



**Special Aspects of the  
Emotional Sphere of the  
Students with Intellectual  
Disability**

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An illustration of four children and a teddy bear peeking over a large, white, rounded banner. The children are smiling and looking towards the viewer. One child on the left has their hand raised. A teddy bear is visible between the children. The banner has a dark brown border and contains the text "Emotions and Feelings" in a pink, serif font.

# Emotions and Feelings



**Emotions  
and Feelings**  
**are one of the  
forms of  
reflection of the  
real world**



## **Emotions and Feelings**

**present not a reflection of the objects and phenomenon of reality themselves but of their relationship to the needs and motives of human activity**

The physiological basis of emotions is the interaction of bonds formed in the cerebral cortex and in the subcortical region.

Subcortical processes play a significant role, although the leading role still belongs to the cortex **cortex.**





**In this regard human emotions and feelings are closely interconnected with all the cognitive activity.**

**Human emotions and feelings are inseparable from the human mind.**

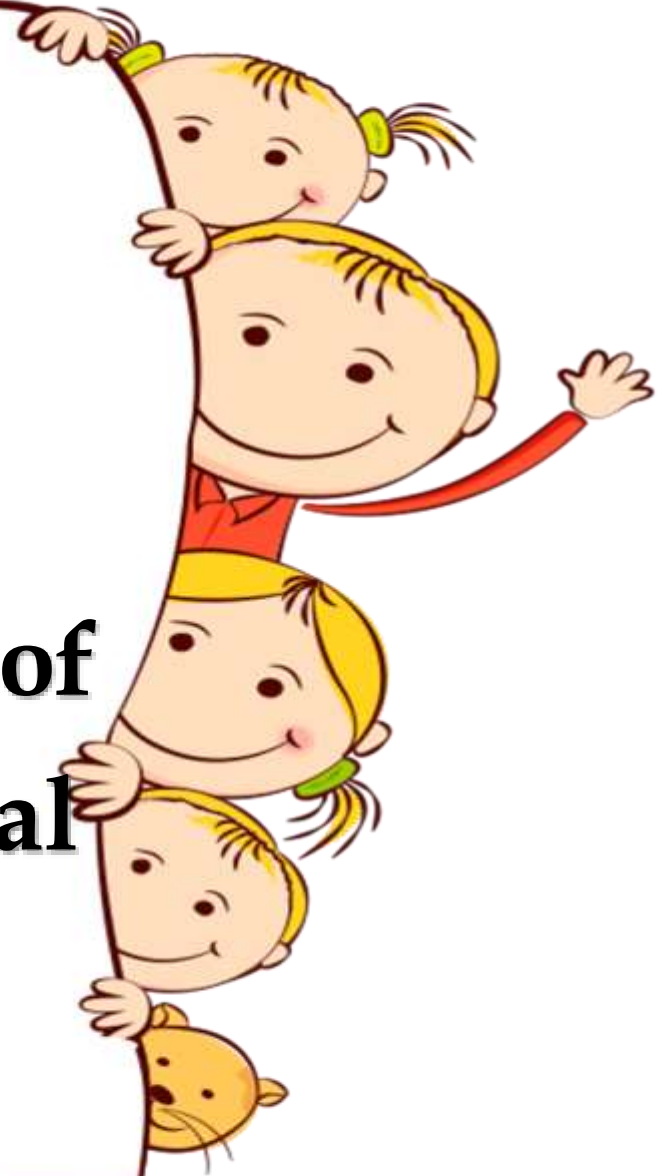


**The weakening of the activity of the entire central nervous system and the decrease in the level and rate of the mental development of students with intellectual disability give to its emotional processes a number of significant peculiarities.**



# Significant Peculiarities

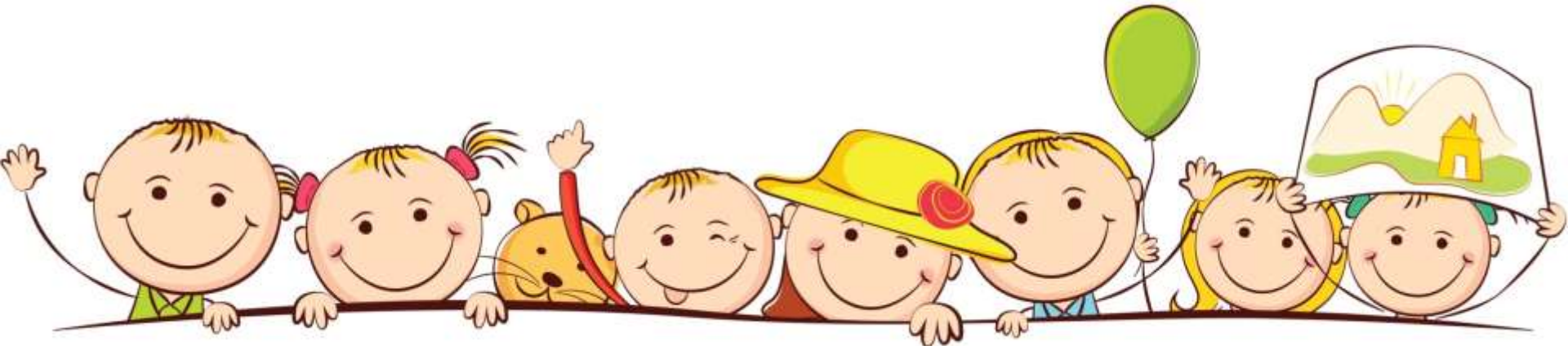
of the emotional sphere of  
students with intellectual  
disability





# 1. Emotional Immaturity

**which is explained by weak intellectual emotion regulation caused by the underdevelopment of cognitive activity**



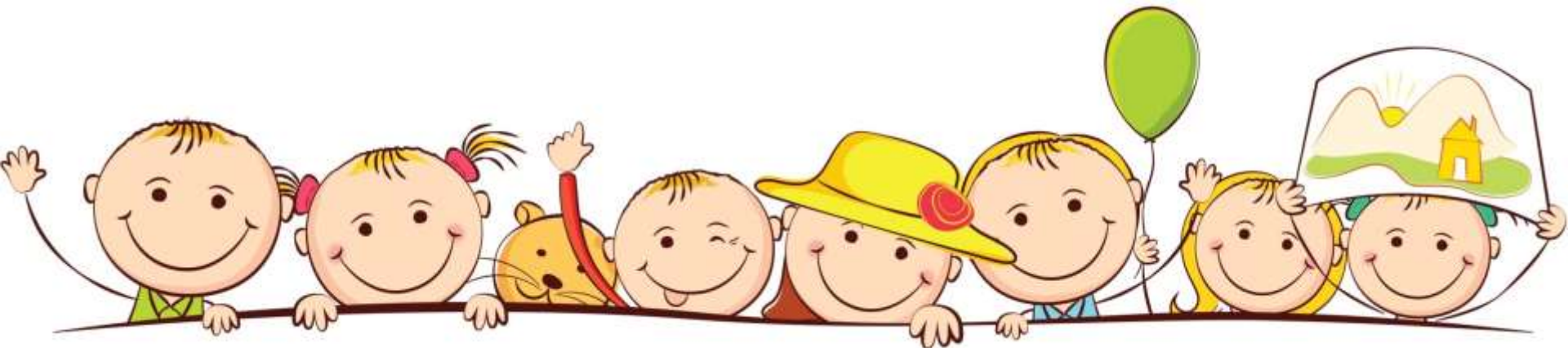


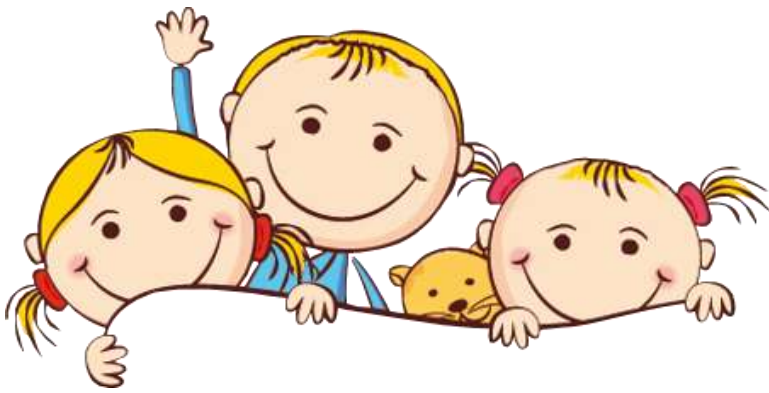
**Emotional immaturity appears**  
in insufficient  
differentiation of emotions  
(*primitive feelings, small  
emotional range*).

Experienced emotions  
and feelings often do not  
correspond in strength and  
dynamics to external  
influences.

Some of the students with intellectual disability undergo any serious life events easily and superficially. For the others, on the contrary, an insignificant occasion can cause higher emotional experience.

The students do not understand the true meaning of the life events. They are not able to give up any of their desires in spite of their obvious pointlessness.





**For these students, rapid emotional fluctuation is common.**

**Weak emotion regulation does not allow the students to change emotions according to the situation.**

**Emotional immaturity is reflected in impulsive behavior, in a tendency to affective states, in bursts of irritation, anger, etc.**

# 2. Highest spiritual emotions are being developed late and with difficulty

**since their formation requires the confluence of thoughts and feelings**







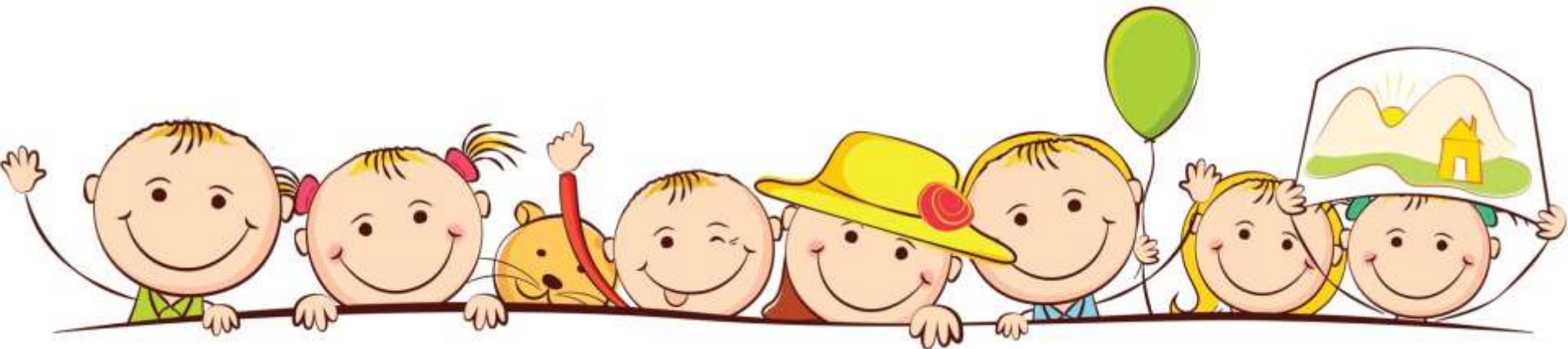
# Difficulties in the formation of moral emotions

which are based on relevant moral concepts and ideas.

The formation of formal emotions is complicated by the underdevelopment of the ability *to generalize* and *to abstract*.



*Moral concepts and norms* that students could be guided by in the evaluation of their actions are hard to develop and pass into emotional experiences.



Intellectual disability interferes with the development of **moral** feelings.

This causes the student's attitude to their own behavior to be uncritical. Therefore, the violations of the most elementary moral principles take place.





**However,  
highest emotions can be  
taught to the students with  
intellectual disability**



**But the truth is that highest emotions can be formed at a more elementary level than of the students with normative development.**

**A sense of duty, honor, conscience, responsibility, even among high school students with intellectual disability can not be entirely formed.**

**This happens due to the fact that moral concepts for such students are not filled with specific meaning. The students do not understand the complexity of moral relationships between people.**

**The students do not know how to correlate social requirements with their own needs, feelings and actions.**

**Therefore, the education of highest emotions is combined with the formation of highest spiritual needs.**





**Work on the formation of highest emotions is a necessary part of the correctional and pedagogical work.**

**Otherwise, basic emotions become persistent and leave an imprint on the motives of activity and behavior of the students with intellectual disability.**

# **Correctional and pedagogical work**

**on emotional development of the students with intellectual disability include:**

- **development of visual, auditory, tactile, vestibular, olfactory, tactile perceptions;**
- **development of expressive gestures and facial expressions;**
- **formation of skills to solve social and emotional problems;**
- **formation of relaxation skills.**



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