

26. UNESCO. Inclusive Education Report 2022. Paris : UNESCO Publishing, 2022. 198 p.

3.3. Features of the Formation of the Emotional and Volitional Sphere of Children with Intellectual Development Disorders

An extremely important aspect of the formation of any personality is the focus on the development of its emotional-volitional sphere, which encompasses a set of properties that determine the content, quality and dynamics of a persons emotions and feelings, as well as the ways of regulating them. This issue is particularly relevant when working with children with psychophysical developmental disorders. The emotional-volitional sphere is a key component of their mental activity, reflecting their situational attitude to various objects and phenomena, as well as their volitional qualities that influence the child's behaviour and activity.

Let us define the essence of the concept of the emotional-volitional sphere. In the explanatory dictionary of information and educational technologies, the term emotional-volitional sphere is characterised as a system of mentally stable human properties that characterise the content, quality and dynamics of a persons emotions, feelings and will. As we can see, this term conveys the essence of what it studies – emotions, feelings, will. In addition, we can consider a number of characteristics offered by psychological and pedagogical literature: characteristic personal manifestations of will, emotions, and sensations. Manifestations of will are expressed by human abilities to correct their activities and various mental processes, and to reveal them; the sphere of psychology is related to the experience of a person who has a certain attitude to reality, to those around them and with whom they communicate. Their activities require the manifestation of certain efforts, which is called the emotional sphere, the sphere of emotions and actions.

As can be seen from the above definitions, the emotional-volitional sphere is the interconnection of emotions and will, which are at the same time independent mental processes. In everyday life, when encountering various objects or situations, a person always displays a certain attitude towards them and experiences corresponding emotions. Emotions and feelings largely regulate our relationships with other people and with society as a whole, leaving a decisive mark on the entire mental worldview of each person and thus largely determining their human values.

Therefore, it is worth noting that the structure of the emotional process in children with intellectual disabilities usually consists of the same components as in typical children: the component of emotional excitement, which determines changes in activity in the body. An increase in emotional excitement can lead to high activity and speed of motor reactions or, conversely, to a decrease in activity and indifference the importance of an emotional event for a person (positive or negative). Negative emotions can be a reaction to the activity that led to their manifestation, but they organise activity to reduce or eliminate harmful consequences. After all, a person in a negative emotional state becomes more sensitive and thoughtful.

The content and qualitative characteristics of emotions depend on the characteristics of the signal stimulation (for example, the satisfaction of a specific need, such as food or water).

In children with intellectual disabilities, this process has its own characteristics: it occurs more slowly and is often accompanied by difficulties in understanding and expressing emotions, as well as in the formation of volitional qualities.

Thus, preschool children master social forms of expressing feelings, higher feelings such as moral and ethical ones are formed; the role of emotions in their activities changes, and the concept of 'emotional anticipation' appears. This is because feelings become more conscious, generalised and arbitrary. At an early age (up to 3 years), emotional development reaches a level where the child can behave excellently, but sometimes there are sharp mood swings, as emotional states depend on physical comfort. The mood of children aged 3 to 4 begins to influence their relationships with peers and adults, as they begin to evaluate the behaviour of others. Children aged 4-5 become physically stronger and stimulate the development of psychological resilience. This period is characterised by the formation of a child's sense of duty and responsibility. Over time, children also begin to develop a sense of self-control and form skills such as setting priorities, setting goals and tasks for themselves, and planning their own activities.

This aspect is important because it ensures a high level of self-regulation and self-control of behaviour, which is necessary for successful socialisation and adaptation of the individual in society.

The youngest children in preschool institutions tend to focus on their personal needs and interests, while the oldest children in such institutions can take into account the interests and desires of other people and focus on the necessary basic goals.

Older preschool children develop individual ethical qualities. Unlike children aged 3-4, whose moral qualities are not yet formed or are almost absent, moral issues become important at an older age. At around the age of seven, children begin to understand social norms and rules of behaviour. Over time, children begin to understand their emotional reactions and behaviour and can predict their consequences. This allows them to understand the results of their own actions, react to the actions of others, and develop a readiness for responsible and good behaviour.

The earlier corrective work with the child begins, the greater the guarantee that positive changes will be more profound and the result irreversible.

The characteristics of the emotional and volitional development of children with developmental disorders depend on many factors:

Biological factors: individual characteristics of the nervous system and genetic predisposition can affect emotional sensitivity and volitional qualities. N. Kompanets notes that emotions significantly affect a person's life at both the intrapersonal and interpersonal levels. At the intrapersonal level, emotional state determines human behaviour – both consciously and subconsciously – depending on how well a person understands their own needs and values. At the interpersonal level, emotions play a

key role in recognising other people's emotions and serve as a means of expressing one's own inner state and intentions through behaviour.

Social factors: family upbringing, social environment, cultural and educational influences play a significant role in the formation of the emotional-volitional sphere. Preschool teachers play a key role in the development of the emotional-volitional sphere of preschoolers. They are among the first adults to actively interact with children over a long period of time. The effectiveness of this process largely depends on their level of professional competence, personal characteristics, and pedagogical training.

Psychological factors: personal experience, self-esteem, level of motivation and other individual characteristics influence the development of emotions and will. The emotional and volitional sphere plays a key role in the formation of a comprehensively and fully developed personality in preschool age.

Thus, the emotional-volitional sphere is a basic component of personal development, which ensures effective behavioural regulation, emotional stability and the ability to self-control in various life situations.

The study of the emotional-volitional sphere is closely related to mental processes, as well as to the age-related development of the child. In children with typical development, the emotional-volitional sphere is developed in accordance with age norms. In contrast, children with intellectual disabilities experience significant changes in the formation of emotional reactions, which are a key aspect of the mental development of children with intellectual disabilities and play an important role in their social adaptation and quality of life.

Correcting the emotional-volitional sphere will promote the socialisation of such children and the establishment of positive relationships with peers and adults. Children with intellectual disabilities, in one way or another, have psychomotor and mental development disorders, which manifest themselves in impaired motor skills, speech, hearing, vision, and short-term auditory memory; they have difficulties with reasoning, generalisation, and the formation of new skills and abilities. They start smiling, sitting, crawling, walking, and talking later than other children, and at an older age, they develop a trait that slows down their socialisation process: their emotional reactions may not always be appropriate for a given situation. For example, they may overreact to minor events or, conversely, fail to show sufficient emotional response to important situations. This is due to their cognitive development characteristics and requires additional corrective work to form more adequate emotional responses.

Modern research into specific forms, types and structures of disorders in children in unfavourable conditions that cause disorders, starting from early childhood, allows us to assert the presence of multisyndromic disorders and complex symptoms covering the speech, mental and motor spheres. This, in turn, necessitates increased attention to a person-centred approach in the education and upbringing of children with developmental disorders from the early stages of ontogenesis.

When characterising the emotional and volitional sphere, it should be noted that the volitional sphere in such individuals is usually less developed than in their typical peers. They may have difficulty concentrating, planning and performing tasks that

require sustained volitional effort. However, with proper support and motivation, they are capable of achieving their goals and demonstrating perseverance in completing tasks.

The emotional sphere of children with intellectual disabilities is formed mainly through observation. By interacting with parents who demonstrate a wide range of emotions, the child gradually learns to recognise their own moods and feelings and to express different emotional states. This helps them develop the ability to recognise, understand and reproduce the emotions they see in the behaviour of those around them.

Possible causes and factors influencing the development of the emotional and volitional sphere of children with intellectual disabilities.

First of all, it should be noted that the development of their emotional and volitional sphere depends on a complex of biological and social factors. Biological factors include genetic characteristics and the degree of damage to the central nervous system, which affect the functioning of the nervous system and brain. Social factors, on the other hand, include upbringing, level of social support, access to inclusive education and other factors. At the same time, it should be noted that a supportive social environment, support from family, teachers and specialists, as well as early intervention and corrective programmes can significantly improve these skills.

The development of communication skills is particularly important, as they are directly related to emotional expression and understanding. The functional characteristics of children with intellectual disabilities are often associated with personality immaturity, which manifests itself in the specifics of the development of the motivational, intellectual and emotional spheres.

Firstly, emotional reactions remain insufficiently differentiated for a long time, resembling the emotions of younger children. The range of emotions is limited to simple polar experiences, such as joy or sadness. Unlike typically developing children, who demonstrate a wide range of emotional nuances with age, children with intellectual disabilities often experience only basic emotions of satisfaction or dissatisfaction. The experiences of such children are characterised by simplicity and primitiveness, but at the same time by a clear expression of positive or negative emotions. These emotions do not always have a clear motivation, and children may show joy for no apparent reason or experience persistent negative emotions.

Another important feature of the emotional sphere of children with intellectual disabilities is the inadequacy and disproportionate nature of their emotional responses to external stimuli. Unlike typically developing children, who are able to restrain negative emotions such as dissatisfaction, irritation, and envy, children with intellectual disabilities demonstrate a reduced ability to control their emotions.

This is explained by the specifics of organic damage. Some children exhibit excessive lightness and superficiality of emotional responses to serious life events, as well as rapid mood swings. In others, which is more common, emotional responses are characterised by excessive intensity, even to minor stimuli. Such children have a low ability to control their emotional manifestations, which is especially characteristic of

younger school age. They often do not try to restrain their emotions. The weakness of intellectual regulation of emotions manifests itself in the inability to adjust one's own experiences to the situation and find alternative ways to satisfy one's needs.

Physical and/or emotional indifference on the part of parents or insufficient attention to the child's needs can have a negative impact on the development of the emotional and volitional sphere. Therefore, it is important to ensure a supportive family environment where the child feels supported and understood. This is because children with intellectual disabilities do not have the emotional range necessary for everyday communication. They often experience only basic emotions such as joy, sadness, and anger, and have difficulty distinguishing more subtle nuances. Children who constantly experience negative emotions may develop negative attitudes towards themselves, other people, and the world in general. This can lead to the development of anxiety, depression, and other negative psychological states: having difficulty making decisions, achieving goals, and overcoming obstacles; being indecisive, unmotivated, and easily influenced by others; acting on impulse without considering the consequences of their actions; inability to control one's impulses, lack of desire to study, work or engage in other activities.

The main task in the process of educating and raising children with developmental disorders is to ensure their successful integration into the family and social environment. A significant effect in achieving this goal can be achieved through the participation of children in group activities, which contribute not only to social adaptation but also to harmonious personal development. With proper care and a well-organised educational process, such children are capable of acquiring the same life skills as their peers with normal development.

That is why effective corrective and developmental work with children with intellectual disabilities should include:

- Emotional development: exercises in recognising and expressing emotions, developing empathy and social skills.
- Development of volitional qualities: gradually increasing the complexity of tasks that require concentration and perseverance, with mandatory positive reinforcement of successes.
- Family support: counselling parents on the specifics of their child's development, teaching effective methods of interaction and stimulating the development of the emotional and volitional sphere.
- Inclusive education: creating conditions for children with intellectual disabilities to learn together with their peers, which promotes their socialisation and the development of communication skills.
- Thus, the formation of the emotional and volitional sphere in children with intellectual disabilities is a complex process that requires an individual approach, consideration of biological and social factors, as well as close cooperation between specialists, family and society to ensure maximum adaptation and quality of life for such children.

- The development of the emotional-volitional sphere in children with intellectual disabilities is an important aspect (element) of their socialisation and adaptation to the environment. Thanks to effective psychological and pedagogical correction methods, this will contribute to the successful integration of such children into society. These include:

- Neuropsychological approaches, which are based on the study and correction of higher mental functions in children with intellectual disabilities. This approach involves the use of special exercises and tasks aimed at stimulating the work of different parts of the brain, which contributes to the improvement of cognitive processes, emotional regulation and behaviour of the child;

- Individualised learning, which is an important aspect of psychological and pedagogical work with children with intellectual disabilities. Taking into account the psychophysical development of each child allows the learning process to be adapted to their needs and abilities. This approach contributes to the development of the emotional and volitional sphere, increases motivation to learn and forms positive self-esteem.

However, along with these areas, special corrective methods should be highlighted:

- The Montessori method, which is based on creating a specially prepared environment where children can independently choose activities according to their interests and needs. The use of sensory materials promotes the development of fine motor skills, coordination of movements, concentration and independence. Activities in the Montessori room help children with special educational needs to develop cognitive and social skills, which has a positive effect on their emotional sphere;

- Art therapy is a technique that allows children with intellectual disabilities to engage in creative activities such as drawing, sculpting or music, which helps them express their emotions, reduce anxiety and develop communication skills.

- The Portage method is a comprehensive rehabilitation technique used in working with children with intellectual disabilities, aimed at stimulating their development in various areas – physical, psychological, social – as well as improving their speech and communication skills. It is based on the systematic use of special techniques and teaching materials that, through play, ensure the active involvement of the child and contribute to their progressive and gradual development. Thanks to this approach, children unlock their potential, improve their motor and cognitive abilities, develop social skills and become more independent.

- Glenn Doman's methodology is based on the concept of brain neuroplasticity – its ability to change and develop in response to stimulation. The methodologies he has created are aimed at activating the intellectual, speech and motor development of the child through systematic influence through play activities. The classes use special exercises, cards, audio materials, and games that promote the formation of new neural connections and improve various areas of the child's brain function.

- The TEACCH method is a system of organised learning that pays special attention to the organisation of the environment. Its goal is to achieve maximum independence and improve the quality of life of children with intellectual disabilities by

adapting the educational space to their specific needs. The main principle of the methodology is the harmonious combination of social integration with a specially prepared environment that promotes the development of independence. TEACCH covers comprehensive corrective work in several key areas: speech development, motor skills (both fine and gross motor skills), socialisation, cognitive processes, sensory perception, imitation abilities, and eye-hand coordination. To increase the effectiveness of learning, visual cues and structured tasks are widely used to ensure better assimilation of the material.

- The Son-Rise method is based on creating a playful and systematic environment that promotes active interaction and the holistic development of children with special educational needs. The central element of the approach is a deep belief in the potential of each child, which is realised through individualised learning based on play as the primary means of cognition and communication. Other important principles include: unconditional acceptance of the child without comparison to others, the formation of positive motivation instead of external coercion, mirroring the child's behaviour to establish emotional contact, and creating a safe and stimulating environment for the child.

- Sensory integration is a technique that involves the use of specialised methods and activities to support children with intellectual disabilities in processing sensory information, developing motor skills, and increasing awareness of their surroundings.

- Bobath therapy is an early intervention technique that uses special methods and physical exercises to promote the development of motor skills, sensory skills, and communication in children with intellectual disabilities at an early age.

- The DECO method is a set of exercises and games aimed at developing motor skills and communication skills. This technique combines physical activity and interactive games, thereby stimulating the development of motor skills, perception, and communication abilities.

Family upbringing plays a key role in the development of the emotional and volitional sphere of children with intellectual disabilities. Parents who are actively involved in the correction process create a favourable environment for the child's development. Joint activities, support and understanding contribute to the child's self-esteem, the development of their social skills and emotional stability. It is important for parents to cooperate with teachers and specialists, exchange experiences and obtain the necessary information to effectively support their child.

When working with children with intellectual disabilities, there are many methods that parents are recommended to use. These methods are based on the use of creative and playful approaches that promote emotional expression, self-control development, and improved social interactions. Special exercises are aimed at developing emotional expressiveness, recognising and naming emotions, and forming self-regulation skills. These exercises include:

Exercises for recognising emotions: using cards with images of different emotional states to teach children to identify and name emotions.

Exercises for expressing emotions through facial expressions and gestures: children learn to convey emotions through facial expressions and body movements, which contributes to the development of emotional expression.

Relaxation techniques: relaxation exercises and breathing practices help children learn to control their emotional reactions and reduce anxiety levels.

Fairy tale therapy is widely used in corrective work with children. This method uses fairy tale plots to correct behaviour and develop children's emotional sphere. By identifying with fairy tale characters, children learn to understand and analyse their feelings, find a way out of difficult situations and form positive behaviour patterns. It includes the following activities:

Reading and discussing fairy tales helps children to understand moral values and learn to distinguish between good and evil.

Creating their own fairy tales promotes the development of imagination, creative thinking and self-expression.

Acting out fairy tale plots allows children to play different roles, which contributes to the development of empathy and social skills.

The use of fairy tale therapy in working with children with intellectual disabilities helps to reduce anxiety, overcome fears, and develop emotional stability.

Along with the above-mentioned methods, play methods are widely used and are an integral part of corrective work with children with intellectual disabilities. Play is a natural form of activity for children, through which they learn about the world, learn to interact with others and develop their emotional and volitional spheres. Role-playing games help children model various social situations, learn to cooperate and understand other people's feelings; games with rules promote the development of self-control, the ability to follow instructions and make decisions, and puppet therapy allows children to express their feelings when playing out various life situations.

Emotions and volitional processes are important components of the psyche that regulate a child's behaviour, develop the ability to self-control, overcome difficulties and realise internal motivation. It has been established that the emotional and volitional sphere is closely related to other aspects of mental development – intellectual, motivational and communicative.

Difficulties in recognising and controlling emotions, insufficient attention span, and weak volitional regulation under conditions of prolonged stress have been identified. However, positive trends have also been identified: a desire for independence, a willingness to cooperate, and emotional openness.

Thus, the formation of the emotional-volitional sphere of preschoolers and younger schoolchildren with intellectual developmental disorders is a multifaceted process that requires a comprehensive approach, consideration of age and psychological characteristics, the creation of a favourable socio-psychological climate, and active interaction between all participants in the educational environment. The development of the emotional and volitional sphere is not only the basis for a child's personal growth, but also a guarantee of their successful socialisation, the formation of

moral consciousness and the ability to build constructive relationships with their environment.

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**3.4. Ptraining of Students-Defectology for Corrective and
Restorative Assistance to Adults with Aphasia**

**ПІДГОТОВКА СТУДЕНТІВ-ДЕФЕКТОЛОГІВ ДО КОРЕКЦІЙНО-
ВІДНОВЛЮВАЛЬНОЇ ДОПОМОГИ ДОРΟΣЛИМ З АФАЗІЄЮ**

В умовах повномасштабної війни, політичної нестабільності та під дією екологічно руйнівних чинників помітно збільшується кількість травм, захворювань, які приводять до появи афазії. На проблему афазії та відновлювальної допомоги все більше звертають увагу дослідники в галузі логопедії, нейропсихології, психолінгвістики, лінгвістики та ін. Така зацікавленість ґрунтується, з одного боку, на важливості її вивчення для поглиблення уявлень про роботу мозку, про зв'язок мовлення з мозком, про психофізіологічні сфери, про взаємодію мовлення з іншими психічними процесами; а з іншого боку – інтерес до цієї галузі знань зумовлений її соціальною