PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF MORAL EDUCATION IN JUNIOR HANDICAPPED CHILDREN

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Abstract

Moral education integrates the most important indicators of moral development: intellectual (meaningful), emotional (motivational), behavioral (effective). Their formation is possible on the basis of the phased formation of the relevant components of moral development: a conscious learning of the norms of morality, stimulation and strengthening of the positive attitude to their observance, the organization of the experience of moral behavior. Ensuring the formation of all components is a prerequisite for the formation of a child with limited opportunities for moral education and moral development in general.

In the course of the study, the manifestation of the contents, emotional, and behavioral components of the development of moral education, which is the basis for the personal development of children with disabilities, is revealed in children. The main parameters of the formation of the content component is determined by completeness, adequacy, awareness of knowledge; the emotional component - the nature of the attitude to the norms of morality, its stability and effectiveness; Behavioral - completeness and stability of the application of knowledge about the norms of morality in behavior. In accordance with the essence of each component of the formation of moral education and selected indicators of their manifestation, the general levels of their formation were determined: general levels of the formation of moral knowledge; general levels of formation of attitude to the norms of morality; general levels of application of moral knowledge in behavior.

The study developed a system of diagnostic techniques, through which children studied the level of knowledge about ethical norms, attitude to the norms of morality, the application of this knowledge in behavior. The analysis of the research results revealed in general the inadequate formation of young schoolchildren with disabilities, which are components of the formation of moral education for all the most important characteristics: moral knowledge (completeness, adequacy and awareness), attitude to moral norms and activities (the nature of the attitude, its stability and effectiveness); application of moral knowledge in behavior (completeness and stability).

The methodology foresees four stages of formation of moral education among junior pupils with disabilities: The first stage was aimed at mastering the students’ knowledge about the norms of morality on the indicators of completeness, adequacy and awareness, the formation of a positive attitude to them in the moral norms; The second stage provided for the consolidation and improvement of pupils' knowledge of the content of the moral norm; development of active positive attitude towards moral activity among children; development of skills of practical solution of moral situations; The third stage provided for the systematization and generalization of knowledge of children about the content of the moral norm; development of practical abilities and skills of moral activity in children; activation of moral activity, development of a positive attitude towards the child; The IV stage was aimed at teaching children independently and differentially apply moral knowledge in practical situations; check, correct, generalize the knowledge of children about moral categories; to consolidate an active, stable positive attitude towards them.

Keywords: moral, moral development, moral upbringing, moral education, junior pupils, typical development, children with disabilities, psychological and pedagogical support.

1 INTRODUCTION

Problem statement. In today’s situation, one of the most important problems in socio-psychological / pedagogical science and practice is that of moral development as a leading component of the formation of the individual. The urgency of its study is due to the need to raise the level of education in the younger generation, especially in disadvantaged children, which requires specialized research aimed at creating psychological and pedagogical conditions for effective educational impact in this direction.

The problem of child development in the process of moral education is developed to a lesser extent in the theoretical and practical terms in special psychology and pedagogy. In the works of L.S. Vygotsky, G.M. Dulnev, I.G. Yeremenko, V.M. Sinyov, as well as A.S. Belkin, N.M Bufetov, A.M. Vysotska, O.Yu. Mikhailova, and N.I. Solodova the general issues of psychological and pedagogical aspects of the problems with children with disabilities are examined. Research findings on the applied aspect issues are also presented in the works of A.I Kapustin, V.F. Machykina, S.F. Nikolaev, T.I. Porotska, N.D. Sokolova, and N.V. Tarasenko [3, 4].

The purpose of the paper is to increase the level of personal development in younger students with disabilities through the development of psychological and pedagogical support for the formation of their moral education. The basis for the provision of such support is the special selection of content, methodological tools, organizational forms of psychological and pedagogical influence aimed at the gradual and interrelated formation of the content, emotional and behavioral components of moral development in accordance with their essence and peculiarities of manifestation in children with disabilities.

Theoretical analysis. The moral formation of disabled children was studied mainly in terms of formation of moral consciousness and moral behavior, their moral education was investigated taking into account the content, emotional or behavioral indicators of development but without sufficient connection between them, which significantly influenced the discrepancy between both research and recommendations on the consistent, holistic educational impact on the child. However, the moral development of junior pupils with disabilities on the basis of the formation of its integrative indicator - moral education, all interconnected components of its formation, the corresponding psychological and pedagogical support remains insufficiently investigated in special psychology and pedagogy.

Formation of moral education is one of the most important psychological and pedagogical problems. To find effective psychological and pedagogical means of formation of moral education in younger pupils with disabilities means to contribute to the achievement of the main goal - to increase the level of personal development of students. This implies the definition of the essence of moral education and moral development, moral qualities, components, stages, indicators, conditions of formation, etc.

As a result of investigating the state of development of the problem in the general psychological and pedagogical literature, it was found that moral education is one of the most important components of expedient development of personality, aimed at assimilating historically produced moral values.

The effectiveness of the process of moral education is evidenced by the moral development or good upbringing of the child. The basis of education is morality, which is the most significant indicator. Moral education is the pivotal formation of the student's personality, which becomes the foundation for the development of all other aspects. It is noted that moral education is a special form of internal activity, which ensures the ability to adhere to the norms of morality, corresponding to one's conscious attitude to people's actions and moral situations.

Moral education integrates the most important indicators of moral development including intellectual (meaningful), emotional (motivational), and behavioral (effective). Their formation can be achieved on the basis of the phased formation of the relevant components of moral development: a conscious learning of the norms of morality, stimulation and strengthening of the positive attitude to their observance, the organization of the experience of moral behavior. Ensuring the formation of all components is a prerequisite for the formation of a disadvantaged child for moral education and moral development in general.
2 METHODOLOGY

In the course of the study, investigation of the manifestation of content, emotional, and behavioral components of the development of moral education, which is basic in relation to the personal development of children with disabilities, was carried out in children. The basic parameters of the formation of the content component were completeness, adequacy, and awareness of knowledge; the emotional component - the nature of the attitude to the norms of morality, its stability and effectiveness; behavioral - completeness and stability of the application of knowledge about the nature of morality in behavior. In accordance with the essence of each component of the formation of moral education and selected indicators of their manifestation, the general levels of their formation were determined.

General levels of moral knowledge formation (by parameters of completeness, adequacy, and awareness):

- **high** (presence of knowledge in the child about the main characteristics of moral education, their particulars, comprehension, completeness and adequacy of the verbal disclosure of the essence of the moral category);
- **higher than average** (the child has knowledge about most characteristics of moral education, its detail, understanding, adequate, but incomplete disclosure of the essence of the moral category);
- **medium** (the child has knowledge of certain characteristics of moral education, its partial detail, comprehension, but not sufficiently complete and adequate disclosure of the essence of the moral category);
- **below average** (the child has fragmentary knowledge of moral education, its partial detail, insufficient understanding and verbalization of the essence of the moral category);
- **low** (the child’s knowledge about the moral education is lacking, understanding and verbalization of its essence do not exist either).

General levels of formation of attitude to the norms of morality (by parameters of the nature of the relationship, its stability and effectiveness):

- **high** (active positive-stable attitude to the norm of morality, which is characterized by its complete acceptance, interest in its essence, positive reactions to it);
- **higher than average** (active but insufficiently stable positive attitude to the norm of morality; interest in its essence; presence of positive reactions to it, however its partial adoption);
- **average** (positive, but passive and insufficiently stable attitude to the moral norm, lack of interest in its essence, incomplete adoption, positive reactions to the moral norm in the process of its analysis by adults);
- **below average** (passive, insufficiently stable, variable in relation to the moral norms; inadequate response to it; dissatisfaction);
- **low** (active and stable negative attitude to the moral norm, its complete rejection, presence of a violent negative reaction to it, a feeling of insult).

General levels of application of moral knowledge in behavior (in terms of completeness and stability):

- **high** (constantly showing love and respect for relatives, loving ones, giving them possible help, showing respectful and appreciative attitude to teachers, friendly);
- **above average** (shows love and respect for relatives and familiar people, situationally provides them with the help they need, respect only their favorite teachers, always amicable to friends, offers help to acquaintances);
- **Medium** (shows love and respect only to relatives and friends; shares his or her own things depending on the mood or at the request of his comrades; in certain situations they show kindness; care about the surroundings when prompted by adults);
- **below average** (shows love for people if they satisfy their needs and interests; share things after requests and exhortations; pragmatically friendly; indifferent to the environment);
• low (indifferent to the needs of other people, greedy, brutal, unfriendly, sometimes showing an antisocial attitude towards the environment, characterized by self-serving attitude).

The study developed a system of diagnostic techniques, through which the level of knowledge about ethical norms, attitude to the norms of morality, and application of this knowledge in behavior were studied in children. The following techniques were used in order to study knowledge about moral education: conversation with the child about the essence of moral norms in the content of stories and story drawings; an experiment that urged the child to successfully bring unfinished situations to an end. The attitude of the child to moral norms was investigated by means of a conversation with the child on the content of certain situations and on the content of the plot pictures of positive and negative deeds. The study of the application of moral knowledge in behavior was carried out by monitoring the actions of children in view of their compliance with the acquired norms; a survey of teachers and parents about the behavior of children outside school concerning the manifestation of their respective levels of moral education.

The method of formation of moral education at junior pupils with disabilities was to use the system of educational influence on a child, aimed at: learning students about the norms of morality; the development of positive attitude towards the norms of morality and moral activity in children; application of knowledge about norms of morality in the behavior of the child.

The study of the problem showed that the most adequate goal of forming a moral education for students of junior grades with disabilities is the introduction of a system of moral and ethical exercises using all methods of educational influence, namely: ethical informing (conversation, explanation); creation of educational situations, formation of experience of moral behavior (training, exercises); stimulating moral behavior (encouragement, approval, reward). The most important among them for conducting ethical classes is an ethical conversation.

We also proceeded from the fact that ethical classes allow us to reveal the students' gaps in moral development, to eliminate the fragmentation of ideas about moral norms, giving them a systematic character; to introduce various means of correctional and educational influence.

The methodology foresees four stages of formation of moral education among junior pupils with disabilities:

And the stage was directed at the assimilation of students' knowledge of the norms of morality on the indicators of completeness, adequacy and awareness, the formation of a positive attitude to them in the moral standards;

The second stage provided for the consolidation and improvement of pupils' knowledge of the content of the moral norm; development of active positive attitude towards moral activity among children; development of skills of practical solution of moral situations;

The third stage provided for the systematization and generalization of knowledge of children about the content of the moral norm; development of practical abilities and skills of moral activity in children; activation of moral activity, development of a positive attitude towards the child.

The IV stages was aimed at teaching children independently and differentially apply moral knowledge in practical situations; check, correct, generalize the knowledge of children about moral categories; to consolidate an active, stable positive attitude towards them.

3 RESULTS

A comparative study of children with typical development and children of elementary school age with disabilities revealed that they had particular knowledge about moral categories and their corresponding moral standards. Thus, the obtained data show that students with disabilities of classes
1-2 have, basically, isolated, insufficiently detailed knowledge of the norms of morality. At the same time, they display insufficient understanding and the possibility of verbalizing their essence. For children with disabilities of 3-4 classes, knowledge is revealed only about certain characteristics of moral norms. At the same time there is an understanding of their essence, though not sufficiently complete and adequate. Thus, but to a lesser extent, the knowledge of junior pupils with typical development is also characterized.

It should be noted that in 1-2 classes there are students with disabilities, knowledge about moral standards which is completely absent (16%, among them in 1-2 classes - 23%, in 3-4 classes - 9%), which among children with typical development are not observed at all. And only 3.24% of students with disabilities are characterized by knowledge of most of the features of the moral categories, their sufficient detail, error-free interpretation, adequate, albeit incomplete disclosure of the substance. At the same time, a certain pattern is found, mechanical memorization of this knowledge, lack of awareness of them.

A comparative analysis of the data obtained on the knowledge of junior pupils with disabilities and students with typical development regarding the main moral categories shows that their characteristics (completeness, adequacy, awareness) undergo some positive changes during the studies in grades 1-4. In this case, it should be noted that their dynamics (especially awareness) in students with typical development than those with disabilities.

It was found that most pupils with disabilities of grades 1-4 (88.21%) have a positive attitude to moral norms, and the negative attitude was detected only at 11.75%. With typical development, these data, respectively 99.53% and 0.46%, it should also be noted that for students with disabilities of grades 1-4, the attitude to moral standards corresponds mainly to the above average (32.54%) and high (33.74%) levels. But this attitude is not steady and effective, it is situational and short-term. The moral norm can only be accepted in part.

These studies show that 4.26% of pupils with disabilities of grades 1-4 show a stable and fairly negative attitude to moral activity (among children with a typical development of these, they were not identified) characterized by a complete rejection of moral standards. In this case, 17% of students with disabilities of 1-2 grades have a negative attitude. In 3-4 classes the number of such children decreases (= 6%). The research shows that in the conditions of the educational process among younger students with disabilities there is a steady positive attitude towards the norms of morality. Particular attention needs to be given to the development and sustainability of their attitude.

In the course of the study, it was found that students with typical development and with disabilities have different levels of knowledge about the norms of morality, which depends, first of all, on the content of the moral category, on its awareness, practical use skills and the level of adoption by the child. It should be noted that 45% of students with disabilities of 1-2 grades have a level of application of moral knowledge in behavior below the average, while with a typical development - the average. Accordingly, most children with disabilities show love only to those who contribute to their needs and interests; they are largely indifferent to the surrounding, pragmatic benevolence.

The results of the study show that among children with disabilities only 25% of pupils in grades 1-2 and 11% of 3-4 grade students have low level of knowledge about morality standards in behavior. Among classmates they are distinguished by manifestations of an asocial attitude to the environment, indifference to the needs of other people. It is among such children that brutality, disrespect, hypocrisy, lies. They usually do not follow the rules of conduct that they face during classes and leisure.

After conducting a methodology that included four stages of formation of moral education among junior pupils with disabilities, the results of the study showed that with the provision of special psychological and pedagogical support for the formation of the content, emotional and behavioral components of the formation of moral education in junior pupils with disabilities, the level of their personal development has increased significantly.

4 CONCLUSIONS

Moral development of man is determined by moral upbringing - a special form of internal activity, which ensures the ability to observe norms of morality and their relation to them. The level of moral education of junior pupils with disabilities significantly increases with the provision of special psychological and pedagogical support for the formation of its content, emotional and behavioral
components. At the same time, the greatest development is the level of the formation of an emotional indicator - positive in character, stable and effective attitude to the norms of morality and moral behavior; the smallest - the general level of the formation of the content component - knowledge about the norms of morality and for the first time their awareness. These data are the basis for determining the priorities in the sequence and intensity of correctional and educational effects on the moral development of junior pupils with disabilities, identification of the most prevalent components of their positive development as a certain support for the psychological and pedagogical process.

REFERENCES