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**FEATURES OF THE FORMATION OF MORAL EDUCATION IN
YOUNG SCHOOLCHILDREN WITH INTELLECTUAL
DISABILITIES**

The article reveals the theoretical-methodological and practical foundations of moral education of students with normative development (ND) and intellectual disabilities (ID), as an integrative process of combining and highlighting the quality of their characteristic properties in accordance with the moral norms and requirements of the social environment. It is noted that the formation of the moral education of students takes place in the educational process, in which a significant place is given to correctional and educational work. When substantiating and developing the methodology of the psychological and pedagogical empirical

study of the level of formation of moral education among younger schoolchildren, we singled out research directions (adapted methods of detecting morality in students; conversation with correctional teachers, educators and parents), components (cognitive, affective, activity-behavioral), indicators (full, adequate and conscious filling of the concept of moral education; stability of attitude to moral standards; awareness and consistency of use of moral ideas and concepts in practical behavior), levels (high, medium and low), criteria for evaluating the content base and methods (regarding research: the cognitive component describes conversations on the awareness of moral terms and norms by means of stories with ethical quintessence; the affective component - conversations on the content of moral mini-situations; the activity-behavioral component - observation of children's moral behavior). The qualitative and quantitative comparative characteristics of the level of the manifestation of morality according to the cognitive component were analyzed: high level in children with ND (75.00%), medium - with ND (25.00%) and with ID (36.36%), low - with ID (64.64%); according to the affective component - high level - with NR (91.66%) and with ID (9.09%), medium - with ND (8.33%) and with ID (63.63%), low - with ID (27.27%); according to the activity-behavioral component - high level - with ND (72.16%), medium - with ND (20.83%) and ID (72.72%), low - with ID (27.27%). As for the average indicator, the level of formation of moral education among younger students from ND and with ID according to the components, indicators and methods outlined by us ranges from high to low, in particular: a high level was obtained by 79.61% of students from ND and 3.03% with ID, average - 57.57% with ND and 20.39% with ID, low - 39.39% only with ID. The general features of the moral upbringing of children with intellectual disabilities have been clarified, in particular: an unclear vision of the content and relationships between moral categories accepted in society; inability to conduct elementary and detailed analysis of moral situations or stories; positive-emotional, but not always adequate, not stable passive attitude to the affective states of characters in stories; unconscious and chaotic giving of answers regarding the moral activity and behavior of the characters in the stories; isolation during communication and interaction with others; inadequacy, fluidity and instability of emotional reactions to moral standards; not stable, positive, not long-term attitude to moral categories; positive and benevolent attitude towards others; the ability to cooperate in a non-conflict situation; a positive attitude only towards those teachers who behave the same way with them (by analogy); not identifying one's own faults; inability to apply previously acquired knowledge when solving

similar moral situations; the need for help from the teacher; lack of interest in fulfilling the rules of conduct and one's promises, etc. Based on the results of the empirical study, a pedagogically-targeted and corrective-educational system for the development and correction of moral education in younger schoolchildren with intellectual disabilities was developed, which provided for the step-by-step formation of moral education by components: cognitive, affective, and activity-behavioral. The system of correctional and educational influence we built included correctional and educational classes, which further contributed to the improvement of adaptation, socialization and moral education of children with intellectual disabilities.

Key words: normative development, intellectual disability, primary school students, moral education, correctional and educational work, moral classes.

1. INTRODUCTION

Problem statement. The process of visual perception and awareness of joint activities, interpersonal communication and establishing relationships with different individuals takes place throughout life and requires the development of not only the correct ordering of the communication process, but also positive behavior in accordance with the norms of morality established in society. An integrative indicator of the development of morality is its moral upbringing, which is based on personal and moral qualities and categories.

Analytical processing of legislative sources of information indicates that the issues of developing the moral upbringing of the individual are stipulated in the resolution (dated September 30, 2020 No. 898) “State Standard of Basic Secondary Education”, in the Law of Ukraine “On Education” (dated October 31, 2011 No. 1243) “Main Guidelines for the Education of Students in Grades 1-11 of General Educational Institutions”, in the concepts of: civic education of the individual in the conditions of the development of Ukrainian statehood, national and national-patriotic education in the education system of Ukraine, education of children and youth in the digital space [1; 2; 3].

Analysis of recent research and publications. Theoretical and methodological analysis of general philosophical and psychological and pedagogical literature shows various directions of research on this issue, in particular: characteristics of ethics as a philosophical masterpiece of morality and general psychological foundations of moral development of the

individual, psychological and pedagogical technologies of personality-oriented education, empirical diagnostics and level criteria of moral upbringing of younger schoolchildren; formation of arbitrary behavior and its culture as an integrative indicator of moral upbringing; theoretical and methodological foundations of moral development and upbringing of students; methodological recommendations and psychological and pedagogical support for the formation of moral upbringing: ethical conversations and moral classes (I. Bekh, S. Karpenchuk, O. Kyrychok, S. Maksymenko, N. Pidgorna, etc.).

Theoretical and methodological study of special psychological and pedagogical literature on this problem allowed us to outline its main areas of study, in particular: clinical and psychological diagnostics of deviations in the cognitive, personal, moral and mental development of younger schoolchildren; development of moral ideas and behavior of children with intellectual disabilities; originality of personality-oriented development, training, upbringing, support and socialization of children with psychophysical development disorders, their comparison with students with normotypical development; planning, traditional and non-traditional forms of moral education; correction of the personality structure and moral upbringing of children with intellectual development disorders (I. Bekh, O. Gavrylov, O. Gudyma, V. Synyov, I. Tatyanchykova, etc.).

The purpose of the article is to theoretically, methodologically and practically identify and analyze the features of the manifestation of moral upbringing in primary school students with intellectual disabilities, and to describe the system of its formation in the educational process.

2. THEORETICAL BASIS OF THE RESEARCH

The generalized definition and characteristics of moral upbringing make it possible to assert that this concept encompasses various qualitative properties of the personality, which indicate its appropriate cultural development in accordance with the norms of morality adopted in the outlined society. The formation of moral upbringing takes place in the process of psychophysiological development of the personality, its harmonious and comprehensive growth. This is logically combined with the development of cognitive and mental processes, the formation of the emotional-motivational, behavioral and personal sphere of the child.

Significant for the cultural development and formation of moral upbringing is the consequence or result of the manifestation of the internally directed activity of a person in combination with a generalized system of

formed personal and moral qualities, which makes it possible to determine, analyze and give a score to those norms of morality that are already present in the personality, carry the appropriate value for the organization of their positive behavior, as well as its constant manifestation during various types of activity in interpersonal interaction and relationships. It is personal and moral qualities that act as an integrated indicator and component of her upbringing.

The indicators of a person's moral upbringing can include: activity, a positive and stable everyday position; a positive individual and differentiated attitude to the social environment; an interested attitude towards oneself as a person; positive emotional expression in the process of inclusion in relationships, communication and communication when performing various types of leading and additional practical activities; socially conditioned personal and moral qualities as an integrated indicator of moral upbringing. The collective properties of a person's morality are considered to be, in particular: civilized relationships between people; positive emotional motivation when observing moral behavior and fulfilling certain norms; awareness of the person's ideas and concepts regarding the correct use of moral terminology, which combines and separates his behavior; a clear understanding of the rules of behavior in micro- and macro-society; stable skills, permanent skills and habits of moral behavior, the identification of personal and moral qualities. When characterizing moral development, including the formation of moral education, most scientists in their works ([4;5]) adhere to the following views on their classification, namely, indicators can be intellectual or substantive, emotional or emotional, behavioral or active, but all of them should be combined into a single system and lead to moral development and education, the components of which are personal and moral qualities. The development of children with intellectual disabilities follows the same laws as children with normotypical development, only it has its own characteristics in accordance with their psychophysiological growth, therefore the basis of ethical education of students with intellectual disabilities is the content of regulatory documents, programs and concepts, which is included in the planning of directions for their cultural and moral development. The difference is observed only when creating special psychological and pedagogical conditions of educational influence and conducting appropriate correctional and educational classes with students of this nosology [6].

In the moral development, upbringing and formation of moral education of primary school students with intellectual disabilities, we pay attention to: the formation of moral knowledge, understanding of norms and rules of

behavior, the development of conscious views and beliefs; the development of positive emotionally motivated actions of the child, his appropriate behavior; the formation of stable personal and moral qualities; the development of everyday skills, skills, habits of public behavior and moral qualities. This is what makes it possible to develop moral education during personality-oriented education, taking into account the conditions of special psychological and pedagogical, correctional and social support [7; 8].

The effectiveness, efficiency and efficiency of the educational process give it an advantage in terms of the development of moral education, although it is not necessary to deny other components of educational activity, each of them (training and correctional and developmental work) includes a large content and practical potential for its formation. The formation of education in students with intellectual disabilities is an important component in the structure of their integration and socialization programs, which provides an opportunity to properly organize and implement the educational process, which is not directly possible without the implementation of the conditions of extracurricular correctional and educational activities with children. The decisive conditions of extracurricular educational work are: the introduction and implementation of a phased regime of the educational process and rest, the introduction of individual and differentiated approaches to students during the implementation of various types of practical and creative activities, the successful application of traditional and non-traditional emotionally enriched forms, methods, techniques and means of moral education [9].

3. RESEARCH METHODOLOGY

The directions of empirical research on the manifestation of moral upbringing of primary school students were outlined: studying its level using adapted or own psychological and pedagogical methods taking into account components, indicators, levels and assessment criteria; conducting conversations with a correctional teacher, educators and parents in order to identify the manifestation of stable abilities and skills of moral upbringing in students selected for study. The study of indicators of the formation of moral upbringing required cognitive, affective and activity-behavioral components. During the study of the cognitive component of moral upbringing, we: determined the essence of the main moral categories, terms and concepts; analyzed the features of children's use of relationships and interdependencies of moral norms and categories; determined the level of children's use of personal and moral qualities during the development of their moral upbringing; established the possibility of children's

comprehension of the social order of moral upbringing, which is accepted in our society. The cognitive component was studied according to the indicator "complete, adequate and conscious fulfillment of the concept of moral upbringing". The methods of studying the cognitive component were conversations with students, which allowed us to see how they consciously interpret moral norms during the analysis of stories with ethical content. In the process of studying the affective component, we identified the level of interest (positive, neutral or negative) of students in moral qualities; we observed the manifestation of constancy and duration of children's interest in the process of emotional perception of moral qualities. The affective component was studied using the indicator "stability of attitude to moral norms", and the methods of studying it were conversations with students during the characterization and comprehension of the content of moral mini-situations and the analysis of the activities of their characters. In the activity-behavioral component of moral upbringing, we studied the level of its practical use and comprehension by students when analyzing moral norms in the process of characterizing their real behavior; characterized the features of the manifestation of students' knowledge, skills and abilities of moral orientation in the process of their practical behavior during inclusion in interpersonal communication, communication when performing various types of practical or creative activities; the level of organization of students' own behavior, taking into account the norms of morality accepted in society. The behavioral component was studied using the indicator "awareness and continuity of the application of moral knowledge in practical behavior" and by observing the behavior of students when they fulfill moral norms, as well as conducting a conversation with a correctional teacher, educators, and parents to determine the level of formation of students' moral upbringing in micro- and macro-society.

4. RESEARCH RESULTS

The study included 24 students of the 4th grade of the primary education of Rivne Lyceum No. 27, Rivne City Council, and 11 children of the same age with intellectual disabilities who study at the Rivne Educational and Rehabilitation Center "Special Child", Rivne City Council. The analysis of the results of the study in their comparative version for all components, indicators, methods and levels can be seen in Table 1. In particular, according to the average statistical indicator, the level of manifestation of moral upbringing in students with intellectual disabilities and ND is as follows: a low level was found in children with intellectual disabilities (39.39%), an average level was found in children with

intellectual disabilities (57.57%) and ND (20.39%), and a high level was found in children with intellectual disabilities (3.03%) and ND (79.61%). Thus, the comparative qualitative characteristic of the level of manifestation of moral upbringing indicates that only 3.03% of 4th grade students with intellectual disabilities recorded a high level, which is characteristic only of the affective component, in particular, according to the indicator - stability of attitude to moral norms (9.09%), which indicates a predominantly formed emotional factor, especially the manifestation of one's own positive, negative or neutral emotions to the presented moral situation. At the same time, the most difficult for students with intellectual disabilities was the cognitive component according to the indicator of its information content (full, adequate and conscious content of the concept of moral upbringing), namely, a low level of its manifestation was observed in 63.63% of children. The paradox arises in the fact that students name moral concepts, categories, qualities, but do not show their meaningful content, know the term, but cannot explain its meaning. Mechanical memorization of students is more preserved, and verbal-logical thinking itself is disturbed, which is the leading type of activity of students of the initial level of education. Only the process of imitating the emotional reactions of others and suggesting their types of behavior gave us a higher result in the second component than in the first. Although, according to theoretical analysis, students with intellectual disabilities find it most difficult to transfer their own knowledge (ideas and concepts) into practical activity, and this is the third component, which turned out to be in the middle.

Table 1

Quantitative comparative analysis of the study of the level of formation of moral upbringing in younger schoolchildren with ND and ID according to the studied components, indicators and methods (data are presented in %)

Levels	Students with intellectual disabilities 4th grade (%)	Students with normal development 4th grade (%)
Cognitive component (indicator – complete, adequate and conscious content of the concept of moral upbringing) based on a conversation about awareness of ethical norms based on stories with moral content		
High	–	68,00
Average	36,36	32,00
Low	63,63	-
Affective component (indicator – stability of attitude towards moral norms) based on conversation on the content of moral mini-situations		
High	9,09	91,66
Average	63,63	8,33
Low	27,27	–

Activity-behavioral component (indicator – awareness and continuity of application of moral knowledge in practical behavior) by observation and conversation		
High	-	79,16
Average	72,72	20,83
Low	27,27	-
The average indicator of the level of formation of moral education in younger schoolchildren with ND and ID according to the studied components, indicators and methods		
High	3,03	79,61
Average	57,57	20,39
Low	39,39	-

Although logically, it was the activity-behavioral component that should have had the lowest results. But with its characteristics (according to the indicator - awareness and continuity of application of moral knowledge in practical behavior), the largest number of students with intellectual disabilities showed an average level (72.72%) of its formation. The further personal formation of children with intellectual disabilities is influenced by their psychophysical development, which is peculiar due to diffuse damage to the cerebral cortex, which led to significant excesses of cognitive activity and activity of this category of children, as well as disorders in the development of mental and cognitive processes, in particular verbal-logical thinking, which is an integrative indicator of educational activity, as the leading type of activity of students in the primary education level. It is verbal-logical thinking that allows younger schoolchildren with intellectual disabilities to develop independence in understanding and understanding the content of moral categories and terms that society defines and requires their implementation. A typical comparative study of the level of manifestation of moral upbringing in 4th grade students with normotypical development and intellectual disabilities according to the components, indicators and methods outlined by us is clearly described in Table 2 and Figure 1.

Table 2

Generalized comparative analysis of the study of the level of formation of moral upbringing in younger schoolchildren with intellectual disabilities and normotypical development (data are presented in %)

Levels	Students with intellectual disabilities 4th grade (%)	Students with normal development 4th grade (%)
High	3,03	79,61
Average	57,57	20,39
Low	39,39	-

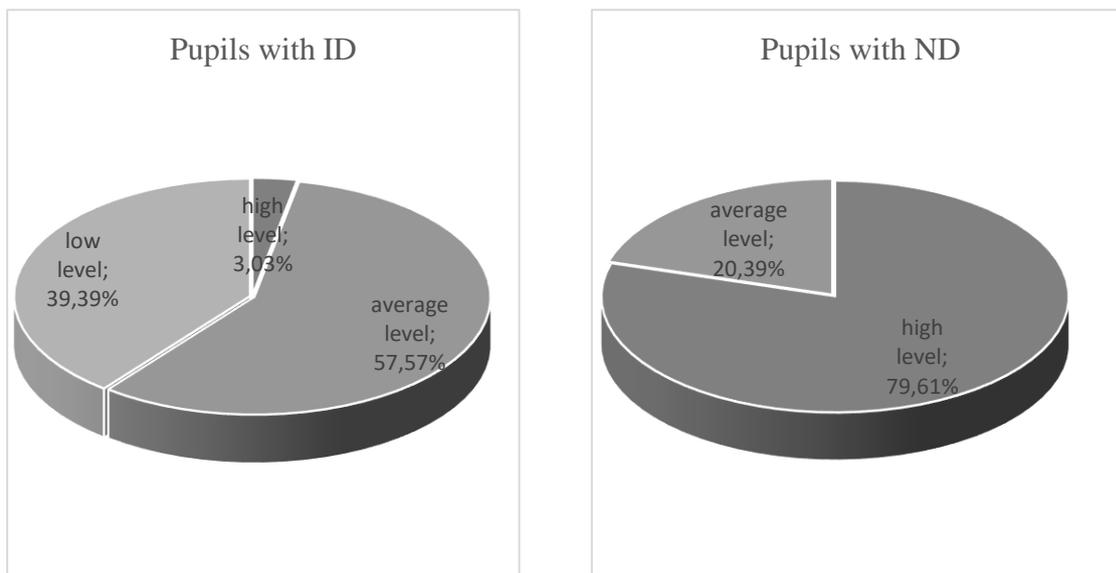


Figure 1. Summary comparative analysis of the study of the level of formation of moral education in younger schoolchildren with intellectual disabilities and normal development (data are presented in %)

When quantitatively comparing the cognitive component of the manifestation of moral upbringing, we found that the low level is characteristic of the majority of students with intellectual disabilities (64.64%), the average level was found in children with intellectual disabilities (36.36%) and ND (25.00%), and the high level was found only in children with ND (75.00%).

In the process of qualitative analysis of the level of formation of moral education by the cognitive component, in particular the indicator - complete, adequate and conscious filling of the concept of moral education, based on the analysis of children's answers, we outlined a number of the most difficult questions, which, first of all, were aimed at understanding the essence, the sequence of events discussed with children, as well as their practical discussion of the behavior of the characters. This analysis showed that they had a low level of moral education, in particular, students could not meaningfully master the essence and interdependence of moral norms that are socially conditioned; were unable to analyze in stages and in detail or did not say anything at all; could not show the correct ethical information. It was important for children with ID to provide appropriate assistance, in particular, a step-by-step analysis of stories and the behavior of heroes; interpretation of the behavior of the story character in order to determine the corresponding personal and moral quality on the card.

The study of the indicator of the stability of attitude to moral norms during the discussion of mini-situations with moral content in the affective component allowed us to see that the majority of children with ID showed an average level (63.63%), and with ND - 91.66% showed a high level. It is

interesting, in our opinion, that younger schoolchildren with ID most often show a positive, less often neutral or negative emotional attitude to the essence of the material in the story; they show insignificant and unstable orientation skills when analyzing the emotional feelings of the characters outlined in the story, provide not a primary analysis, but a secondary one; they show an insufficiently active, mainly passive, unstable attitude, temporary interest in stories and characters in them; they sometimes have a positive adequate reaction to the behavior of the character; there is an uninformed and inadequate, mainly chaotic choice of answer, which may not correspond to the content of the story at all. It is characteristic of children with ID to choose the second answer option (with ND - the first option), which shows an unstable active or passive attitude of children towards moral upbringing, although normally this attitude is mostly positive and stable.

A study of the level of manifestation of moral upbringing by the indicator of awareness and continuity of application of moral knowledge in practical behavior in the activity-behavioral component during observation of children's activities and analysis of adults' responses shows that a low level is characteristic of 27.27% of children with intellectual disabilities, an average level is characteristic of 72.72% of students with intellectual disabilities and 20.83% of children with ND. Thus, a student with intellectual disabilities is mainly not interested in independent activities with moral content, he shows a low level of activity or passivity, he is not sufficiently focused and not prepared to implement the rules of his own behavior in society, his alienation during communication in the process of inclusion in interpersonal interaction when performing various types of activities (educational, creative, socially useful, etc.) is characteristic. The child's emotional reactions to treatment are inadequate, fluid, and unstable; they often migrate from positive or negative to neutral, regardless of the situation presented to the child. Characteristic is a mostly positive, but not sufficiently stable and temporary attitude towards moral norms; showing a friendly attitude towards others only when they need something from them or are afraid of them; a desire to cooperate in various types of activities, if there are no conflict situations; the child has a positive attitude towards teachers, educators or school staff only when they behave similarly to them (by imitation); does not admit their own faults; does not know how to use the acquired knowledge when solving a typical situation with moral content; there are distractions to extraneous subjects and constant support from the teacher; failure to fulfill their promises and rules of conduct, etc. The survey of parents was superficial and not sufficiently adequate regarding the behavior of their own child.

5. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

The development and correction of moral upbringing in primary school students with ID is possible provided that the cognitive, affective, and activity-behavioral components of moral upbringing are studied and gradually formed. This process includes: a meaningful study of moral terminology; understanding between personal and moral qualities and moral concepts that are socially oriented. The development of children's emotional and motivational attitude to moral activity requires the formation of their interest in moral behavior, the development of a positive perception and filling of the process of morality. The formation of the activity-behavioral component of moral upbringing requires the development of skills and habits of correct practical behavior, skills and habits of separating different types of behavior in the process of interpersonal interaction and communication during the performance of relevant activities, skills of organizing one's own behavior in accordance with the norms and rules of morality adopted in the relevant society.

The system of development, formation and correction of moral upbringing in younger schoolchildren with intellectual disabilities is effective precisely in the educational process. During educational activities, it is possible to develop the components outlined by us in this nosology of students (cognitive, affective, activity-behavioral) and indicators (full, adequate and meaningful content of the concept of moral upbringing, a stable attitude to moral norms, conscious and gradual use of moral qualities and moral upbringing in practical behavior). It is the educational process that provides and covers all the content, methods, organizational forms and technologies that form moral upbringing in students, contribute to increasing the adaptive and social capabilities of students with intellectual disabilities in society. The created system of correctional and educational work in the formation of moral upbringing provides for group and individual forms of work, which depend on the age and individual characteristics of the psychophysical development of students with intellectual disabilities and includes various types of pedagogical assistance. The system provides for correctional and educational classes that affect the increase in the level of further cultural and moral adaptation and socialization of children.

The prospect of further research is a more systematic study of the level of formation of moral upbringing in high school students with intellectual disabilities, which will make it possible to organize correctional and educational work with this category of children using pedagogical support (appropriate selection of content, didactic and methodological support,

taking into account the gradual formation of components of moral development), and subsequently increase their level of adaptation and socialization.

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Author's contribution

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