

MORAL EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES BY MEANS OF THEATRICAL ACTIVITIES

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The processes of material, social and moral polarization observed in the modern world, the increasing technocratization of society, the pragmatization of personal attitudes, the lowering of the threshold of spiritual and moral barriers determine the relevance of the formation of a moral personality. In the process of ethical education, moral qualities, stable skills of moral behavior and certain character traits are formed, which become the core for the realization of the moral culture of the individual and its harmonious development [1].

L.S. Vygotsky, G.M. Dulnev, V.P. Kashchenko, M.I. Kuzmitskaya, B.P. Puzanov, E.A. Strebeleva, S.V. Lautkina and others were engaged in the development of approaches to the moral education of children with intellectual disabilities. The authors emphasize that the basis for the moral education of children in this category are various types of activities.

Dramatization and theatrical activity are considered as one of the means of this direction of educational work (I.V. Semechenko, G.I. Gribova, I.Y. Levchenko, A.V. Nikitina, etc.) [2]. L.S. Rogacheva notes that theatrical activity is one of the most accessible and widespread types of children's creative activity, since there is a reflection of life impressions through the synthesis of speech, games, visual images, expressive movements and music.

The purpose of the study is to analyze the possibilities of using theatrical activities in the system of moral education of children with intellectual disabilities.

Material and methods. The material of this study is a set of theoretical conclusions and approaches to the content and choice of methods of moral education of children with intellectual disabilities, including using theatrical activities (T.L. Leshchinskaya, T.V. Varenova, M.I. Kuzmitskaya, B.P. Puzanov, E.A. Strebeleva, S.V. Lautkina, G.I. Gribova, I.Y. Levchenko, etc.). We used a comparative scientific analysis of publications on the problem to formulate the initial positions of the study and methodological recommendations for conducting educational classes with elements of theatrical activities with children with intellectual disabilities.

Findings and their discussion. In correctional pedagogy, based on the periodization of the formation of the system of national special education (N.N. Malofeev), the following periods of the dynamics of scientific views on the process of moral education of children with intellectual disabilities are distinguished.

In the period dating from the end of the 19th - the first third of the 20th century, the theory of the "moral ceiling", which asserted the extreme limitations of the moral development of persons with intellectual disabilities, was replaced by the idea of the need to correct the "social dislocation" of children with disabilities (L.S. Vygotsky, V.P. Kashchenko, P.P. Blonsky). According to this theory, unfavorable

social conditions and violations of the abstraction process were named as the main causes of difficulties in the formation of moral qualities in persons with intellectual disabilities.

A characteristic feature of the second period (from the 30s to the 80s of the 20th century) was the transition from the reliance of moral education only on academic and work activities to the awareness of the need for the formation of socially normative behavior of children with special features of psychophysical development in various activities (G.M. Dulnev, H.S. Zamsky, V.F. Machikhina, T.N. Porotskaya et al.).

Within the third period of the development of views on the ethical upbringing of children with intellectual disabilities (the 90s of the 20th century to the present), the formation of the life competence of this category of children should include mastering their ideas about rights and responsibilities, moral guidelines and general cultural values, the ability to interact with others and make independent moral choices in various life situations (V.V. Voronkova, N.N. Malofeev, E.A. Strebeleva, G.V. Vasenkov, E.A. Lemekh, T.V. Lisovskaya, etc.) [3].

The increased interest in the formation of a moral personality and social inclusion of children with intellectual disabilities at the present stage contributes to the search for effective types and organizational forms of educational work, including various means of art for modeling the necessary emotional states and moral experiences of pupils [6]. Theatrical activity as a means of educating children with peculiarities of psychophysical development was considered within the framework of the use of art-therapeutic techniques in correctional work (A.A. Kudryashova, M.I. Chistyakova, N.V. Shutova, T.A. Dobrovolskaya, etc.). One of such directions is puppetry, the main tool of which is the simplest puppet theater (I.Ya. Medvedev, T.L. Shishova, T.D. Zinkevich–Evstigneeva, T.Y. Koloshina, etc.).

Based on the developments of G.V. Timoshenko, I.V. Kovalets, O.M. Mishagina, E.A. Papulova, A.Y. Tatarintseva, I.V. Faustova, we have compiled a program "The Road of Good", aimed at the formation of self-regulation of behavior and moral guidelines, to correct the aggressiveness of children with intellectual disabilities [7]. Each lesson includes various elements of theatrical activity, starting with the making of a doll. This process of creating a doll and theatrical play with it allows the child to learn how to regulate his motor and speech actions, project the reality surrounding him on theatrical activity and learn positive interaction with it. The following types of dolls are used in doll therapy: – puppet dolls; – shadow dolls; – finger dolls; – planar dolls; – glove dolls; – textile dolls; – rope dolls, etc.

The process of animating the doll allows children with intellectual disabilities to see that their every movement naturally affects the behavior of the character. Thus, they receive prompt non-directive feedback on their actions. This helps children of the category in question to adjust their movements independently and make the theatrical doll play as expressive as possible, which contributes to the development of self-regulation of behavior.

It should be noted that the use of dolls for theatrical activities allows to express such complex feelings as anger, fear, confusion, sadness and others, as well as to develop imagination. There is an opportunity for constructive interaction between an adult and a child.

Conclusion. Thus, theatrical activity combines play, education and training. It allows to build interaction and communication of participants in the correctional process, taking into account their capabilities and individual characteristics.

One of the effective ways of moral education of children with intellectual disabilities is the method of doll therapy, which is an effective tool for correcting aggressive behavior in children of this category. It allows to influence the development of their self-regulation and the formation of moral guidelines positively. By dramatizing various fairy-tale plots, stories and situations, pupils with intellectual disabilities learn to regulate their actions independently, assess the existing problematic circumstances adequately, establish cause-and-effect relationships and find a way out of a conflict situation, make a moral choice.

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SENSORY INTEGRATION AS A METHOD OF REHABILITATION OF CHILDREN WITH SPECIAL FEATURES OF PSYCHOPHYSICAL DEVELOPMENT

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Sensory integration is traditionally considered as an opportunity for a person to systematize the sensations experienced by the body for the implementation of movements, learning and behavior adequate to the situation. Yu.E. Sadovskaya, A.Yu. Chistobaeva, B.M. Blokhin, N.B. Troitskaya, Yu.B. Pronicheva emphasize the unconsciousness of this process occurring in the brain. It is sensory integration that provides analysis and synthesis of the initial data obtained with the help of the senses, determines the meaning of the sensations experienced, filtering information and choosing what to focus on. It also allows the individual to respond meaningfully to the situation, which in turn forms the basis for theoretical learning and social behavior [1].

The main purpose of sensory integration is to create conditions for the normal functioning of the central nervous system by providing the necessary amount of appropriate sensory stimuli. In some cases, children with special psychophysical development may have a violation of sensory processing of information. This leads to the emergence of a complex cerebral disorder in which the interpretation of even the