

DEVELOPMENT OF PERSONAL AND AESTHETIC QUALITIES IN STUDENTS WITH DISORDERS OF INTELLIGENCE DEVELOPMENT IN SPECIAL EDUCATION INSTITUTIONS AND EDUCATIONAL INSTITUTIONS WITH INCLUSIVE EDUCATION

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The article deals with the problem of formation and development of personal and aesthetic qualities in students with intelligence disorders in special educational institutions and educational institutions with inclusive education. Through the scientific and theoretical analysis of literary sources, the role of aesthetic education as an integral component of the correctional and educational process of an educational institution has been proven. The essence of the concepts "aesthetic education", "system of aesthetic education" has been analyzed, the educational potential of art as the main means of aesthetic education is revealed. An analysis of current international trends in the aesthetic education of individuals with special educational needs has been conducted. According to the results of the conducted experiment, it is established that the corrective reserves of aesthetic education consist in providing such pedagogical conditions, when the process of personal and aesthetic development of schoolchildren is aimed at enriching the sensory sphere, correction and special orientation of intellectual activity, raising the awareness of assimilation of artistic and aesthetic information, motivational and evaluative judgments, activation of cognitive processes, intellectualization of practical and aesthetic activity, increase of its independence and manifestation of elements of creativity. At the same time, the interaction of needs-oriented and motivational, cognitive, emotional-sensual and activity spheres of personal-aesthetic development is considered as a condition of unity and integrity of corrective-compensatory and aesthetic influences on this process. The primary functions of aesthetic education have been identified: cognitive, corrective-developmental, and educational. The general didactic and special principles of aesthetic education, which guide the teacher's activities in choosing the forms, methods, and techniques of corrective and educational work, have been substantiated. The three stages of pedagogical work are characterized, each of which, being a logical continuation of the previous one, corresponds to the implementation of the corrective functions of aesthetic education, and develops and improves the students' basic artistic and aesthetic knowledge, concepts, and practical artistic skills. Further avenues of research are planned in order to improve the system of aesthetic education of students with intelligence disorders in special educational institutions and educational institutions with inclusive education.

Key words: system of aesthetic education, art, students with intelligence disorders, special educational institution, educational institution with inclusive education.

Дмитрієва Ірина, Одинченко Лариса, Іваненко Аліна. Розвиток особистісно-естетичних якостей в учнів із порушеннями інтелектуального розвитку у спеціальних закладах освіти та закладах освіти з інклюзивним навчанням

У статті розглядається проблема формування і розвитку особистісно-естетичних якостей в учнів з порушеннями інтелектуального розвитку у спеціальних закладах освіти та закладах освіти з інклюзивним навчанням. Шляхом науково-теоретичного аналізу літературних джерел доведено роль естетичного виховання як невід'ємної складової корекційно-виховного процесу освітнього закладу. Проаналізовано сутність понять «естетичне виховання», «система естетичного виховання», розкрито виховний потенціал мистецтва як основного засобу естетичного виховання. Здійснено аналіз наявних сучасних зарубіжних тенденцій естетичного виховання осіб з особливими освітніми потребами. За результатами проведеного експерименту встановлено, що корекційні резерви естетичного виховання полягають у забезпеченні таких педагогічних умов, коли процес особистісно-естетичного розвитку школярів спрямований на збагачення почуттєвої сфери, корекцію і спеціальну

спрямованість інтелектуальної діяльності, підвищення свідомості засвоєння художньо-естетичної інформації, мотиваційних та оцінних суджень, активізацію пізнавальних процесів, інтелектуалізацію практично-естетичної діяльності, підвищення її самостійності та прояву елементів творчості. При цьому взаємодія потребово-мотиваційної, когнітивної, емоційно-чуттєвої та діяльнісної сфер особистісно-естетичного розвитку розглядається як умова єдності і цілісності корекційно-компенсаторних та естетичних впливів на цей процес. Визначено основні функції естетичного виховання: пізнавальну, корекційно-розвиткову та виховну. Обґрунтовано загальнодидактичні та спеціальні принципи естетичного виховання, які координують діяльність педагога у виборі форм, методів і прийомів корекційно-виховної роботи. Охарактеризовано три етапи педагогічної роботи, кожен із яких, будучи логічним продовженням попереднього, відповідає реалізації корекційних функцій естетичного виховання, розвиває та удосконалює в учнів елементарні художньо-естетичні знання, уявлення, художньо-практичні вміння і навички. Намічено подальші шляхи досліджень з метою удосконалення системи естетичного виховання учнів з інтелектуальними порушеннями у спеціальних закладах освіти та закладах освіти з інклюзивним навчанням.

Ключові слова: система естетичного виховання, мистецтво, учні з інтелектуальними порушеннями, спеціальний заклад освіти, заклад освіти з інклюзивним навчанням.

Introduction. An important component of the content of education is aesthetic education, the specificity of which is to teach the child to see the spiritual nobility in the beauty of the surrounding world, kindness, and cordiality and, on the basis of this, to affirm the beautiful in oneself. Understanding aesthetic education as a multi-quality and multi-faceted pedagogical phenomenon, we define it as a purposeful process of forming abilities for aesthetic perception, aesthetic evaluation and aesthetic activity. The leading conceptual idea of the system of aesthetic education is an organic internal connection with intellectual, moral, labor and other types of education, which ensures the integrity of the development of individuality, that is, the aesthetic should permeate all spheres of the students' life. At the same time, it would be a methodological anachronism to limit the process of aesthetic education only to the educational subjects of the artistic and aesthetic direction. Although, undoubtedly, one of its most effective means is art itself, which has the role of creating an agreed coherent integrity and which, in relation to a person, acts as a tool of knowledge, and as a means of communication, and as a valuable orientation, and as a source of pleasure. Under appropriate conditions the aesthetic education itself opens quite real prospects for the use of forms of aesthetic reflection of reality for the education of students with special educational needs, in particular with intelligence development disorders, taking into account the subject-sensory nature of their thinking. But if special educational institutions or educational institutions with inclusive education take into account the task of transferring creative, emotional and valuable experience through art, or if they are aware of its role in the education of a child with intellectual disabilities, in its "humanization", as well as the fact that the attitude to reality contains not only an objective, but also a subjective moment. This question remains open.

Materials and methods. The purpose of the article is a theoretical analysis of the problem of implementing the system of aesthetic education of students with intelligence disorders in special educational institutions and educational institutions with inclusive education. To realize the goal, theoretical methods are used, which involve the study and analysis of scientific and methodological literature, modern scientific and applied research, comparison and generalization of scientific views on the specified problem in the pedagogical plane and empirical methods (study of pedagogical experience, observation, experiment).

Research results. The analysis of current foreign trends in the aesthetic education of people with special educational needs shows that the technology of "art education" is a unique means of creating conditions for their full life. As C. Blum, D. Kukus, A. Maslow, R. May, F. Perls, A. Riordan, K. Rogers, D. Shomund, J. Silk and other foreign scientists in the field of special psychology and pedagogy claim that skillfully use of the active influence of art on the personality of a person with disorders contributes to the stabilization of his mental and physical condition, the avoidance of social, psychological, and family stress, helps to harmonize the personality.

The development of artistic and aesthetic skills and abilities in children according to the theory of "psychotherapy through art" is not considered as a way to more adequate and artistic reflection of reality, but as obtaining sufficient means of "self-expression". In this regard, the following have become widely known:

- nationwide program "Art for the disabled", special centers "Music, dance for children with speech disorders" (K. Robbins, B. Hesser, etc.);
- a unique method of dance activity for children with cerebral palsy of adolescent and youth age "Solar Wheels" (Anna Riordan);
- a system of dance exercises improvisations for two age groups of people with intellectual disabilities (10-18 years and 18-55 years), developed by Julia Silk in the USA;
- Swedish music and psychotherapeutic school (A. Pontvik);
- German art therapy school (K. Schwabe, V. Koehler, etc.);
- rhythmic music therapy program for people with intelligence disorders (Germany);
- complex dance therapy programs for autistic children aimed at correcting and amplifying their emotional sphere in France and Germany;
- considerable interest in the involvement of children with disabilities in theatrical activities is observed in the USA, Canada, Norway, Lithuania, Kazakhstan, Poland, etc. Thus, in Poland, the activities of the children's collective "Half-word, half-gesture" from Zakrzewo Myszewo are widely known;
- in Kazakhstan, the "Art Therapy" project is the part of the work of the center for complex rehabilitation of children with a complex defect structure "Kenes".

It should be noted that in Ukraine the considerable

attention is paid to musical and choreographic, theatrical activities, various types of dramatization, improvisation, staging, various types of artistic and practical activities (lozo weaving, carving, bead weaving, etc.) of peoples with intelligence disorders. The results of scientific research and practical achievements in the field of aesthetic education of students with intellectual disabilities show that, following certain didactic conditions, these children are able to perceive, feel and display signals of aesthetic information, but for this, special means of corrective and pedagogical guidance should be used. At the same time, we consider the corrective functions of aesthetic education as a pedagogically appropriate organization of the process of personal and aesthetic development of students on the basis of enriching the sensory sphere, correction and special focus of intellectual activity, raising awareness of the assimilation of artistic and aesthetic information, motivational and evaluative judgments, activation of cognitive processes, intellectualization practically – aesthetic activity, strengthening its independence and manifestations of elements of creativity.

We define the following as the main pedagogical conditions that ensure the effectiveness of the implementation and functioning of the system of aesthetic education:

1) corrective direction of the system of aesthetic education on the correction of shortcomings and the development of intellectual, emotional-sensual and value components of consciousness and the formation of elements of creative activity and independence of students in their systemic unity, which allows in practice to implement a complex pedagogical influence on moral-aesthetic ideas and concepts, worldview, understanding of the phenomena of art and reality, the desire of schoolchildren to participate in nature protection, environmental aesthetics, the use of aesthetic knowledge and skills in the future profession, contributes to the formation of an adapted personality, its integration into society;

2) phasing of the process of aesthetic education – from the enrichment of emotional-perceptive experience, activation of the sensory-emotional sphere, correction and special direction of the student's intellectual activity to the deepening of his personal motivation and the gradual increase in the level of cognitive activity and creative independence;

3) the sequence of assimilation, deepening and generalization of elementary artistic and aesthetic knowledge based on the use of various types of art in their interaction in the process of mastering the art educational field and corrective and developmental courses of artistic direction with the aim of creating a complete artistic image taking into account educational, educational and corrective moments, embedded in the very content of art;

4) creation of a favorable atmosphere for the process of aesthetic learning in educational, extracurricular and extracurricular work with diversification of didactic methods and techniques aimed at supporting sustained cognitive interest, mastery of mental operations, development of emotional sensitivity and creative abilities and inclinations of each child.

Therefore, the main tasks are structured according to the following **areas** of development of students' aesthetic qualities:

1. Needs-oriented and motivational: formation of interest and need for communication with art.

2. Cognitive: activation, correction and special focus of intellectual activity; systematization and successive deepening of elementary artistic and aesthetic knowledge and skills: to understand the intention laid down by the author in a work of art, to distinguish essential signs in the content of an artistic work, to understand the meaning of the main means of expression, to establish logical connections between the form and content of an artistic image.

3. Sensory and axiological: the development of elements of sensory culture (sense of color, shape, rhythm, symmetry, proportion, size, etc.; distinguishing subtleties of color shades; sense of intonation shades of speech and music, etc.); formation and development of the ability to aesthetic experience (co-experiencing), adequacy of manifestations of emotional reactions in the process of perceiving works of art; stimulation of emotional and valuable attitude to art; development of awareness, adequacy and independence of evaluative judgments.

4. Functional and practical: the formation and improvement of practical abilities and skills in various types of practical artistic and aesthetic activity; involvement in active activities to create and preserve beauty around and in oneself; development of observation, imaginative thinking, elements of imagination, independence in the process of solving practical creative tasks.

Summarizing the sources that reflect the views of scientists on the role and essence of aesthetic education of students with intelligence development disorders, in particular through the means of art, we will briefly outline its main functions: cognitive, corrective-developmental and educational.

The cognitive function consists of the activation, correction and special focus of intellectual activity and it is manifested in the acquisition by students of elementary artistic and aesthetic knowledge and skills: to understand the intention laid down by the author in a work of art, to identify essential signs in the content of an artistic work, to understand the meaning of the main means of expression, to establish logical connections between the form and content of an artistic image. The leading condition for realizing the cognitive function of aesthetic education is the pedagogically expedient organization of the process of activation of intellectual activity, which increases the awareness of the assimilation of artistic and aesthetic knowledge and skills, the motivation of cognitive activity, and the intellectual independence of mentally disabled students.

The corrective and developmental function of aesthetic education involves the use of its means for the purpose of improving higher mental functions, developing their awareness and arbitrariness. Thus, the aesthetic development of students with intellectual disabilities includes practice and correction of voluntary attention, visual and logical

memory, sensory, intellectual and emotional-sensual sphere of the personality in their systemic unity, development of integrity, meaningfulness and generalization of perception, improvement of speech skills, formation of elements creative imagination and a conscious emotional and personal attitude to beauty, the development of skills and abilities in the practical use of knowledge and work methods, the ability to adequately motivate the assessment of the results of practical creative activity with essential features, etc.

During work with students of this category, the corrective effect of aesthetic education is due primarily to the optimal development of their visual and action, figurative and logical thinking, which increases the awareness of assimilation of artistic and aesthetic information, motivational and evaluative judgments, contributes not only to the correction of cognitive processes (perception, visual memory imagination, imagination, etc.), but also enrichment of the emotional and sensory sphere, provides intellectualization of artistic and practical activity, strengthens its independence and creative manifestations. This regularity is related to the methods and techniques of aesthetic education in an educational institution, which need to take into account the shortcomings characteristic of the mental processes of students with intelligence disorders.

The educational function is realized through the conscious perception of reality and art and the formation of a moral and aesthetic attitude towards them based on experiencing a sense of beauty. Inspired by mind, this feeling acquires a greater influence on the consciousness and behavior of schoolchildren, prompts them to build their own lives according to the laws of beauty, causes the rejection of everything ugly, ugly, negative in life, because moral is always beautiful, and vice versa, beautiful is what morally.

A child with intelligence development disorders can not independently cope with the selection of information that comes from the outside, and its content does not always contribute to solving the tasks of moral and aesthetic education. In this case, control and guidance by adults should be carried out not with the help of prohibitions, but by anticipatory education of love for the beautiful, formation of a system of value relations, development of an adequate emotional and personal attitude towards the beautiful and the ugly.

The basis of the organization of the system of aesthetic education of students with intelligence disorders by means of art is the well-known didactic principles of corrective psychopedagogy (corrective orientation of the pedagogical process, individual and differentiated approach, rational combination of words, visualization and practical activities, etc.), as well as a number of specific principles:

- 1) the unity of artistic and aesthetic development and correction of higher mental processes of schoolchildren;
- 2) the unity of conscious and emotionally rich communication with art;
- 3) the continuity of connection with life;
- 4) the interconnection of educational, extracurricular and extracurricular activities;

5) the interaction of different types of arts;

6) the leading role of the teacher in the process of artistic and pedagogical communication;

7) the synergistic nature of the system of aesthetic education by means of art.

The stated principles are oriented towards the implementation of the main tasks of aesthetic education of students with intellectual disabilities, coordinate the activities of the teacher in the selection of forms, methods and techniques of corrective and educational work.

Building the process of pedagogical work in senior classes, we foresee its deployment in stages, each of which is characterized by certain goals and tasks, features of the content of corrective and educational work, appropriate forms and methods of organizing cognitive and practical activities of students in lessons and in extracurricular time. In general, the work tentatively includes three stages, each of which, being a logical continuation of the previous one, corresponds to the implementation of corrective functions of aesthetic education, develops and improves elementary artistic and aesthetic knowledge, ideas, artistic and practical skills and abilities. The logic of the stages is based on the basic laws of knowledge: from the general idea of the object of knowledge to the awareness of its sides and connections; from the perception of external signs to the understanding of their internal connections among themselves; from the emergence of creative ideas to their implementation in practical artistic work.

In this regard, we consider the content of work in the 6th grade to be a preparatory stage aimed at:

1) the accumulation and enrichment of sensory and emotional-perceptive experience; activation of the student's sensory and emotional sphere based on his personal emotional experience;

2) the formation and development of elements of logical thinking based on the acquired experience of experiences in close connection with the development of associative and figurative thinking (imagination, fantasy);

3) the creation of searching situations that stimulate manifestations of emotional perception of the phenomena of art and reality and their understanding based on the personal experience of the schoolboy, manifestation of imagination and elements of creativity in practical activities.

When choosing methods of pedagogical influence, we rely on those, the use of which contributes to the concretization and deepening of ideas about the diversity of the world of emotions and feelings, the development of perceptive abilities (sensitivity, receptivity, attention, observation), enrichment of the experience of students with the skills of "emotional thinking" activation emotional dictionary.

The main stage (grades 7-8) is aimed at the activation, correction and special direction of the cognitive activity of schoolchildren and it is implemented by including in the process of emotional and sensory perception of various types of art an in-depth comprehension and understanding of the content and expressive means of a certain type of art based on the application of appropriate techniques

of mental activity and intellectualization and verbalization of artistic and practical activity based on the formation of relative activity to overcome the discrepancy between practical, external-verbal and internal, mental plans of action. The leading condition of this work is the focus of cognitive activity on understanding the content of a work of art through the perception of its internal form, finding, recognizing and realizing the unity of expressive means and establishing connections between the existing properties of the work with the author's intention, between the content and mood of works of different types of art, common by topic (music, literature, fine arts, etc.).

The interaction of different types of arts causes students to express a variety of emotional and personal attitudes, which are then analyzed and compared with already learned ideas and feelings.

Activation, direction and correction of the mental activity of a student with intelligence disorders in the process of learning art is realized by including in the process of emotional and sensory perception of this or that type of art the processes of comprehension and understanding of the means of its expression on the basis of visual-figurative and abstract-verbal ways of thinking which are formed.

In addition, the implementation of corrective functions of aesthetic education is carried out using special methods of increasing the productivity of students' cognitive activity, namely, various types of educational and cognitive tasks developed by V. Syniov [5]. The scientist assigns a special place among such tasks to the establishment of cause-and-effect relationships, and offers quite a variety of their types. Here are some of them:

- the analysis of educational material submitted for perception, with the aim of isolating the main thing in it, establishing the logical composition of information;
- the comparison of studied subjects and phenomena according to similarities and differences;
- the selection of essential features in objects of study, their abstraction from non-essential ones, as well as differentiation of essential and non-essential;
- the generalization of essential features and derivation of definitions, concepts and regularities by building inductive inferences;
- the concretization of generalizations for learning manifestations of the general in the individual by building deductive inferences;
- the correlation of visual-figurative, generalized-figurative, conceptual-verbal, visual-symbolic forms of displaying objects of knowledge;
- the identification of cause-and-effect relationships in educational information, in particular establishment of "chain causality", as well as awareness of bilateral relations between components of causal dependence;
- proof and refutation; selective abstraction, reproduction and application of fragments of learned information depending on the given angle of view of its consideration;
- drawing up a plan of the educational text and its reproduction;

- the monologic reproduction of the totality of knowledge in their logical system;
- the critical assessment of perceived information;
- the reproduction of images of imagination;
- the transfer of knowledge, its practical application in conditions that differ more from those in which they were originally studied.

Completing this kind of tasks on the material of various types of art ensures the activation of cognitive processes, increases the level of motivation of students in acquiring knowledge, contributes to the actualization of not only intellectual, but also emotional experience of schoolchildren.

In the process of implementing artistic and practical tasks, we pay special attention to:

- the formation of students' abilities and skills of causal substantiation of their own artistic and practical activity on the basis of its awareness and verbalization;
- overcoming differences between external practical activity and internal, carried out in the mental plane (processes of internalization of knowledge and skills);
- overcoming difficulties during the application of acquired artistic knowledge and skills in the process of performing practical tasks (exteriorization processes).

The goal of the generalization stage (9th grade) is to deepen personal motivation and gradually increase the level of students' independence. The emphasis is placed on ensuring stable cognitive interest as a manifestation of the orientation of the personality and independence of schoolchildren in the process of solving not only similar, typical cognitive and practical tasks, but also atypical ones. At the same time, the main attention is paid to the development of students:

- the ability to independently solve tasks in practical and mental terms, to correlate and generalize them;
- the manifestations of students' creative abilities, the formation of a conscious attitude to the use of imagery in artistic activities (theatrical, speech, music, visual arts, etc.).

Conclusions. Thus, we consider the developed system of aesthetic education as an integral part of the educational process in special educational institutions and educational institutions with inclusive education, the essence of which is the development of higher mental functions in students with intelligence disorders, the enrichment of the emotional and sensory sphere, the formation of a conscious and adequate aesthetic attitude towards people, art, nature of the native land, that is, to teach schoolchildren to see the beauty of the surrounding reality, to attract their attention, to make them feel and want to know this beauty, understand it and reproduce it on an elementary aesthetic level.

Therefore, the aesthetic education at all stages of the development of special education is an integral part of the content of education of children with special educational needs. At the same time, the results of aesthetic education include personal formations that contribute to social adaptation and are associated with the awareness and change of the worldview system, value relationships, etc.

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