

REFLECTIVE ACTIVITY IN THE SYSTEM OF CORRECTIONAL AND PEDAGOGICAL WORK ON THE FORMATION OF SOCIAL EMOTIONS OF STUDENTS WITH INTELLECTUAL DISABILITY

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Abstract. The article presents a description of the reflective activity organized in the system of correctional and pedagogical work on the formation of social emotions in students with mild intellectual disability.

Keywords: formation; social emotions; reflective activity; remedial lessons.

The modern social order in the field of education has brought to the fore a systematic-activity approach, provided by updating the purpose, content and means of education with the obligatory creation of conditions that initiate students' actions for self-development. In special education, this trend finds expression in filling the content of correctional and pedagogical work with existential meanings, aimed not only at improving the cognitive activity of students with special needs of psychophysical development, but also at the qualitative transformation of their emotional, motivational and existential spheres, at the formation of social behaviour.

One of the stages of correctional and pedagogical work on the development of the emotional sphere of students with intellectual disabilities is the formation of social emotions. L. S. Vygotsky, pointing out the extreme complexity of the structure of intellectual underdevelopment, determined the place of emotional disorders in this structure and outlined the path for the formation of social emotions [1].

Social emotions are the product of socialisation. They are formed due to the complex interdependent influence of external and internal determinants of emotional development and are the highest phase of the ontogeny of emotions. The systematic-activity approach in correctional and pedagogical work on the formation of social emotions in students with intellectual disabilities assumes compliance with certain conditions. First, it is necessary to take into account the general and specific characteristics of the emotional development of students in this category. Secondly, we need to develop an effective methodology focused on the transformation of experiences of an affective-organismal level into experiences of a higher order, contributing to the establishment of stable emotional relationships with the social world. Thirdly, the approach assumes the use of specific activities that contribute to a qualitative transformation, enrichment of the spectrum of emotions at each stage of their ontogenesis. The implementation of the systematic-activity approach in correctional and pedagogical work with teenager students with mild intellectual disabilities is ensured by involving them in playing, evaluative, debatable and reflective activities. Each of these activities involves the emergence of a variety of experiences that enrich the process of emotional development. At the same time, the emergence of social emotions is facilitated by modeling and analysis of life situations that reflect the

characteristics of social and emotional relationships with people around, i.e., reflective activity.

Reflective activity is understood as the process and result of self-reflection made by the participants of pedagogical interaction of their behavior, their mental states and their own practical experience [2]. Since reflective activity teaches to analyse one's own emotional state, evaluate one's own emotions, helps to build an active attitude towards others, it reveals and deepens the subjective content of an individual. Reflective activity in the work on the formation of social emotions consists in the *expression and introspection of socially conditioned emotional experiences, social behaviour while realising one's activity* [3]. The leading methods of reflective activity are an observation, an analysis, an evaluation, drawing up an emotional portrait.

In accordance with our methodology, teenager students with intellectual disabilities are included in reflective activity at all stages of the remedial lesson: the development of an adequate emotional response, social and emotional development, and relaxation [4]. Moreover, it is taken into account that interest in what is happening and ongoing activities is determined by emotional perception and largely depends on the situation. This is the so-called situational activity, characterized by a rapid loss of interest after solving a particular problem. This situation is due to the lack of stable skills of independent work in students with intellectual disabilities and their preference for reproductive activities; it requires a fundamental selection of methods, techniques and means of forming social emotions.

Filling in «The Calendar of Emotions» precedes the remedial lesson. The essence of reflective activity at this stage is a kind of introspection of students' emotional state, carried out with the help of colour diagnostics. The teacher asks students to assess their mood one by one. The following questions are used to start the exercise: “What was your mood when you came to class?”, “What is your mood right now?”, “How do you feel?”. Then the students are asked to choose a colour that matches their mood and «mark» their emotional state in the *Calendar* with this colour. «Marking» involves painting over a certain segment in the paper calendar with a pencil, a felt-tip pen, or using a colored symbol (a flower, a bird, a petal, etc.) in the layout calendar for the same purpose. For emotional reflection, the following assessment options are used:

- a joyful, cheerful mood – yellow colour;
- well-balanced, calm – green colour;
- anxious, nervous – purple colour;
- angry, aggressive – black colour.

The success of this work is facilitated by the involvement of students in the mutual assessment of their emotional state. This technique improves reflective activity, as it requires attention to classmates, their experiences and the reasons for these experiences, demonstration of communicative behaviour skills. For example, a student comes to class in a good, even elated mood, but marks his condition with black on purpose. The defectologist clarifies the reason why the child chose this colour, and finds out that the student decided to play a joke. Then the teacher gets involved in the situation, does not criticise, but draws the classmates' attention to their friend's emotional state and asks to give an assessment to this student. As practice has shown,

such situations arise when students have mastered the self-assessment algorithm. The desire to play a joke shows positive changes in correctional and pedagogical work, because humour is a sign of social emotions.

The formation of social emotions requires a sufficient level of development of basic emotions; therefore, at the stage of development of an adequate emotional response, the essence of reflective activity lies in the experience and awareness of basic emotions, the activation of which will be carried out through the purposeful connection of sensory analysers. The development of an adequate emotional response involves the introduction of a sensory stimulus into the sensory field of a child, as well as the expression and awareness of the spectrum of emotions in this regard. The defectologist stimulates visual, sound, tactile, taste, olfactory sensations, and students define a sensory stimulus with a word or gesture, form their sensory experience and learn to use it in social behaviour, improve positive autostimulation skills. Whatever the technique is used – an unobtrusive sensory impact, an unpleasant sensory impact, an unexpected sensory impact, the use of a dynamic sensory stimulus, etc. – it is aimed at experiencing a certain emotion or several emotions. In the process of developing an adequate emotional response, the range of emotional experiences of students with intellectual disabilities is enriched, and the following skills are formed:

- the ability to determine the source of emotion, its modality;
- the ability to focus on emotional experiences;
- the ability to adjust the intensity of emotional response;
- the ability to differentiate subtle shades of emotional reactions.

At the stage of social and emotional development, students are involved in reflective activities when performing tasks for decoding and expressing emotions, for colour and sound projection of emotional states. Students recognise and name various mimic-pantomime formulas of emotions, and then «connect» to other people's emotional states, reproducing them according to the model, according to the conditional scheme, and the given situation. In such exercises, the receptive and reproductive levels of reflective activity predominate. For example, when completing the task «Fairytale Heroes», students first determine the emotional state of the hero of the reproduction, the illustration, the photograph, the video clip, and then, putting themselves in the place of a particular hero, express the hero's state. Such reflective introspection helps them to understand:

- what another person is experiencing;
- why the person is experiencing this particular emotional state;
- what line of behaviour the person will choose in connection with this experience.

The ability to put oneself in the place of another person arises on the basis of an innate neurophysiological mechanism due to a specially organised correctional and pedagogical work.

The culminating stage of the remedial lesson is the solution of problem situations. The inclusion of students in staging (role-playing) emotionally coloured social situations creates optimal conditions for the formation of social emotions. The student «lives» the emotional context of the situation and carries out self-observation and introspection, denoting emotions both in words and with facial expressions with pantomimic reinforcement. Solving problem situations requires a productive level

of reflexive activity. For example, the situation «At the school competition». Proposed conditions are the following: «Despite the excellent speed (of cross-country skiing, track and field running, cycling, etc.), you finished second, literally two seconds behind the leader, because he pushed you at the last turn. Everyone congratulates the winner, rocks the winner in the arms. What will you do?

- You will leave with grievance;
- You will loudly accuse the winner of dishonest behaviour;
- You will congratulate the winner together with everyone, because the guy is strong and can beat you;
- You will sincerely congratulate the winner, because he pushed you by accident;
- You will tell your physical education teacher about your feelings so that the teacher resolves the situation».

But for the formation of social emotions, it is not enough to make a choice of behaviour from the proposed one. The main thing is to role-play the situation, to complete the task «Show me what you will do».

The formation of persistent skills of reflective activity in students with intellectual disabilities is a necessary condition for understanding themselves, their experiences, and causes of their experiences. However, tasks for analysing the nature and actions of other people, heroes of literary works prevail in the work with students of this category. The tasks of a reflexive nature, offered students in the system of correctional and pedagogical work on the formation of social emotions, their emotional richness, short duration, open the way to understanding themselves and other people, allow them to overcome the stuck on reproductive activity, which is typical for situational activity of students with intellectual disabilities and develop productive activity.

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