

## OLDER TEENS' RATIO OF THE MANIFESTATIONS OF INTELLECTUAL COMPETENCE AND FEATURES OF THE MORAL AND ETHICAL SPHERE

**Yana Sipovskaya**

*Institute of Psychology Russian Academy of Sciences  
(Moscow, Russia);*

*Moscow State University of Psychology and Education*

---

The problem of personal's moral development in adolescence is particularly acute in the context of studying the productivity of intellectual activity, that is, intellectual competence. The hierarchical structure of sensory semantic abilities [3] of different types of modality: tactile, taste, auditory, olfactory and visual sensations – is considered in the article from the perspective of the development principle [2]. The study involved 90 older adolescents (average age 15 years). Methodological base of the research was "Interpretation (essay)" on one of A. I. Podolsky's and O. A. Karabanova's [quoted in 1] moral dilemmas – methodical technique for evaluating the peculiarities of moral choice and level of intellectual competence. The results of the study prove that none of the manifestations of intellectual competence correlates with the peculiarities of research participants' moral choice. Such data can be explained by the immaturity of these constructs, when they are only at the stage of formation and are not represented in their integrity in the individual mental experience of the individual. The obtained results are pioneering, both in view of the narrative approach to the measurement of

intellectual competence, and data on the undetectable links between the manifestations of intellectual competence and the peculiarities of the moral choice of research participants. The data provided in the article enrich our knowledge of the manifestations of intellectual competence in older adolescence and inspire us to expand the methods of studying both the competence itself and its components, as well as potential factors influencing this construct. Of particular importance is the study of the manifestations of intellectual competence in other age periods, to determine the dynamics of the revealed patterns. References 1. Asmolov A.G. (2010). Formation of universal educational actions in primary school: from action to thought, pp. 57–61. M: Enlightenment. 2. Kholodnaya M.A. (2012). Psychology of conceptual thinking: from conceptual structures to conceptual abilities. – Moscow: Institute of Psychology, Russian Academy of Sciences, 288. 3. Lickliter R., Bahrick L.E. (2000). The development of infant intersensory perception: advantages of a comparative convergent-operations approach // Psychological bulletin, 126(2), 260–280.