabilities of various nosological groups (E.A. Evtushenko, E.P. Khvastunova, G.A. Zhutina, T.G. Krashennnikova, D.V. Vlasov, N.V. Ryabchinya, K.E. Budko, T.N. Nikolaeva and others).

The work used theoretical research methods: a comparative scientific analysis of publications on the problem under consideration, which made it possible to formulate the initial positions of the research and methodological recommendations for diagnosing the level and quality of the formation of the components of the spiritual and moral sphere of students with intellectual disabilities.

Findings and their discussion. An essential feature of the spiritual and moral development of a person can be called the fact that its “result” is difficult to fix qualitatively. To date, there are no universal diagnostic methods, with the help of which it would be possible to objectively and with perfect accuracy determine the level of spiritual and moral development of a student. The idea of a person's spiritual level can be formed through direct communication with him, moreover, long-term, covering different stages of his life and development, as well as through the complex application of a wide variety of research methods, including projective and diagnostic techniques.

Another feature of the type of education under consideration is that spiritual and moral development is a dynamic, continuous process that does not stop throughout a person's life. Accordingly, it is almost impossible to judge its final result, as well as to fix it [2].

Diagnostics of the spiritual and moral sphere in students is the study of such components of moral development as: – emotional; – cognitive; – behavioral ones. The study of the emotional component of the spiritual and moral sphere involves the study of the child's moral feelings, emotional attitude to moral norms; diagnostics of the cognitive component includes the study of children's awareness of moral norms and ideas about moral qualities; the study of the features of the formation of the behavioral component involves the identification of moral behavior in a situation of moral choice, the moral orientation of the individual in interaction with peers and the social environment as a whole [3].

In modern psychological and pedagogical diagnostics, methods have been developed for fixing individual spiritual and moral qualities of a person, value systems, which allow you to get an approximate idea of the stage of spiritual and moral development of a student with intellectual disability at the moment [4]. The most accessible psychodiagnostic techniques for children of this category include:

– the methodology of G.M. Fridman, T.A. Pushkina, I.A. Kaplunovich "Conversation", which involves the study of such components of moral development as: emotional (study of feelings, attitudes towards morality), cognitive (awareness of moral norms) and behavioral (moral choice) ones. This technique allows you to compare the level of ideas about moral and volitional qualities with the age of the student. The research is carried out only individually, the student with intellectual disability is asked questions, after which the answers are correlated with the rating scale;

– the method "What is good and what is bad", which offers the student to give examples of four actions: an irresponsible action, a just action, a good action and an action carrying malicious intent;

– psychodiagnostic technique N.E. Boguslavskaya "Finish the sentence", during which the student is asked to complete the diagnostic sentences with one or more words;

– the technique of G.L. Uruntaeva, Y.L. Afonkina "Finish the story." The purpose of this technique is to identify the attitude of children to moral norms. In an individual conversation, the child is invited to continue each of the proposed stories with moral content, to answer questions;

– psychodiagnostic technique R.R. Kalinina "Subject Pictures". The test subject is provided with pictures depicting the positive and negative actions of peers, which he must classify into good and bad actions, explaining his choice;

– the methodology of O.A. Akhverdova "What to do?", involving the immersion of the student in a certain life situation and describe their intended actions in it.

Conclusion. Conducting research using these methods allows us to identify the level and characteristics of the formation of moral concepts, norms, the dynamics of the process of spiritual and moral development, aimed at the formation of moral qualities in students with intellectual disabilities, which, in turn, will allow us to determine the directions of further pedagogical activity in the framework of moral education.

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VOLUNTEERING AS A MEANS OF FORMING PROFESSIONAL COMPETENCES OF FUTURE DEFECTOLOGISTS

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Keywords: volunteering, professional competence, students, defectologists.

The process of professional training of future pedagogical specialists, whose activities are aimed at helping children in need, their families and envi-