

## **Value orientations of older preschool children with mental retardation**

**Yakoleva Natalia Fedorovna**

*Candidate of Pedagogical Sciences, Associate Professor*

*Krasnoyarsk State Pedagogical University named after V.P. Astafieva,*

*Head of the Research Laboratory named after M.I. Shilova «Preparing teachers for the spiritual and moral education of a new generation of Siberians»*

**Ivanova Zhanna Nikolaevna**

*Head of the municipal budgetary preschool educational institution «Combined Kindergarten N 33» of the city of Achinsk, Krasnoyarsk Territory*

**Abstract.** Analysis of the state of the problem of the development of value orientations in older preschool children with mental retardation showed that it was not well developed, which allowed us to consider it more deeply. The senior preschool age is determined as a sensitive period for the formation of value orientations in children. The article attempts to compare the results of a comparative study of the value orientations of older preschoolers with disabilities (mental retardation) and preschoolers who do not have developmental disabilities. The specific values of the data showing the development of value orientations in children of five to seven years are given.

**Keywords:** preschool children, values, value orientations, disabilities, mental retardation.

### **Introduction**

The current situation of the modern educational system is characterized by the orientation of teaching and upbringing to the development of an integral, versatile developed personality. If we talk about the state order, the Federal State Standard of Preschool Education is aimed at solving the following tasks: combining education and upbringing into a holistic educational process based on spiritual, moral and sociocultural values and rules and norms of behavior adopted in society in the interests of a person, family, society; the formation of a general culture of the personality of children, including the values of a healthy lifestyle, the development of their social, moral, aesthetic, intellectual, physical qualities; ensuring the variability and diversity of the content of Programs and organizational forms of preschool education, the possibility of forming Programs of various orientations, taking into account the educational needs, abilities and health status of children [2].

Currently, the studies have revealed the genesis, conditions, methods and means of forming value orientations both in adults and in preschool children. There are separate works in which an attempt is made to study and form value orientations in preschool children (P.P. Blonskiy, K.N. Wentzel, P.F. Kaptelev, N. I. Pirogov, K.D. Ushinsky and other). At the same time, many aspects of this area of scientific and applied research have been insufficiently studied: the peculiarities of the formation and formation of value orientations in children with disabilities are not fully presented, the possibilities of influencing this process of mental health delay in older preschool children have not

been revealed, pedagogical means and methods of various value orientations in the development and diagnosis of children with mental retardation in preschool age. This is largely due to the fact that among scientists there is an opinion that the process of forming value orientations is based on a person's achievement of a certain level of intellectual development, which is discovered much later than preschool age. At the same time, in the works of L.P. Knyazeva, T.I. Erofeeva, R.R. Nakokhova, O.B. Shirokikh, indirectly, and in the study of N.V. Kosmacheva directly confirms the possibility of forming value orientations in older preschool children. Researchers note that the effectiveness of mastering and assimilating such orientations is associated with what pedagogical tools and methods are used by teachers and to what extent they correspond to the laws of moral development of children at the stage of preschool childhood.

Rapid changes in society lead to large-scale changes in human development. And, as a result, the value orientations of the individual change, which begin to form in preschool age (L.Ya. Bozhovich), which in the future determines the life strategies of a person (M. Rokich).

The category «value» is the subject of philosophy, psychology, pedagogy. From a philosophical standpoint, values reflect an ethical view of the objects of the surrounding world, characterize their positive or negative meaning for a person from the standpoint of good-evil, morality-immorality, usefulness-harm. Psychology studies value orientations as a structural element of personality, explores their hierarchy and mechanisms of value self-determination. Pedagogical science deals with the issues of actualization of the process of personal value self-determination. From her position, value orientations reflect the totality of a person's relations, reflect his worldview and influence the choice of behavioral strategies.

The study of value orientations is devoted to a lot of research conducted in various directions. For this work, two of them seem to be important: identifying the features of modern life that affect the formation of values and studying the value orientations of children. An analysis of works devoted to the study of social conditions affecting the values of children showed that such features are value uncertainty, value relativism, value nihilism, the carriers of which, to one degree or another, affect the transmission of values to the younger generation [3].

### **Purpose of the study**

Another area of research that is important for us is the study of value orientations in children themselves. Studies show that a new generation of children is experiencing distortions of values, their shift to the material side and extreme polarization, when one child «coexists» with values opposite in sign [4]. At the same time, we found that value orientations in children with special health abilities, on which there are practically no scientific works, are an unexplored area. Therefore, the purpose of this work is to study value orientations in preschool children with disabilities (mental retardation).

The study was carried out on the basis of the municipal budgetary preschool educational institution «Combined Kindergarten N 33» in the city of Achinsk, Krasnoyarsk Territory.

### Materials and methods

The sample of subjects consisted of 48 children aged five to seven years.

The study was conducted on two samples: in the first sample there were 24 children, the state of intellectual development, who were qualified by the psychological, medical and pedagogical commission as "mental retardation." These children attended groups of a combined, compensatory orientation.

The second sample included children who did not belong to the category of disabilities (24 people). The age of children in both groups is from 5 to 7 years old, they have normal intellectual development, sound hearing and vision.

The study was carried out according to the method of studying the value orientations of children by SM Valyavko, EV Averyanova [1]. This technique is based on the fact that the child's desires reflect the most significant and essential objects of reality and spheres of activity. This makes it possible to judge value orientations based on the desires expressed by the child.

### Results and discussion

The criteria for studying the development of value orientations in children aged five to seven were: health, play, cognitive, hedonism, communication, spiritual values.

The results of the study are presented in Figures 1, 2.

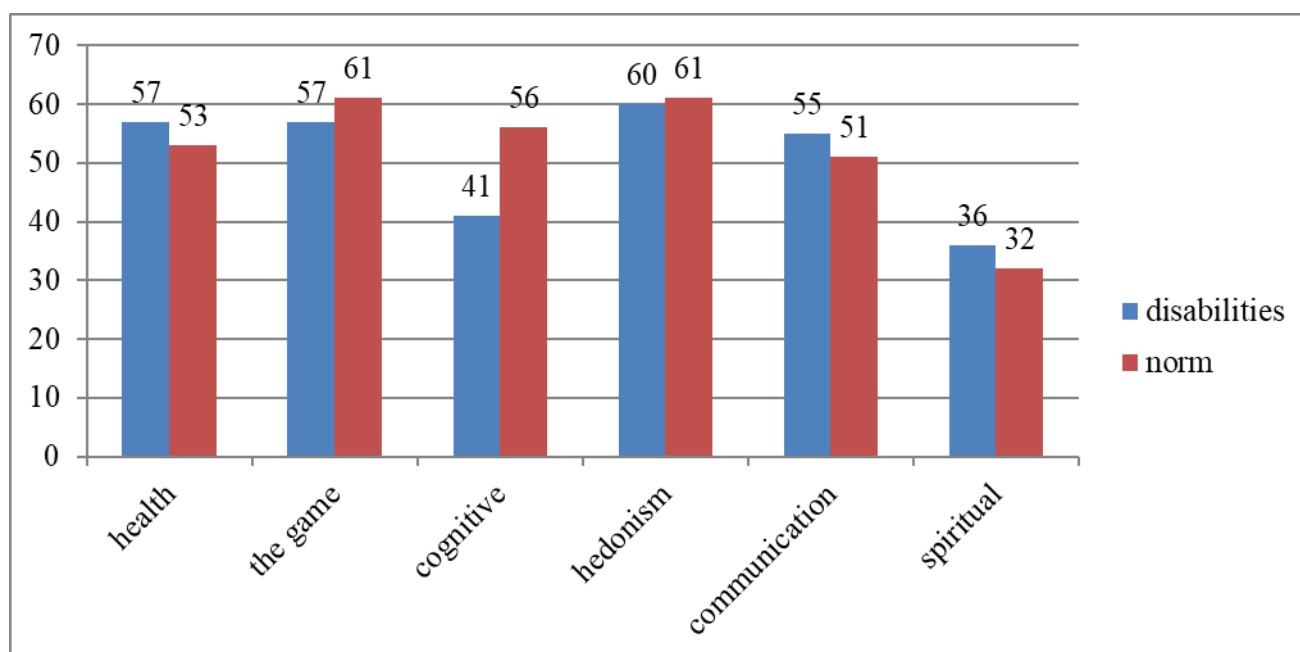


Figure 1. Data of a comparative analysis of the value orientations of 5-year-old preschoolers with disabilities and preschoolers without health disorders. Horizontally - values, vertically - the number of subjects focused on these values.

As can be seen from Figure 1, the value of «hedonism» associated with receiving various pleasures (60 and 61%, respectively), and the value of «the game» (57% and 61%, respectively) are in the lead among 5-year-old children of both groups.

The data indicate that in comparison with normally developing peers for children with intellectual disabilities, the value of «health» (58% and 53%, respectively) and the value of communication (55% and 51%, respectively) are of great personal importance. Cognitive values were in third place (41 and 56%, respectively). There was a difference in cognitive values, the preference of which is higher in children than in the norm by 15%. Spiritual values have the smallest weight in both groups of subjects (32 and 36%, respectively).

However, a comparative analysis of the data obtained on samples of children with special health and normative abilities showed that the differences are not statistically significant. Thus, we can conclude that for the studied groups of 5-year-old children, regardless of their health status, a focus on entertainment and enjoyment is characteristic (children of both groups first of all chose photographs with the image of sweets and a disk with cartoons), the desire for game types activities, communication.

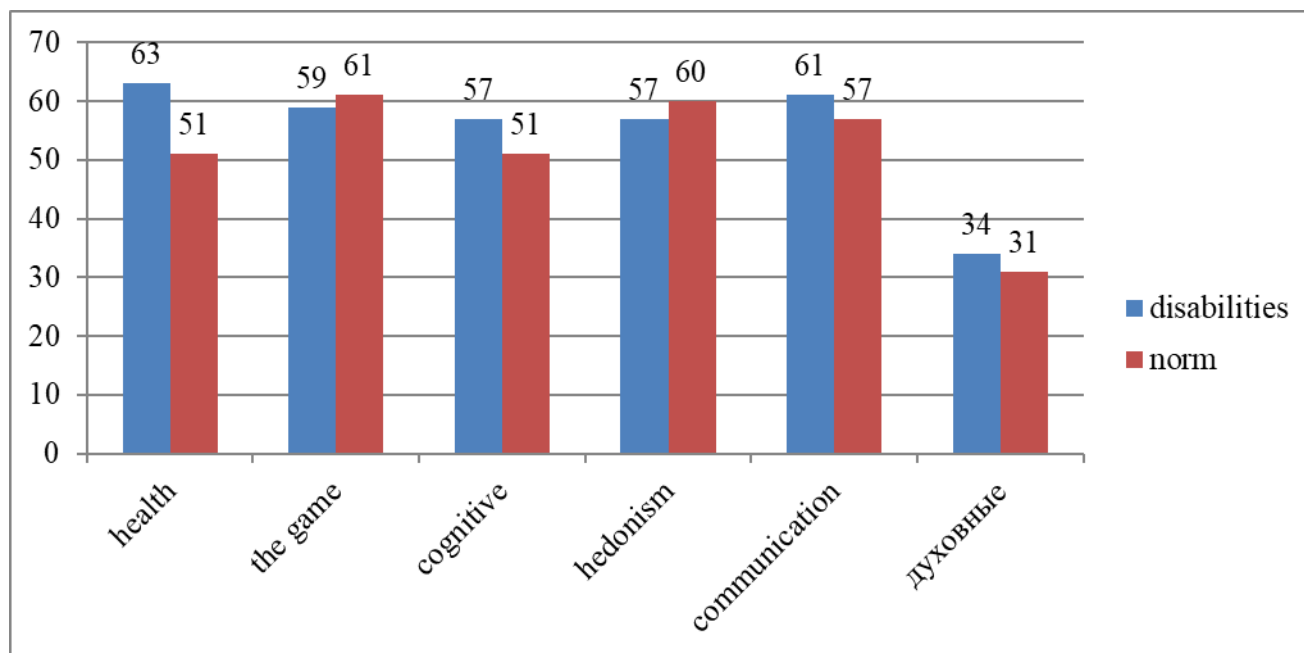


Figure 2. Data of a comparative analysis of the value orientations of 7-year-old preschoolers with disabilities and preschoolers without health disorders. Horizontally - values, vertically - the number of subjects focused on these values.

As can be seen from Figure 2, in children of 7 years old, in comparison with normally developing peers for children with mental retardation, the value of «health» (63% and 51%, respectively), the value of «communication» (61% and 57% respectively). In second place are the values «the game» (59 and 51%, respectively), «hedonism» (57 and 60%, respectively) and

«communication» (61 and 57%, respectively). In third place, gaining the smallest share in both groups, «spiritual» values (34 and 31%, respectively).

A comparative analysis of the formation of value orientations in older preschool children with mental retardation is shown in Table 1.

Table 1- Comparative analysis of the formation of value orientations in children 5 and 7 years old with mental retardation

	5 years	7 years	rank, 5 years (X, dx)	rank, 7 years (Y, dy)	$(d_x - d_y)^2$
health	57	63	4	6	1
the game	57	59	4	3	4
cognitive	41	60	2	4	4
hedonism	57	57	4	2	9
communication	55	61	3	5	4
spiritual	36	34	1	1	0

Having ranked the formation of value orientations, according to Spearman's rank correlation, it can be seen from Table 1 that children with mental retardation at the age of 5 are significantly more likely to choose the values: «health», «the game», «hedonism» (rank 4), and by the age of 7 values: «health» (rank 6), «communication» (rank 5) and «cognitive» values (rank 4).

Thus, in the course of the study of identifying the level of formation of value orientations in five to seven years with mental retardation, he showed that by the age of 7, the rank of values significantly increased: «health» (from 4th to 6th rank), «cognitive» values (from 2 by 4th rank), «communication» (from 3rd to 5th rank), and the proportion of «spiritual» values and «the game» (from 4th to 3rd rank) decreased. The specific weight of the «hedonism» value by points remained at the same priority level.

Thus, in the course of the study of identifying the level of formation of value orientations in five to seven years with mental retardation, he showed that by the age of 7, the rank of values significantly increased: «health» (from 4th to 6th rank), «cognitive» values (from 2 by 4th rank), «communication» (from 3rd to 5th rank), and the proportion of «spiritual» values and « the game» (from 4th to 3rd rank) decreased. The specific weight of the «hedonism» value by points remained at the same priority level.

	5 years	7 years	rank, 5 years (X, dx)	rank, 7 years (Y, dy)	$(d_x - d_y)^2$
health	53	51	3	2	0.25
the game	61	61	5	5	0
cognitive	56	51	4	2	2.25
hedonism	61	61	5	5	0
communication	51	57	2	4	4
spiritual	32	31	1	1	0

Having ranked the formation of value orientations, according to Spearman's rank correlation, it can be seen from Table 2 that children with a norm of intellectual development at the age of 5 are significantly more likely to choose values: «the game», «hedonism» (rank 5), and by the age of 7 the values: «the game» (6th rank), «hedonism» (5th rank) and «communication» (4th rank).

Thus, in the course of the study of identifying the level of formation of value orientations in five to seven years with a norm of intellectual development, he showed that the share of the value of «health» was higher at 5 years old, and by the age of 7, it slightly decreased, and the share of the value «communication», on the contrary, increased. The rank of values «the game» and «hedonism» remained at the same priority level.

Comparing the results of the development of value orientations, obtained on samples of children with special health abilities and norms, he showed that the value of health prevails in children with mental retardation. Also, based on the results obtained, it can be concluded that for the studied groups of children of 7 years old, the desire for play activities, enjoyment, the desire to communicate with peers and gain knowledge is characteristic.

A comparative analysis of the formation of value orientations in children of 5 years old: with the norm of development and with mental retardation is reflected in Table 3.

Table 3 - Comparative analysis of the formation of value orientations in children of 5 years old with a norm of intellectual development and with mental retardation

	5 years, developmental norm	5 years, impaired mental function	rank, 5 years, developmental norm (X, dx)	rank, 5 years, impaired mental function (Y, dy)	$(d_x - d_y)^2$

health	53	57	3	4	4
the game	61	57	5	4	0.25
cognitive	56	41	4	2	4
hedonism	61	57	5	4	0.25
communication	51	55	2	3	1
spiritual	32	36	1	1	0

Having ranked the formation of value orientations, according to Spearman's rank correlation, it can be seen from Table 3 that children, both with the norm of intellectual development and with mental retardation at the age of 5, significantly more often choose the values: «the game», «hedonism» (5 rank - norm, 4 - mental retardation), but for children with mental retardation at the age of 5, the value «health» is important (rank 4).

Thus, during the study of identifying the level of formation of value orientations in children of senior preschool age (5 years), he showed that the proportion of «cognitive» values for children with a norm is higher than for children with mental retardation (4 and 2 ranks, respectively). According to the ranking matrix, the value of «communication» for children with mental retardation at 5 years of age is more important than for peers with normal intellectual development (3 and 2 ranks, respectively). The rank of values «the game» and «hedonism» in children with the norm is higher than in preschoolers 5 years old with mental retardation (5 and 4 ranks, respectively).

A comparative analysis of the formation of value orientations in children of 7 years old: with the norm of development and with delayed mental development is reflected in Table 3.

Table 4 - Comparative analysis of the formation of value orientations in children of 7 years old with a norm of intellectual development and with mental retardation

	7 years, developmental norm	7 years, impaired mental function	rank, 7 years, developmental norm (X, dx)	rank, 7 years, impaired mental function (Y, dy)	$(d_x - d_y)^2$
health	51	63	2	6	12.25
the game	61	59	5	3	6.25
cognitive	51	60	2	4	2.25

hedonism	61	57	5	2	12.25
communication	57	61	4	5	1
spiritual	31	34	1	1	0

Having ranked the formation of value orientations, according to Spearman's rank correlation, it can be seen from Table 4 that children with a norm of intellectual development at the age of 7 are significantly more likely to choose the values: «the game», «hedonism» (rank 5), and their peers with mental retardation less often to 7 years (5 and 3.2 ranks, respectively). For children with mental retardation at the age of 7, according to the matrix of ranks, the values «health», «cognitive» values and «communication» are most important than for peers with a norm of intellectual development (the value of «health» - 6 and 2 ranks, respectively, «cognitive» values of 4 and 2 ranks, respectively), the value of «communication» (5 and 4 ranks, respectively).

Thus, in the course of the study of identifying the level of formation of value orientations in seven years with a norm of intellectual development, he showed that the proportion of the value of «health» at 7 years is higher in children with mental retardation (12.25 correlation coefficient of ranks), and for children at 7 years with a norm of intellectual development, the rank of value «hedonism» (12.25 correlation coefficient of ranks) is significantly higher in accordance with the data of the rank matrix in children of 7 years of age with mental retardation. The «game» value rank among 7-year-old preschoolers with a norm is higher than among peers with mental retardation (6.25 rank correlation coefficient), and the «communication» value rank among 7-year-old preschoolers with mental retardation, on the contrary, is higher than among peers with mental retardation norm (1 rank correlation coefficient).

### **Conclusion**

Thus, having carried out a comparative analysis of the problem of the formation of value orientations in children aged five to seven years with mental retardation, we can single out it as a very global one, since its formation affects not only the formation of the personality of preschoolers, but also determines the success of education in primary school.

Thus, we come to the conclusion that preschool age is a sensitive period for the formation of value orientations in older preschool children, and from the level of its development we can talk about the success of the initial readiness and systematic education in primary school.

In this connection, there is a need to study the formation of value orientations in older preschool children and aspects that influence the formation of values in children with disabilities.



## **Recommendations**

1. It is necessary to modify the methods for studying value orientations in preschool children in order to conduct a valid study of values in older preschool children with mental retardation.
2. In connection with the revealed comparative data on the formation of value orientations of children with a norm and with mental retardation, it is necessary to adjust the content section of the adapted educational program of preschool education for children with mental retardation in the educational field of «spiritual and moral development».

## **References**

1. Valyavko S. M., Averyanova E. V. On the study of value orientations of children with general speech underdevelopment of senior preschool age // Special education: traditions and innovations: Proceedings of the II International scientific practical conference, Minsk, 8–9 April, 2010 / Bel. state ped. un-t them. M. Tanka / Redkoll .: S.E. Gaidukevich (otv. Ed.), I. K. Rusakovich, V. V. Radygina et al. Minsk: BGPU, 2010 b. P. 38-40.
2. Order of the Ministry of Education and Science of the Russian Federation (Ministry of Education and Science of Russia) of October 17, 2013 N 1155 Moscow «On the approval of the federal state educational standard for preschool education».
3. Yakovleva, N.F. Social conditions of value self-determination of students in modern Russia // Additional professional education: problems, searches, solutions: materials of the international scientific and practical Internet conference. Krasnoyarsk, November 29, 2019 [Electronic resource]. - Krasnoyar. state ped. un-t them. V.P. Astafieva. - Krasnoyarsk, 2019 .- pp. 131-135.
4. Yakovleva, N.F. Methodological foundations of the concept of social and pedagogical support for the value self-determination of orphans // Materials of the XXI International Scientific and Practical Conference dedicated to the 90th anniversary of Alexander Alexandrovich Makareni "Problems of pedagogical innovation in vocational education." - St. Petersburg, 2020. - p. 493-497.