

# FEATURES OF UNDERSTANDING AND EMOTIONAL ATTITUDE TOWARD THE MORAL AND SOCIAL NORMS OF PUPILS WITH INTELLECTUAL DISABILITIES

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## INTRODUCTION

The strategic task of education and correctional education of pupils with intellectual disabilities is to promote a process of socialization and development (SYNIOV, 2007). In the philosophical and encyclopedic dictionary, the concept of 'socialization' is interpreted as a process of assimilation by a person of a system of knowledge, norms, and values that allow him to function as a full member of society (ILYICHEV, 1983). In the psychological dictionary, the concept of 'socialization' is seen as an integration process of an individual into the social system, entering the social environment through mastering social norms, rules and values, knowledge, skills that allow successful functioning in society (MESHCHERYAKOV, ZINCHENKO, 2004). The interdisciplinary analysis of 'socialization' focuses on the problem of individual mastery of social norms. They are

considered accepted rules, patterns of behavior, standards of activity designed to ensure order and stability of social interaction of individuals and social groups (KORELSKIY, 1997). Garrels (2019) emphasizes that the formation of social norms is a difficult and important task for ensuring the social integration of children with special educational needs.

Verzhikhovskaya (2016), Grygorieva (2014), Bystrova, Kovalenko, Kazachiner (2021) note that the social need for education of socially normative behavior based on understanding, adequate emotional attitude to socio-moral norms, receives special attention in working with pupils with intellectual disabilities.

## LITERATURE REVIEW

Moral norms are a kind of the social norm. They act as a regulator of behavior based on social rules that express society's perception of good and evil, justice, and injustice (MOROZOVA, 2021). Polikanova (2014) points out that historically moral social norms are the primary processes of human socialization. The essence of morality is that people are aware of the need for their behavior. It corresponds to a determined kind of social attitude, based on personal beliefs and public opinion (BRENNAN, 2013). Thus, moral social norms are that people must adhere to (HARMS, SKYRMS, 2008). The assimilation process of moral social norms, patterns, standards, and ways of behavior is moral development (MOLCHANOV, 2011).

The presence of intellectual disabilities (intellectual insufficiency) and unfavorable social conditions significantly complicate the assimilation process of moral social norms and the system of moral values. A study by Langdon, Clare, and Murphy (2011) found that people with intellectual disabilities could not go through all stages of moral social norms (ideas of moral norms; moral feelings and behavioral motives; habits of moral behavior) and reach a high level. Vehmas (2011) point out that the presence of intellectual disabilities reduces the ability to control behavior following established moral and social norms. The reason is that successful moral behavior control requires the unimpaired operation of the medial frontal cortex in the processing of internal emotional signals along with signals of social norms (FELDMAN, SON, HEFFNER, 2018). The intellectual disabilities presuppose a weakness of the closing function of the cerebral cortex and the medial frontal cortex. Therefore, the presence

of this primary disorder in intellectual disability negatively affects the morphofunctional readiness of such children to process internal emotional signals and understanding normal emotional attitudes to moral and social norms.

Kumar, Singh, and Akhtar (2009) emphasize the significant differences in the social development of pupils with intellectual disabilities and the assimilation of moral and social norms in particular. Thus, the degree of decrease in intelligence correlates with a reduction in the level of moral development. Knight, Dubro, and Chao (1985) emphasize that the memory development condition is related to the development of social values. The vast social experience of children facilitates the moral and social norms assimilation. Also, it has a positive impact on the social adaptation of children with special educational needs (HAMES, 2005).

Cambra, and Silvestre (2003), Shi (2017) associate the decreased levels of the ability to understand and assimilate social moral norms with a lack of focus on the work of the staff of special schools in this direction. In particular, Cambra and Silvestre (2003) note that the activities of educational institutions are aimed primarily at meeting the special educational needs of pupils, forming in their academic knowledge and paying much less attention to the socio-moral development of such children. Shi (2017) concludes that learning in special schools focuses on the formation of 'survival skills', rather than self-awareness and moral development of pupils with intellectual disabilities. In a special school, the education of moral life with absolute obedience significantly weakens the life competence of pupils. However, studies by Stala (2010) prove the feasibility of pupils with special educational needs in special schools, focusing on the positive results of vocational socialization of graduates.

Analysis of the results of the study Verzhikhovska (2016) found a general lack of formation in pupils with intellectual disabilities of the components of moral qualities in all important characteristics: moral knowledge (completeness, adequacy, and awareness), attitude toward moral norms, and activities (nature of attitude, its stability, and effectiveness); the application of moral knowledge in behavior (completeness and stability). Teenagers with intellectual disabilities have a weakening of moral and social orientation of the individual; revealed the insufficiency of the image of a person formed in the worldview of teenagers with intellectual disabilities, the lack of a stable system of moral preferences (GRIGORIEVA, 2011).

However, in special psychology and pedagogy, some studies indicate the availability of potential opportunities for pupils with intellectual disabilities to develop the ability to understand social moral norms and focus on them in behavior. In particular, children and teenagers with intellectual disabilities develop both moral reasoning and behavior with age (LANGDON, CLARE, MURPHY, 2011). As opportunities for social interaction increase, the social perspective and moral development increase (LANGDON, CLARE, MURPHY, 2011). The results of studies by Dubovskaya, Dmitrievskih, and Ovsyannikova (2019) determine positive dynamics of socio-moral development of pupils with intellectual disabilities using correctional methods.

However, despite the importance of the problem of moral development of pupils with intellectual disabilities and research, it still needs to be studied because it was mainly studied in terms of the formation of moral consciousness and behavior. The moral development of pupils with intellectual disabilities based on the study of its integrative indicator - features of understanding and emotional attitude to moral social norms during school age, has not been the subject of research in special psychology and pedagogy.

## MATERIALS AND METHODS

The study aimed to study the model-specific features of understanding and emotional attitude to the moral and social norms of pupils with intellectual disabilities. The study of Tangney, Stuewig and Mashek (2007) determine the importance of studying the emotional attitude to moral and social norms of pupils with intellectual disabilities as a factor in the emergence of socio-normative behavior. Emotional experiences can maintain one's conformity to moral norms and motivate others to adhere to norms (HARDECKER, SCHMIDT, TOMASELLO 2017).

To study the peculiarities of understanding and emotional attitude toward the moral and social norms of pupils with intellectual disabilities, tasks were set, which were solved during the following stages:

- at the first stage - analytical and ascertaining - the state of elaboration of the problem in science was studied, the psychological and pedagogical literature was analyzed, methodological approaches were determined;
- at the second stage - analytical and exploratory - the development of a construct of diagnostic methods was carried out; a statement experiment was conducted using questionnaires;
- at the third stage - generalizing - the analysis, systematization, processing of accumulated empirical material was carried out; theoretical generalization, interpretation, and design of research results.

During the analytical and ascertaining stage the methodological basis of the research was determined: the theory of responsible attitude to social requirements, the formation of personal moral content (LEONTIEV 2003; CLARKE 2009), the personality-oriented concept of child development (BEKH 2018; MAKSIMENKO, KUTSENKO, PROROK, 2013); provisions on the socialization of persons with special educational needs (BYSTROVA, SYNIOV 2019; KHOKHLINA, 2019; SHULZHENKO, 2021); the theory of moral development of personality (KOLBERG, 1985).

The method of comparative analysis was used to study the understanding and emotional attitude to moral social norms. The experimental study involved 576 children, including 288 - pupils with intellectual disabilities (including 96 primary school pupils, 96 secondary school pupils; 96 senior school pupils); 288 - pupils with normative development (including 96 primary school pupils, 96 secondary school pupils; 96 senior school pupils). The process of conducting this study followed the relevant ethical rules. First of all, all ethical requirements were considered before conducting this study. Then, the authors of the study received approval from the ethics committee of the educational institution. After that, the parents of the children (guardians or other legally authorized persons) and the respondents were informed about both the goals and objectives of this study and were interviewed. The consent of parents (guardians) and children to participate in the psychological study was documented and signed by two parties: the psychologist and parents of the study participants. The consent contained information about the purpose of the study, its duration, nature and consequences of research influences, rights and obligations of the parties, the limits of confidentiality, and also fixed the right of participants to refuse to participate in the study and withdraw at any stage.

At the ascertaining stage of the research, the following methods were used to identify understanding and emotional attitude to moral social norms of pupils with intellectual disabilities: theoretical: comparison, generalization, and systematization of scientific and theoretical data to study the state of the problem and ways to solve it; empirical: 'Story drawings' by Matveeva and Vyboyschik, 'Finish the story' by Dermanov, Kohlberg's dilemmas in Kovalenko's adaptation; statistical: Fisher's exact test,  $\chi^2$  Mana-Whitney.

The experimental material of the diagnostic method 'Story drawings' is 8 cards depicting the positive and negative actions of peers. During the individual examination, the children were instructed: 'Arrange the pictures so that on one side are those that depict good deeds, and on the other - bad ones. Explain where did you put each picture and why. The protocol recorded the child's emotional reactions, as well as her explanations. The child gave a moral assessment of the depicted actions, demonstrating an emotional attitude to moral social norms. Particular attention was paid to assessing the adequacy of the child's emotional reactions to moral norms: a positive emotional reaction (smile, approval) to a moral act and a negative emotional reaction (condemnation, indignation) to immoral.

Quantitative analysis of the results of the test was performed according to the procedure proposed by R. Kalinin: 0 points - the child incorrectly decomposes the pictures (in one pile pictures are depicting both positive and negative actions), emotional reactions are

inadequate or absent; 1 point - the child correctly lays out the pictures, but can not justify their actions; emotional reactions are inadequate; 2 points - correctly laying out the pictures, the child justifies his actions; emotional reactions are adequate, but weakly expressed; 3 points - the child justifies his choice (calls the moral norm); emotional reactions are adequate, bright, manifested in facial expressions, active gestures, etc.

According to the results of diagnostic tasks of psychodiagnostic methods, 4 groups of children were identified:

Group 1 (0 points) - children who show inadequate emotional attitude to moral norms, understanding, and verbalization of their essence are absent, children incorrectly decompose pictures (in one pile are pictures depicting both positive and negative actions), emotional reactions are inadequate or missing.

Group 2 (1 point) - children who do not have a stable attitude to moral social norms, knowledge of the moral norm are fragmentary; demonstrate insufficient understanding and verbalization of the essence of the moral norm, they correctly decompose the pictures, but can not justify their actions; there is a lack of interest in the essence of the moral norm, emotional reactions are inadequate.

Group 3 (2 points) - children who have adequate knowledge of moral norms demonstrate their understanding, but the emotional attitude to them is not clear, they correctly layout the pictures, justify their actions; emotional reactions are adequate, but weakly expressed. There is an interest in the essence of the moral norm, the presence of positive reactions to it.

Group 4 (3 points) - children demonstrate an adequate emotional attitude to moral norms, completeness, and adequacy of verbal disclosure of the essence of the moral norm, in the process of performing the diagnostic task justify their choice, call the moral norm; emotional reactions are adequate, bright, manifested in facial expressions, active gestures.

The purpose of the method "Finish the story" is to identify attitudes toward moral social norms and actions of the subjects, to determine the formation of moral norms. The method was as follows: the pupil was offered test material in the form of stories of moral orientation. Before conducting the method in an individual form, the experimenter gives a clear instruction: 'I will tell you stories, and you must finish them'. The results of the test were processed according to Kalina's scheme.

The purpose of the diagnostic technique Using the 'Assess Behavior' technique is to identify the ability to evaluate behavior according to given moral norms. The diagnostic set includes 19 situations, 9 of them - with positive actions, but outwardly unattractive characters, and 10 - with the negative action of outwardly tidy children. The technique is done individually, the child is given the following instructions: 'I will now show you different pictures. They depict children, boys, and girls doing something. You must look closely at the pictures and say what is good or bad.'

Processing the results of children's answers, they were divided into three groups.

Group 1 - children who evaluate the heroes of the pictures only based on their appearance, their likes, and dislikes. In their comments, which accompany the assessment, it is also mainly about the appearance and attractiveness of the character, while the choice itself is poorly reasoned.

Group 2 - children who do not have a stable advantage in assessing the behavior of the heroes of the pictures. Although the standards by which the behavior of the characters is assessed and sufficiently understood by the child, it is rather known, rather than real social experiences, as in the real behavior of children and their assessment of others, this knowledge is not present; they are isolated from the assessments that children apply to their own and others' actions.

Group 3 - children with a high level of development of social norms, well socialized, able to build and regulate their own and others' behavior. In the answers of these children, only the behavior of the characters depicted in the pictures was evaluated, although it was emphasized that their appearance did not correspond to the norm.

The diagnostic method of 'Kohlberg's Dilemma' in Kovalenko's adaptation was used to diagnose the level of development of moral judgments, understanding the content of moral social norms and emotional attitude to them. The analysis provides a qualitative assessment of the results. Based on the performed analysis, it is possible to distinguish the following levels of operation of moral judgments: post-conventional level of development of moral judgments (the norms having universal value and universality are accepted); pre-conventional level of development of moral judgments (actions are evaluated mainly on the principle of self-interest); the conventional level of development of moral judgments (when mastering the norms of only the reference group).

Therefore, at this stage, a confirmatory experiment was performed using the above-mentioned questionnaires. At the next stage of the research - generalizing - the analysis, systematization, processing of the accumulated empirical material was carried out; theoretical generalization, interpretation, and design of research results. Let's move on to the analysis of research results.

## RESULTS

Features of understanding and emotional attitude toward moral and social norms of junior pupils with intellectual disabilities. According to the results of the diagnostic tasks of the method "Story drawings" by pupils, it was found that more developed and adequate emotional attitudes to moral norms have pupils with normal development, compared to groups of pupils with intellectual disabilities (Table 1).

**Table 1.** Comparison of the formation of emotional attitudes to moral norms (by group affiliation) in pupils with normal development and intellectual disabilities (average percentage)

Group	Pupils with normative development	Pupils with intellectual disabilities	The value of the criterion
1 group	0	20,83	$\chi^2=35.08$ ; $p<0.01$
2 group	4,17	16,67	
3 group	16,67	41,67	
4 group	79,17	20,83	

Source: Search data.

The table shows that compared to children with normal development, most of whom in all years of study belongs to the fourth group (1st grade - 66.67%; 2nd grade - 75%, 3rd grade - 83.33, 4th grade - 91, 67%), children with intellectual disabilities have a significant variance by group affiliation. Thus, the obtained data show that 1st-grade pupils with intellectual disabilities have a single, insufficiently detailed knowledge of socio-moral norms. At the same time, they show insufficient understanding, and the ability to verbalize their essence, emotional attitude to moral norms are inadequate. Pupils in grades 3-4 show knowledge of only some characteristics of moral and social norms. At the same time, there is an understanding of their essence, although it is incomplete and adequate. Unlike primary pupils with intellectual disabilities, pupils in grades 1-2 with normative development demonstrate a firm, unwavering, and clear understanding of the essence of good and bad deeds, as well as primary pupils with intellectual disabilities, they divide all actions into two categories - good and bad - and do not see any halftones in moral judgments. Pupils in grades 3-4 with normative development tend to have a more differentiated assessment of the act, they attach more importance to intentions and judge

actions by intentions, compared to children with intellectual disabilities, as evidenced by significant differences in Fisher's exact test in all years of primary school.

Here is an example of children's answers, Peter M. 1st grade pupil with normative development: 'This boy cut paper from a notebook - it's bad', Katya Sh. 3rd-grade pupil: 'If this boy cuts paper from a notebook in class and does not listen to the teacher - it's bad, and if he does homework in a labor lesson - it's good ', Svetlana K., a pupil of 4th grade: ' Here the older boy brags about what pike he caught. Bragging is bad. But perhaps the boy shows how big a fish can be. Now the little boy will know. '



The obtained data show that with age the ideas of children with normative development about moral norms change from moral realism to moral relativism, the ideas of children with intellectual disabilities are still at the stage of moral realism, ie these children do not understand that people's behavior should be evaluated not only by its consequences but also for reasons (VERZHYKHOVSKA, 2016; SYNIOV, 1977).

A comparative analysis of the data obtained on the emotional attitude to moral norms in pupils with intellectual disabilities and normative development shows that its characteristics (nature of attitude, its stability, effectiveness) undergo certain positive changes during education in grades 1-4. It should be noted the higher positive dynamics in pupils with normative development than in pupils with intellectual disabilities (Table 2).

**Table 2.** Comparison of understanding and emotional attitude to moral norms (by group affiliation) in pupils with normal development and intellectual disabilities (in%)

Grade	Group	Pupils with normative development	Pupils with intellectual disabilities	Reliability criterion
1	1 group	-	25	p=0,001
	2 group	8,33	25	
	3 group	25	50	
	4 group	66,67	-	
2	1 group	-	25	p=0,027
	2 group	8,33	25	
	3 group	16,67	33,67	
	4 group	75	16,67	
3	1 group	-	16,67	p=0,02
	2 group	-	16,67	
	3 group	16,67	41,67	
	4 group	83,33	25	
4	1 group	-	16,67	p=0,033
	2 group	-	-	
	3 group	8,33	41,67	
	4 group	91,67	41,67	

Source: Search data.

The table shows that a significant proportion of 1st-grade pupils with intellectual disabilities (25%) demonstrates an indifferent emotional attitude to moral norms, understanding, and verbalization of their essence are absent, the moral norm does not provoke social experiences. It is the lack of a system of moral knowledge that underlies the beliefs and motives of behavior, leads to a deformation of the child's behavior (GRYGORIEVA, 2011). During the diagnostic task, these children in one pile made plot drawings depicting both good and bad deeds did not provide explanations of their actions. In particular, Anna B., despite the instructions, began breaking down the drawings into groups of two based on latent features, without distinguishing between good and bad deeds, which indicates a child's lack of knowledge about moral norms. It is the lack of theoretical information about moral and social norms of behavior, according to Syniov (2007) does not allow children with intellectual disabilities to fully analyze human actions, to establish adequate links between motives and performance.

Only under the condition of constant organizing help in the decomposition of the plot drawings did the children give one-word comments on the actions: 'Play', 'Fish', 'Fight', 'Sit'. The children did not understand the moral meaning of the act, there is no emotional attitude to the norms, the children showed a simplified description of what is depicted in the picture. No adequate emotional assessment of the depicted act could be given. However, during primary school education, the number of such responses of children decreases significantly under the influence of correctional education and upbringing, which is evidence of the development of the ability to more adequately assess performance.

In the first year of study, some of the children's answers (25%) also belong to the second group. Instead of evaluating the action depicted in the picture, the children proceeded to describe the image. For example, 'A boy pulls from one side and another from the other' (fight), 'A boy hands a boy a toy', 'A boy sits and thinks', 'A boy cuts paper'. Although these children correctly classified the actions into 'good' and 'bad' groups, they could not justify their actions; emotional reactions were inadequate, in particular, a positive emotional

reaction (smile, approval, etc.) to an immoral act and a negative emotional reaction (condemnation, indignation, etc.) to a moral one could be observed. Here are some examples of children's judgments: 'Here the boy opens the door to the girl. The act seems normal. Fun. Now the girls are impudent, they will pass themselves', 'Here the girl herself eats sweets - thirst. Although, she will have little candy herself, let her eat. '

However, 50% of the responses of 1st grade with intellectual disabilities on the indicator 'emotional attitude to moral norms' can be attributed to the third group. The children of this group not only arranged the drawings correctly into two groups but also gave adequate explanations of the situation to be analyzed. For example: 'Boys fight for a horse. Badly'; 'The girl treats friends. She's not greedy, that's good'; 'The boy cuts a notebook with scissors. Badly'. Despite the simplicity of the statements, this group of children substantiated their opinion, emotional reactions were adequate, but weakly expressed. The study found that only among second-graders with intellectual disabilities are children, whose 'emotional attitude to moral norms' can be attributed to the fourth group (16.67%). Despite the small number of concepts of moral and ethical content in the dictionary, inaccuracy, primitive understanding of their meaning, a small number of qualities used to describe, this group of children formed an adequate emotional attitude to moral and social norms. During the diagnostic task, children demonstrated the openness of the form of facial expressions, giving an adequate moral assessment of the act depicted in the figure. Here are some examples of children's statements. Anna W.: 'It's bad. The girl secretly eats a cake - greed', Alexander M.: 'You can't cut a notebook with scissors. It is a school. It's bad', 'You can't fight. It's bad and painful. I know', Iryna K.: 'Children play together. It's good'.

It was found that the majority of pupils with intellectual disabilities of the fourth grade in terms of emotional attitude to moral norms belong to the third (41.67%) and fourth (41.67%) groups. Therefore, during the period of primary school education in pupils with intellectual disabilities decreases the specificity, situational of assessment, increases the ability to justify it, increases independence and generalization. At the same time, with the positive direction of increasing the adequacy of moral assessments in children, their understanding and adequate emotional attitude continue to remain low, compared with the group of pupils with normative development.

Features of understanding and emotional attitude to the moral and social norms of secondary school pupils with intellectual disabilities

The study analyses the results of pupils in 5-8 grades with intellectual disabilities in the diagnostic tasks of the 'Finish History' method. The results of performing diagnostic tasks of psychodiagnostic methods indicate a lack of understanding and emotional attitude to the moral and social norms of pupils with intellectual disabilities. According to the results of the diagnostic method 'Finish the story', 3 groups of children were identified, according to the degree of understanding and formation of emotional attitude to the moral norms and actions of the subjects (Table 3).

**Table 3.** Comparison of emotional attitude to moral norms (by group affiliation) of pupils with normal development and intellectual disabilities of primary school age (in %) according to the results of the method 'Finish history'

Group	Pupils with normal development	Pupils with intellectual disabilities	The value of the criterion
1 group	0	20,83	$\chi^2=48.09$ ; $p<0.01$
2 group	32,29	36,46	
3 group	67,71	42,71	

Source: Search data.

The first group included pupils with intellectual disabilities with a low degree of emotional attitude to moral norms (20.83%). These children experienced significant difficulties in expressing their opinions due to limited vocabulary and lack of life experience (they cannot give an expanded description of the situation, give an example). Thus, Yura M., 12 years old, finishing the story, replied 'Katya will not give her doll to her sister because her mother gave it to her'. He demonstrated indifference to the presented situation. No responses belonging to this group were identified among primary school children with normative development.

The second group includes 36.46% of the answers of pupils with intellectual disabilities, who adequately assessed the actions of the subjects, called the moral social norm, but had little difficulty justifying the answer. Misha O., 13 years old, responded to the proposed story: 'Sasha will not give Lyuba a pencil because he also should draw', this answer also indicates that certain available moral knowledge is not used correctly, the child responds as he would himself. Among the answers of pupils with normative development to the second group can be attributed to 32.29%. These pupils adequately assessed the situation and completed the story, but used simplified phrases, did not express a clear emotional attitude to moral norms.

The answers of pupils with intellectual disabilities of the 3rd group were 42.71% and they called the moral norm, correctly assessed the actions of subjects, showed an understanding of the motive for their behavior in relationships, substantiate their judgments, establish causal connections between the motive of the action and its result. For example, Vika S., 14 years old, after listening to the story, replied 'Olya will help to collect the cubes because she is good. This response of the girl indicates the formation of an understanding of moral norms and an adequate emotional attitude. Arthur K., 12, said 'Olya will say that it will help to collect the cubes because helping others is good'; Olya N., 13 years old: 'Peter told his father that he broke the toy because Peter is honest' testify that pupils correctly name the moral norm, establish the moral quality of a person, adequately assess the behavior of the subject. Among the answers of pupils with normative development, the majority was referred to the 3rd group (67.71%). These children responded with more detailed phrases, provided an adequate assessment of the situation, consistently and logically completed the story, and expressed themselves emotionally and expressively.

The development of the ability to understand and emotional attitude to moral norms among middle school children with normative development and intellectual disabilities is shown in Table 4.

**Table 4.** Comparison of understanding and emotional attitude to moral norms (by group affiliation) of secondary school children with normal development and intellectual disabilities by years of secondary school (in %) according to the results of the method 'Finish history'.

Grade	Group	Pupils with normative development	Pupils with intellectual disabilities	Reliability criterion
5	1 group	-	37,5	p=0,033
	2 group	70,83	41,67	
	3 group	29,17	20,83	
6	1 group	-	25	p=0,02
	2 group	41,67	50	
	3 group	58,33	25	
7	1 group	-	12,5	p=0,02
	2 group	12,5	37,5	
	3 group	87,5	50	
8	1 group	-	8,33	p=0,001
	2 group	4,17	16,67	
	3 group	95,83	75	

Source: Search data.

The table shows that there are significant differences between the development of comprehension and emotional attitude toward moral norms among middle school children with normative development and intellectual disabilities, which is manifested in insufficient positive dynamics of this process and qualitative originality, which is manifested in the reduced emotional attitude to moral social norms, children understand them as a rule of conduct, but this attitude has not yet acquired the character of moral beliefs.

To study the child's ability to evaluate behavior according to the given moral and social norms, the method of "Evaluate behavior" was conducted. According to the results of diagnostic tasks, it was found that 20.83% of the answers of middle school children with intellectual disabilities are in the first group. These children have unconscious knowledge of moral and social norms. The pupils mainly paid attention to the appearance and attractiveness of the characters, did not give a moral assessment of the act, and the pupils themselves did not argue much about the choice. In some cases, pupils refused to complete the task. For example, Sasha M., 12 years old, looked at the picture for a long time and then said 'This boy is dirty', or Olya, 14 years old, answered 'Bad, I do not like this boy', to the



question: 'Why ? ', silent, such a reaction of pupils indicates that they can not justify why the act is good or bad, knowledge of moral norms is insufficient, evaluates the appearance of the subject, not his act. Among the answers of pupils with normative development, none were assigned to this group.

The second group included 50% of responses of pupils with intellectual disabilities, who assessed the behavior of subjects, adequately responded to the moral aspect of the act, but could not express their views on why this behavior is a positive example for others, and another is bad. For example, most children looking at a picture where a boy wanted to hang a bird feeder, to the question: 'What act does the boy do, good or bad?', The children answered: Yana Z., 12 years old: 'The act is good, the boy will make a feeder for birds so that they had something to eat ', the girl did not pay attention to the appearance of the character, but answered according to what the subject was doing in the picture. Bogdan T., 12, said 'The boy will build a house for birds, it is a good deed. I do the same ', the answer was positive, adequate, and accompanied by a smile, it shows that the behavior depicted in the picture is understandable to the pupil, so he has some knowledge about moral and social norms. Some pupils answered the following: Katya. L., 13 years old, answered 'The boy will break the feeder', gestures were observed and facial expressions could be seen that the girl negatively evaluates the subject's action, such a reaction may indicate that Katya's knowledge of moral norms is aware. Among the responses of children with normative development of middle school age, this group included 36.46%. These children easily described the moral content of the character's action in the picture, but they did not pay attention to latent features such as clean clothes and tidiness.

The third group consisted of 29.17% of responses of pupils with intellectual disabilities who had an adequate emotional attitude to moral social norms and the development of social norms. For example, Maxim D., 15 years old, assessed the subject's behavior and said 'A boy tears a book, it's a bad deed, books can't be torn', and Olena R., 15, said 'boy burns, it's a bad deed because smoking is harmful to health ', children's behavior was adequate, pupils' facial expressions showed that pupils are outraged by the actions of the heroes and condemn their behavior. Among the responses of children with normative development, the majority (63.54%) was assigned to this group. However, in contrast to the responses of children with intellectual disabilities in this group, these responses indicated not only an understanding of the moral meaning of the act but also an emphasis on latent traits. That is, the children assessed the moral meaning of the act, also emphasizing the neatness of the characters.

Thus, the analysis of the development of the ability to understand and emotional attitude to moral social norms indicates that most middle school children have formed moral social norms, but do not show a clear emotional attitude to them, which significantly affects the formation of their moral beliefs and compliance with these norms in their behavior (SHISHMENTSEV, 2015).

Features of understanding and emotional attitude toward the moral and social norms of children of senior school age with intellectual disabilities

According to the results of diagnostic tasks of the method of L. Kolberg's Dilemma in V. Kovalenko's adaptation, it is established that the majority of senior school children with intellectual disabilities (71.88%) are at the pre-conventional level of development of moral judgments characterized by egocentrism. Pupils with intellectual disabilities evaluated actions mainly on the principle of personal gain. Thus, answering the questions of the first dilemma, Sashko L., 17 years old, answered 'He did the right thing by stealing medicine, otherwise she would have died. And the pharmacist himself is to blame, it was necessary to reduce the price '; Sofiyka K. : 'He did the right thing by stealing. He loved her. If he did not love, he would not steal '; Serhiy P. : 'He did the right thing by stealing. I would also steal. Even if my dog got sick. ' The children did not try finding another behavior. It indicates moral norms formed in schoolchildren, but in their behavior, children do not try following them if it is not in their interests. Children's answers to the presented dilemmas indicate the instability of evaluative considerations about moral norms. In addition, affirmative questions, such as: 'Stealing is illegal. Is this theft a bad thing? ', The children began to hesitate and tried asking

the experimenter's opinion on the matter, which indicates the increased suggestibility of these children. He mentioned the existence of a divergence between the social significance of a moral social norm and a specific meaning in his research (SYNIOV, SEVEROV, 1977).

Instead, 17.71% of the responses of senior pupils with intellectual disabilities indicated a conventional level of development of moral judgments. These children substantiated the requirement to comply with the moral social norm and the legal social norm through compliance with the standards of behavior of the social group, reliance on its authority. These norms are accepted as external restraints or as the norm of the community with which the child identifies. The act was assessed solely based on consequences, without taking into account its motive. Here is an example: Serhiy I., 16 years old (dilemma 2): 'A policeman should not report to an acquaintance. He was talking. He knows this guy. No one will respect this policeman anymore.' Polina R., 18 (dilemma 6): 'Tanya should not tell her mother that Dasha lied about money. Dasha earned the same. Mom doesn't need to know about the lie, don't promise.' It is the lack of understanding of moral and ethical norms of behavior, according to Syniyov and Severov (1977), does not allow senior pupils with intellectual disabilities to fully analyze human actions, to establish accurate links between motives and performance. There was no post-conventional level of development of moral judgments among the answers of children with intellectual disabilities.

Instead, the majority of responses of senior pupils with normative development was attributed to the conventional level of development of moral judgments (87.5%). These children know the meaning of moral norms, but do not recognize their absoluteness. Thus, Victoria H., 16 years old (dilemma 1) answered 'It is possible to steal for the sake of saving lives. Even if it is illegal. For a person, theft is bad. But it's for salvation.' Ivanka P., 15 years old (dilemma 6): 'The girl must tell herself that she lied and went to the concert. And the sister must be silent because it is not her secret, but the sister's secret. It was necessary not to go to the concert, but to talk openly with my mother. The truth will come out anyway, and there will be no more trust in the relationship.'

Among the answers of pupils with normative development are also those (12.5%) that indicate a post-conventional level of development of moral judgments. These children reflect on the content of the moral norm, act following their principles, respecting the rights of others. Children's answers indicate that they realize that there is nothing right or wrong in the world and that the morality of an act depends not so much on its consequences as on a person's intentions. Peter G., 15 years old (dilemma 4), answered 'A person has the right to choose whether he wants to live or not. If the doctor fulfills the last wish of the patient, he cannot be guilty. I believe that this norm should be legalized in our country.' Alina R., 16 (dilemma 7): 'I believe that a captain has the right to appoint someone who can blow up a bridge. However, it is not human. Because a person must go to certain death. Therefore, it is better to rely on fate and cast lots. The captain must stay because only he can save the sailors. And if the person appointed by the commander refuses - it is incorrect. It's not a military charter.'

Therefore, significant differences were found between the levels of moral judgments development in senior pupils with normative development and intellectual disabilities ( $\chi^2 = 6.31$ ;  $p = 0.05$ ). The peculiarity of moral judgments of pupils with intellectual disabilities is that children saw the rules as fixed and based their moral judgments on the consequences and personal (egocentric) interests, views of pupils with normative development were more flexible, and their judgments were based on intentions and social interests. However, it should be noted that children with intellectual disabilities during school-age increase the ability to understand moral norms, emotional attitude toward them becomes more pronounced, reduce the specificity, situational moral evaluation of actions, formed the ability to assess the moral content of the act not only by consequences but and for the reasons that provoke him. At the same time, the moral judgment of senior pupils with intellectual disabilities is characterized by egocentrism. Children are not ready to give up their interests for the sake of public interests. In assessing behavior following moral and social norms, senior pupils are guided by the requirement to follow the rules of group standards to maintain authority. However, with the general positive dynamics of the development of the ability to understand and the adequacy of emotional attitude to moral social norms, these

children are characterized by the syncretism of moral ideas, they significantly lag behind the development of children with normative development.'

## DISCUSSION

Thus, children with intellectual disabilities have significant difficulties in understanding the moral content and assessment of the act, which negatively affects the formation of their moral beliefs and socio-normative behavior (VERZHIKHOVSKAYA, 2016; SYNIOV, 2007). Having insufficient knowledge of the moral norm, they did not acquire a state of moral convictions in middle school age. The obtained results showed that most pupils have fragmentary, undifferentiated, syncretic knowledge about the essence of moral norms; there is a lack of understanding of the moral content of situations. Primary pupils with intellectual disabilities are characterized by situational, insufficiently aware, and uncritical attitude to moral social norms, children are unable to adequately emotionally assess the essence of moral norms and build relationships on moral principles, they are prone to suggestion, mechanical imitation.

It should be noted that the results show that most pupils in grades 5–8 with intellectual disabilities do not sufficiently understand the essence of moral norms and qualities (kindness, sensitivity, tolerance, compassion, honesty, respect, politeness, friendliness). They have difficulty analyzing, comparing, determining essential features, substantiating opinions. It is due to intellectual disabilities, i.e. underdevelopment of mental operations (analysis, synthesis, underdeveloped ability to abstract, generalize, establish causal relationships), limited vocabulary (detailed statements in vocabulary, usually no experience), and lack of life (can not give an expanded description of moral social norms, rules of conduct and give an example).

More often, the moral judgments of senior pupils with intellectual disabilities characterized by egocentrism and are at the pre-conventional level of development, less often acquire the character of the conventional level. These judgments are not based on personal, internal moral code and are influenced by other people's opinions or public expectations.

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### Features of understanding and emotional attitude toward the moral and social norms of pupils with intellectual disabilities

Características de compreensão e atitude emocional em relação às normas morais e sociais de alunos com deficiência intelectual

Características de comprensión y actitud emocional hacia las normas morales y sociales de los alumnos con discapacidad intelectual

#### Resumo

O artigo apresenta os resultados das características da compreensão e atitude emocional em relação às normas morais e sociais dos estudantes com deficiência intelectual durante o ensino fundamental, médio e superior. A pesquisa foi realizada durante as etapas de investigação analítica, busca analítica e generalização. Estabelece-se que os alunos com deficiência intelectual têm uma atitude situacional, insuficientemente consciente, uma atitude acrítica em relação às normas sociais morais. No ensino médio, crianças com deficiência intelectual não entendem suficientemente a essência das normas e qualidades morais, têm dificuldade em analisar, comparar, determinar suas características essenciais, fundamentar suas opiniões. No ensino médio, crianças com deficiência intelectual demonstram conhecimento de normas morais e sociais, mas seus julgamentos morais são caracterizados pelo auto centrismo e estão no nível pré-convencional de desenvolvimento, adquirindo menos frequentemente o caráter do nível convencional.

**Palavras-chave:** Normas sociais e morais. Deficiência intelectual. Socialização. Adaptação social.

#### Abstract

The article presents the results of the features of understanding and emotional attitude toward the moral and social norms of pupils with intellectual disabilities during primary, secondary, and senior school. The research was carried out during the analytical-ascertaining, analytical-searching, and generalizing stages. It is established that pupils with intellectual disabilities have a situational, insufficiently aware, an uncritical attitude toward moral social norms. In secondary school, children with intellectual disabilities do not sufficiently understand the essence of moral norms and qualities, have difficulty analyzing, comparing, determining their essential features, substantiating their opinions. At senior school, children with intellectual disabilities demonstrate knowledge of moral and social norms, but their moral judgments are characterized by egocentrism and are at the pre-conventional level of development, less often acquire the character of the conventional level.

**Keywords:** Social and moral norms. Intellectual disabilities. Socialization. Social adaptation.

#### Resumen

El artículo presenta los resultados de las características de comprensión y actitud emocional hacia las normas morales y sociales de los alumnos con discapacidad intelectual durante la escuela primaria, secundaria y superior. La investigación se llevó a cabo durante las etapas analítico-determinante, analítica-búsqueda y generalizadora. Se establece que los alumnos con discapacidad intelectual tienen una actitud situacional, insuficientemente consciente, acrítica hacia las normas sociales morales. En la escuela secundaria, los niños con discapacidad intelectual no comprenden suficientemente la esencia de las normas y cualidades morales, tienen dificultades para analizar, comparar, determinar sus características esenciales y fundamentar sus opiniones. En la escuela superior, los niños con discapacidad intelectual demuestran conocimiento de las normas morales y sociales, pero sus juicios morales se caracterizan por el egocentrismo y están en el nivel de desarrollo preconvencional, con menos frecuencia adquieren el carácter del nivel convencional.

**Palabras-clave:** Normas sociales y morales. Discapacidad intelectual. Socialización. Adaptación social.