

Educational strategies for caring for students with learning difficulties

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Abstract:

Facing the challenges in the educational system and education and delving into the midst of the Algerian school must delve into its problems and distinguish them. Among these problems are learning difficulties, both of which are circulating among some students, and the resulting problems that affect in one way or another, first the student himself, then the teacher, as well as the school and the future of society. Therefore, plans and studies must be developed on this phenomenon, which has been circulating among students, due to several reasons. Therefore, the concerned bodies must take the necessary measures to protect students from this phenomenon, through well-studied procedures and laws based on purposeful scientific educational foundations, including the attempt to integrate Education for pupils with learning difficulties in regular departments after they were subjected to educational strategies. Accordingly, we will try in this research paper to clarify educational teaching strategies for the care of people with learning difficulties.

Keywords: strategy, education, learning difficulties.

Introduction:

The educational field is among the most important fields that receive study, research, and attention, because of its importance in the past, present and future and its effects, The subject of learning difficulties by researchers and those interested in a wider field of study, where students sometimes suffer silently inside the classroom for neglect and indifference on the part of teachers, so the school administration must alert to the seriousness of these cases, Accordingly, the Ministry of National Education and all the sectors responsible for this category of people with learning difficulties must take legal measures mainly represented in diagnosing cases and researching their causes and factors affecting them, as well as training teachers for such cases. , in addition to developing educational training plans and strategies to help students with learning difficulties, at least by making support and catch-up classes raise the status of the student, strengthen him and gain his self-confidence, trying to integrate him educationally into the regular circles among his peers of students and accordingly The following question can be asked: **How are students with learning disabilities cared for and followed?**

First: Define concepts:

1- The concept of education:

Language

It says in Lisan al-'Arab, Riba of the Thing: it increased and grew, and I raised it: it grew. Ibn Manzur, 1968, p. 12)

Education Idiomatically:

Many educators, ancient and modern, have tried to define education in a comprehensive and prohibitive definition, but they differed greatly because they differed in determining the purpose and objectives of education in society. Among the definitions that can be proposed in this regard, (René Aubert, 1967, p. 23) and we will address the definitions of **Jean-Jacques Rousseau and John Dewey**:

- **Jean-Jacques Rousseau** (1778-1812), and his views: "The purpose of education, not to stuff the child's head with information, but to refine his mental faculties, and make him able to educate himself."

- **John Dewey** (1859-1952), and his views: "Education is not only a preparation for life, but life itself" and also: "Education of course, but we must live first, and learn through life."

Therefore, education is a process of **adaptation** between the individual and his social and natural environment, considering that man, like other living beings, always seeks to maintain his survival, and search for a means that help him modify his behavior, develop his abilities, and form habits and skills that benefit him in his life.

2- The concept of strategy: the word derived from the Greek strategists and means: the art of leadership Therefore, the strategy was for a long time as close as possible to the "closed" skill practiced by senior leaders, and its uses were limited to the military fields, and its concept was associated with the development of war, as its definition varied from one commander to another, and in this regard, it is necessary to emphasize the dynamics of the strategy, as it is not restricted by one rigid definition, and strategy in teaching It is the teaching procedures planned by the teacher in advance, so that he helps him to implement teaching in light of the available capabilities to achieve the teaching objectives of the teaching system that he builds, and as effectively as possible. (Abd al-Rahman Jamel, 1999, p. 15)

3. Definition of learning difficulties:

It is a partial inability to read or understand what an individual reads silently or aloud (Al-Waqifi Radi, 2003, p. 40).

It was also defined as a linguistic art from which a person draws his linguistic wealth, a process related to the oral aspects of language in terms of being related to the eye and tongue (aloud reading) and also related to the written aspect of language in that it is a translation of written symbols (Al-Quraiti Abdul Muttalib, 2005, p. 281).

Learning difficulties in the researcher's view mean weak reading ability at normal age and the inability to translate written language into readable language without mental or sensory disability.

2) Evolution of attitudes toward learning difficulties:

These orientations consist as follows:

2.1 Neuromedical orientation:

This orientation is seen for the student with learning difficulties, as suffering from minor brain damage, and has relied on this trend as a result of work and studies talking about the emergence of such a type of children, such as those with excessive movement, and the diagnosis relied on medical work and treatment with medicines, and this type of treatment has failed. (Omar Nasrallah, 2000, p. 144)

2.2 Psycho-educational orientation:

He relied on the psychological processes that control the learning process of each individual, and the term "small brain damage " was used to express a problem in cognition later Samuel Kirk (1963) first proposed the term "learning difficulties" and this is because of the lack of clarity of the relationship between the terms small brain damage and educational problems and difficulties, such as reading, writing, and arithmetic difficulties, and suggested using this term to describe students with problems in language, reading, and writing. (Ahmad al-Zahir Qahtan, 2004, 250)

2-3- Behavioral orientation:

This approach has relied on task analysis that acquires the pupil behaviors associated with education and social functions, rather than cognitive skills therapy.

This trend has proven useful, especially in modifying social behavior, but it has not shown any benefit in this area because it does not focus on the child's education, but on the behavior that comes from him, which led to the development of a new trend.

(Ahmad al-Zahir Qahtan, 2004, 251)

2-4- Mental orientation:

Behavioral and mental psychology has led to the shift of focus from direct education of educational qualities, to the calculation of students' behavioral strategies that require the implementation of academic scientific tasks, and in this direction, the problem of students with learning difficulties is based on the educational environment, and this current has worked to integrate the previous currents, which is to work on academic secondments and to integrate them with medicines, and with psychological diagnoses, and improve behavior with a descent to educational study skills. (Said Husni al-Azza, 202, 142)

1.5 Final Orientation:

Children with learning disabilities show a delay in most indicators of maturity, such as attention and short-term memory, and the different types of learning difficulties are based on the interaction between learning tasks and the level of maturity of the student, if children classified in this category are not prepared or mature enough to allow them to carry out

learning tasks, the lack of maturity in the growth of general cognitive or qualitative processing skills results in poor educational skills. (Abdel Nasser Abdel Wahab, 2003, 135)

3- Characteristics of students with learning difficulties:

The problems related to learning difficulties may be hidden and unclear, because sometimes this category enjoys good physical health in all respects, but there are some behavioral features of this category, which are repeated in many educational and social situations, through which the teacher or parents can observe them, and are repeated by observation in diverse and frequent situations, which are:

- Impulsivity and haste in answers, reactions, and general behaviors, in addition to that, some of them make mistakes in answering questions even though they know them before.
- Excessive movement: where they are characterized by poor listening and concentration, frequent activity, and impulsivity, and this phenomenon is called listening disorders, concentration, and excessive movement (ADHA) and that phenomenon is a compound of a set of difficulties related to the ability to focus and control the motives and the degree of activity. (Tawfiq Ahmed Merhi, 1998, 54)
- The child switches the locations of the letters, and does not pay attention to what falls in it from the errors of the conversion or substitution, so he falls into many mistakes when reading material in front of him, or in communicating with other children from his colleagues.
- He is troubled and does not recognize what he hears, and fails to link the source to what he hears, which prevents him from giving the appropriate response, and traps him in shameful situations that hinder his adaptation.
- Low attention to the task presented to him and the resulting failure to follow the instructions that help him to complete a task.
- Disturbed visual sensation of the child, loses the ability to distinguish between others, as he perceives it as another group similar, so he fails to perform the task related to distinguishing letters to form a word and read it.

(Nayfeh Qatami, 1999, 209)

A group of researchers has listed the characteristics of students with learning disabilities as follows:

- Poor ability to read and write correctly.
- The difficulty of understanding the number, its significance, and the relationship of numbers to each other.
- Difficulty pronouncing and writing numbers.
- Difficulty in using engineering tools.

- Difficulty in understanding the relationship between concepts that are important in learning calculations, such as units of length, mass, and fundamental relationships.
- Difficulties in basic operations procedures in the calculation.
- The difficulty of differentiating between similar numbers and similar shapes as well. (Ahmad Ahmad Awad, 1997, 102)

Among the researchers who addressed and identified the characteristics of the student with learning disabilities were **Milton Protein, Shelviar Richardst, and Charles Mangel** in 1987.

They pointed out that the characteristics of people with learning disabilities can be grouped into four basic elements:

- Emotional and social development. Movement and cognitive development. Language and development of thinking.
- Attention and activity level. (Suleiman Hebd al-Hamid, 2000, 230)

4- Factors affecting learning difficulties:

Learning difficulties result from many factors, including the following:

4.1 Environmental factors:

Kirk, **Kishnak, and Helhan** have raised some environmental causes such as lack of educational experiences, including malnutrition, poor medical care, lack of training, or forcing the child to write.

4.2 Psychological factors:

Children with learning disabilities may show a disorder in basic psychological functions such as perception, remembering, and concept formation... Some argue that such psychological difficulties are the cause of learning disorders or at least contribute to them.

4.3 School factors:

The success of a student with learning difficulties or failure in school is caused by the interaction between their strengths and weaknesses, and between the classroom factors they face, including individual differences between learners and different teaching methods, and by interaction we mean matching the needs of students with what is presented to them in the classroom, appropriate matching or successful alignment means the success of all students and teachers. (Ahmad Ahmad Awad, 1998, 106)

4.4 Biological organic factors:

The learning difficulties that the individual suffers from and that may show this difficulty in concentrating are problems, or due to some chemical processes that occur in the body abnormally, which affects the nervous system of the fetus during pregnancy, and important

factors are also meningitis or brain cells, rubella, lack of oxygen, difficulties in childbirth, premature birth or drug abuse.

4.5 Genetic factors:

The results of some studies indicated that learning difficulties tend to succession in the family, and studies conducted on twins assumed, that some cases of learning difficulties, may be genetic when one of the twins suffers from learning difficulties in the reading side, for example, the other has the same difficulty, if the identical twins this difficulty does not appear in the case of non-identical twins. (Omar Nasrallah et al., 2000, p. 153)

5- Mental abilities of people with learning disabilities:

5.1 Collection negligence:

This term indicates that the learner does not reach the level of achievement to the level of his readiness, and achievement is usually measured by standardized achievement tests as well as readiness is measured by intelligence tests, and the traditional way to determine achievement negligence, that the difference between the two performances is equivalent to two academic years and then is an indicator of achievement negligence.

5.2 Learning disability: This term refers to the inability or deficiency in learning caused by dysfunction of the central nervous system.

5-3- Cognitive processing disorders:

One of the basic assumptions on which the field of learning difficulties is based is associated with deficiencies in the ability to perceive, and interpret stimuli any deficiencies in the cognitive system, the subject of reading difficulties in particular has received the attention of the owners of this trend. (Fouad Abu al-Hatab, 1996, 116)

6- Stages of diagnosis of people with learning difficulties:

Diagnosis and its various techniques play a prominent role in this field, in that it is considered one of the most important stages on which the preparation and design of therapeutic educational programs are based, as diagnosis determines the type of difficulty faced by each student separately and the therapeutic method for that type of difficulties, and then the student's strengths and weaknesses are revealed and his developmental problems are revealed, and distinguish between students who face learning difficulties from students who face other problems.

Lerner (1976) identified a series of steps:

- Carry out a comprehensive diagnosis until students with learning disabilities are identified.
- Conducting a performance test for them so that the weaknesses or strengths of these students are completed.

- Compare the current performance of pupils with what is expected in such of them.
- Trying to find the reasons why these students did not reach the level expected of them.

It is required that there are no disabilities that may lead to these students not reaching the required level, such as hearing, visual or mental disabilities. (Tayseer Mufleh Kawafha, 2003, 61)

7- Educational strategies for people with learning disabilities:

There are three educational training strategies for the care of people with learning disabilities:

7.1 Mission-based training:

This method is intended for educational care for direct training in specific skills necessary to perform a given task, and it is determined that one of the basic teaching strategies that the teacher always uses with students who have difficulties in learning reading, writing, or arithmetic in school is:

- Setting goals.
- Break down the learning task into small units or component subtask items.
- Identify the sub-skills that the student can perform and those that he is unable to perform.
- Teaching then begins with the sub-skill that the student has not mastered within the sequential sub-skill set of the educational skill.

7.2 Training based on psychological processes:

This method is one of the main therapeutic methods, and this method requires that the teacher or therapist identify a certain developmental deficit in the child, and if this deficit is not corrected, he can continue to inhibit the learning process.

7-3- The method based on the analysis of the task and psychological processes:

Every time a teacher asks the student to perform a certain task, the student must perform specific requirements to perform that task, this method focuses on the sub-tasks involved in that task, while the operations coaches focus their efforts on improving mental processes, and this method also depends on integrating basic concepts and psychological processes. (Suleiman Abdel Hamid, 2000, 213)

8- Pedagogical care for people with learning disabilities:

There are two types of pedagogical care for people with learning disabilities:

8.1 It is represented in the teacher taking care of the learning difficulties, which he reveals through the observation and continuous evaluation chapter, as he notes that a small number of students are unable to follow the lessons. In the department.

This type of sponsorship requires the teacher to have the ability to perform, at any moment, the evaluation of the students' gains, the diagnosis of the concept or concepts that have not been learned, and the organization of remediation.

8-2 This type depends on the device and special pedagogy, as it concerns students who did not lead to the first type with satisfactory results.

This adapted education apparatus was developed by the Ministry of National Education, which takes care of pupils with learning difficulties for two years.

The Ministry aims to take care of students with learning difficulties by urging teachers to adopt pedagogical behaviors that ensure the development of students by using their abilities to acquire knowledge.

Pedagogical care for pupils with learning difficulties, not forgetting the main objective, is to reintegrate the pupil into a normal course of study as soon as possible, so rapid integration remains the ultimate goal. (Lazili Fatih, 2008, 69-72)

Conclusion:

Learning difficulties are usually represented in the lack of control of some students in some concepts as a result of the errors that accompany their performance in educational activities (reading, writing, arithmetic...), and therefore the learning difficulties of students are influenced by several influences or factors that differ according to the student and the type of student. Learning difficulty, and accordingly it also differs according to the mental abilities of the student with learning difficulties, in addition to that, students with learning difficulties are characterized by several advantages, so the researchers were only to develop a diagnosis with different techniques and multi-stages in the process and prepare the design of therapeutic educational programs, through the diagnosis we determine the type The difficulty, then, must be an effective educational strategy to take care of this group, as well as try to integrate them into the regular departments.

9. Suggestions and recommendations:

The type of management of learning difficulties is determined by the results of two processes: exploration and diagnosis, and from it it is necessary to reach a set of suggestions and recommendations and its purpose is to integrate students with learning difficulties.

- Social inclusion.
- Creating positive roles for people with learning disabilities in the development of their communities.
- Educational integration in regular schools but not in overcrowded sections.

- Teacher training Effective training to ensure how the teacher deals with the student with learning difficulties.
- Providing specialists in schools to take care of this type of pupil.
- Effective follow-up of students with learning difficulties and making continuous evaluation an integral part of the educational process.
- Provide a continuous series of support for students with learning disabilities.
- Providing the appropriate atmosphere from the school room first, about the school's assistance and beyond that coordinating efforts between the elements of socialization.
- The need to intensify field studies in order to find out the reasons for the spread of the phenomenon of learning difficulties.
- In addition to training teachers before they enter the teaching profession, the Ministry of National Education must provide training courses for both new teachers and those with long experience in teaching in order to consolidate their gains, and in accordance with the educational system.
- Review educational programs as well as hourly volume and timing.
- Reconsider the educational map of the school and educational shops by not overcrowding inside the room.
- Make parental monitoring and follow-up of children.
- Linking the link between the teacher and the family in order to research the root causes of their children's low achievement.

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