



The Policy of Integration in Developing The Skills of People with Special Needs Through A Professional Didactic Approach “Analytical Field Study on the Reality of Integrated Classes in Azrou City”

Siham Zain ^{*1}, Soufiane Zerraf², Said Belaaouad², Abderrahimkhyati¹

¹Gids-se ENS, Lapstice Faculté des sciences Ben M'sik Casablanca,

²Laboratoire de Chimie-Physique des Matériaux, Faculté des Sciences Ben M'sik, B. P. 7955. Casablanca. Maroc.

Abstract

In view of the importance of the educational act, and the effective role played by the school in building the society on the basis of solidarity and equal opportunities, as well as the rehabilitation of emerging generations to exercise their rights and duties, as well as integration into the world of knowledge, communication and in different social and environmental circles[1]. The process of integrating special needs children, in regular or integrated classes within regular public schools or specialized rehabilitation educational centers, is of great importance to these groups of society, their families and society in general[2]. Based on the above, the research will start by answering the following questions:

How can the parents of children with special needs consider the educational process offered by the integrated classes? Can they have a different view of the fact that their children are being integrated? To what extent can educational performance of the integrated classes makes change on special needs children and their family environment? Where does the integration approach emerge through the educational process for special needs children?

This study was conducted in the integrated classes in Azrou city depending of Ifrane provincial direction (National Education Ministry) in each of the following institutions:

- ❖ Imam Ali bin Abi Talib School
- ❖ Abdel Karim El Khattabi School
- ❖ Musa bin Nusair School
- ❖ Education section of the regional compound for people in special needs.

In the period from September 2017 to February 2019 the study was conducted on a sample of special needs parents, as well as a sample of special needs children and on a sample of teachers working in the integrated classes.

In this research we have adopted a descriptive analytical approach because it fits the nature of the study, which is classified as part of exploratory studies, where it requires the collection of information and facts on the problem presented by type of special needs and the selection of different samples from parents and the teachers in the integrated classes and children in a difficult situation by conducting interviews based on technical forms,

The study showed that the integrated classes of Azrou city have changed the view for the parents about the integration of their children educationally in society according to several variables.

Keywords: Integration, professional didactic, Skills development, special needs.

Introduction

As part of the activation of Project No. 7 of the Emergency Program 2009-2012[2], which targets children and groups with special needs. In order to ensure the right to education and training for

*Email: siham.zain@gmail.com

persons in a situation of disability or in special situations, it is necessary for the Moroccan school to take measures and procedures that facilitate the integration and guaranteeing of the development and rehabilitation of competencies in order to achieve equality [3]. Opportunities for all groups, ensuring their right to education and sound growth, independence and rehabilitation for social integration, improving the living conditions of the disabled, recognizing their valuable contribution and integrating them into educational systems. The educational integration process cannot be rectified without evaluating the behavior of this direction, of the family and the school and the center of peers[3]. As part of the care that should be given to children with mild disabilities or moderate disabilities in public schools, it is essential for the school to receive this class of people with moderate or moderate disabilities without any discrimination and to create the appropriate conditions for the characteristics of each learner to allow them to achieve social integration and advancement[4]. This requires appropriate curricula that take into account the specificity and physiological, psychological and mental differences, which makes us believe in the need to provide qualified centers and institutions in the framework of the philosophy of integration based on attracting the educational dimension and care needed by this class at different rates and vary according to Quality and nature of special needs[5-7] In view of the importance of this subject, we conducted a study to clarify the level of the impact of the integration approach, which depends mainly on this group of pupils with special needs and their families, in terms of the contents and the functional dimension of the integrated sections in enriching the tools of mental activity and the development of thinking for learners, Pedagogy in the development, rehabilitation and integration of people with special needs in order to achieve equality in the education and training and upgrading this segment of society [8].

I- Theoretical and methodological framework Problematic study

The problem of any study is considered as the theoretical framework of diagnosis, which determines the question of starting and the answer to the question itself; it is the ring that split the process of construction and separation. Therefore, the problem of this study is as follows [9]:

- ✚ What is the difference that hinders the functioning of the disabled person compared to a normal child?
- ✚ Are the integrated sections able to give parents of these sample children a different view about the inclusion of their children educationally?
- ✚ To what extent can the educational performance of the integrated sections make changes at the level of the child in the status of disability and in the family environment?
- ✚ Where does the integration approach emerge from the educational process for which it was created?

Hypotheses of the study

It is necessary to choose hypotheses according to scientific conditions, systematic methodology so that the individual must be clear and specific, and be subject to examination and verification of this situation we hypothesized this study as follows

- To create a positive attitude by parents of children in a situation of disability about the role played by the integrated departments in the city of Azrou depends on the extent of their ability to integrate their children educationally in educational levels and wiring for people with mobility or mental disabilities, light or medium.
- In order for parents to change their perception of their children through their ability to acquire, attain and communicate, the educational pedagogical performance of the integrated classes must be effective and effective in changing the child.
- When the child is in a position to prevent the gradation from the level of education to another and move from the integrated sections to the regular sections, especially those with motor disabilities and mental light and medium whenever the integration approach successful integration into the community positively.

Objectives of the study

The aim of the general study is to identify the parents' perception of the effectiveness of the departments in integrating their children with different educational levels in order to develop their abilities and develop their basic educational knowledge, and to create the spirit of independence and self-reliance and develop their relationships and attitudes in and out of school This goal aims at sub-goals such as

- ✓ Stand up to the educational contents that frame the educational act in the integrated sections.

- ✓ A description of the nature of the relationship between parents of children with special needs in educational institutions.
- ✓ A description of the nature of the relationship between parents of children with special needs and educational institutions. A description of the effectiveness of school integration mechanisms in clarifying the curriculum for children with special needs in order to allow them to be integrated in a manner that best suits their abilities.
- ✓ The impact of the integrated sections, whether at the individual or family level.
- ✓ Evaluate the visions of those who study this class of society.
- ✓ Contribute to increasing the awareness of those with special needs, the family, educational institutions, social institutions, governmental and non-governmental institutions and their awareness of the role of educational integration in the evaluation and behavioral development of the disabled within the social and environmental circles.

II- Field study Methodological procedures for the study

This study was conducted in the integrated sections located in the city of Azrou and belonging to the Regional Directorate Bafran for the Ministry of National Education and Vocational Training and Higher Education and Scientific Research in each of the following institutions

- Imam Ali bin Abi Talib School
- Abdul Kareem Al - Khattabi School
- School of Musa bin Nusair
- Education section of the regional compound for people in a disability situation.

In the period from September 2017 to February 2019

The study was conducted on a sample of mothers, fathers and guardians of special needs, as well as a sample of children in the state of mental, sensory, and motor disabilities, as well as a sample of teachers working in the integrated departments.

The approach adopted in this research is descriptive analytical approach because it fits the nature of the study, which is classified within the exploratory studies, where it requires the collection of as much information as possible about the problem presented by type of disability and sex and the selection of different and different samples from parents and guardians of children. The situation of the disabled and the teachers in the integrated sections and children in a difficult situation by conducting interviews based on technical forms directed to various samples.

III- Study results and analysis

The research community includes mothers and guardians of the students in the situation of disability and the beneficiaries of the services provided in the integrated departments, as well as the teachers working for them and the directors of the educational institutions in addition to the children with special needs and those involved in the process of educational integration and distributors as follows.

Type of Disability

The selection of the sample was based on the category that is directly related to the subject and we mean a set of cases to which certain characteristics apply, knowing that there are difficulties that the researcher finds in the case study of all individuals who make up the research community.

Fifty-eight males and fifty-one females with special needs were selected for this study and research, as shown in Figure-1 and Table-1.

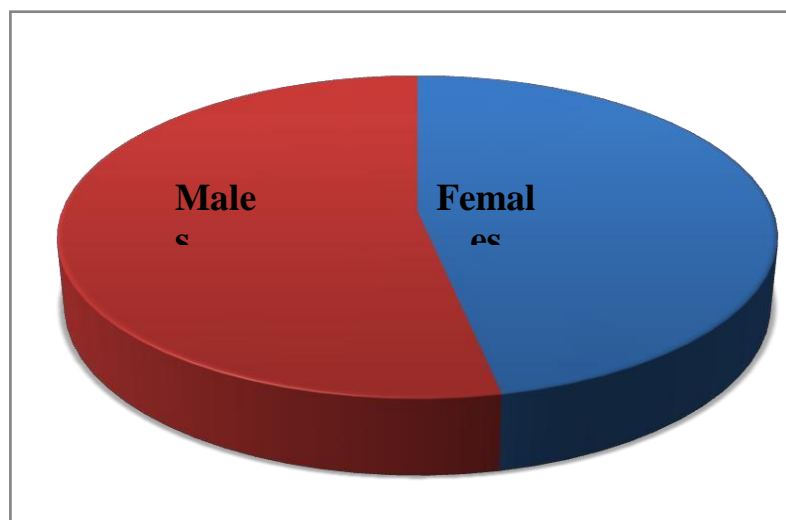


Figure 1-Number of children with special needs by sex

Table 1-Number of children with special needs by type of disability

Total	Education section of the regional compound for people in a disability situation	Abdul Kareem Al -Khattabi School	School of Musa bin Nusair	Imam Ali bin Abi Talib School	Type of Disability
27	07	07	07	06	Triple chromosomes
21	08	05	06	02	Intellectual disability
15	07	04	02	02	Intellectual and motor Disabilities
03		02		01	Deep mental disability
15	06	02	04	03	Autism
03			02	01	Visual mental disability
08	03		03	02	Hearing disability
05	04			01	deaf and mute
03	02			01	Visual
09	04	01	02	02	Kinetics

Parents of children with special needs

We contacted a group of children's parents in with special needs and distributed them as follows

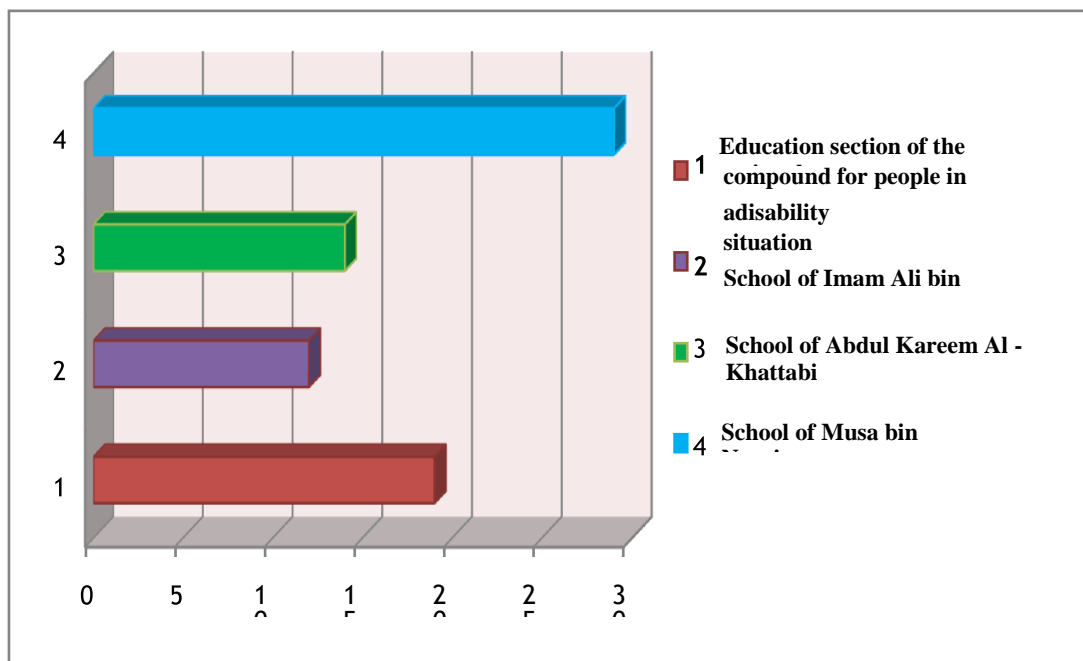


Figure 2-Number of parents of children with special needs from each institution

Professors in the integrated class

As for the educational institutions, she used the school of Musa bin Nusair to study a class of ten children with special needs in the morning session, the evening session are taught by other professors and the number of children is 11 , that is, they work alternately, as is the case for other institutions. The regional compound for persons in a disability situation has three professors, one of which is specialized only, and is used by female professors of public schools mentioned above. This category of professors and teachers is the main sample in the collection of information and data for the following reasons because they

- Communicate directly with this group of children with special needs.
- They are familiar with the way they deal with them and their needs.
- They have field knowledge about the child's relationship in a situation of disability with his family, surroundings and friends.

Results of the study

This study shows that the integrated sections of the Azrou city have been able to form a different view for the parents of children in the disability situation about the fact that their children are integrated into the community according to several variables as follows:

Table 2-Parents' view on the integrated class

Percentage	Number of children with special needs	Performance of the integrated class
34%	38	Good
19%	21	Medium
47%	50	Weak
100%	109	Total

The data in Table-2 show that the respondents differed on the performance of the integrated class between the good performance, the average and the weak. The performance ratio was 34%, while the average performance rate was 19% while the weak performance ratio was 47%, recording the highest percentage.

This disparity in the ratios is due to the nature of the vision of the guardian about the service provided in the integrated class and its impact on the learner's return in the acquisition of basic learning and also the extent of these departments to overcome the difficulties that prevent the achievement of the objectives of their creation, especially that the difference type of disability of a child is a key factor in changing his view of performance. For the Regional Center for Persons with Disabilities, his job is to rehabilitate the person with special needs and integrate them into society, regardless of the advantage.

Table 3-The father's view of the educated earnings of his son

Percentage	Number	Has your son learned new lessons?
25	10	Yes
35	14	Sometimes
40	16	No
100	40	Total

Through the data in Table-3, we note that a weak percentage of 25% confirmed that their children had acquired new meanings, expressive, linear and social. While 35 % chant some sporadic words meaningless and cannot relate the word to the thing you represent. And 40% of the parents confirmed the inability of their children to acquire this learning despite the long period of time in the integrated section and stressed that the reason for this ineffectiveness of the methodological approach adopted in the teaching of this class and that the education provided to them does not suit their mental abilities and interests and desires in the installation and Achievement and that effective solutions must be found.

Through our observations of the learning process in the integrated sections, it is clear that the category of visual and motor disability is the most accommodating to the education provided to them. As for the results of the form addressed to the teachers in the integrated sections prove the existence of different disabilities in all departments in all institutions,

After the field study, there are no special programs and courses for teaching special needs. Despite the coordination of the Ministry of National Education and Higher Education and the establishment of frameworks with the Mohammed V Foundation for Solidarity within the framework of the quadripartite agreement on the education of disabled children, Was not framed by continuous formation and guidance by the educational coordinators, which made some professors dispense with them and rely on programs, curricula, and educational methods for primary education.

- The weakness and fragility of the availability of tools and methods, and the weakness of the composition of teachers and lack of specialization,
- Children with special needs are included with the poor in a way that varies with their abilities and mental, physical, sensory, and mental abilities.
- Through our research it is clear that the respondents have different disabilities, the most of which are mental disabilities, while other disabilities are mental, visual, and auditory impairment. This does not mean that these integrated sections only accept these kinds of disabilities. Autistic children, multiple disability class, deaf mute, deep disability and cerebral palsy. And we find such recent disabilities, most of them Department of Education for the regional compound of people in a disability situation.
- Weakness in the level of reading and writing of the vulnerability of the methods adopted with the disabled,
- They all wanted to pursue the study,

- By observation, these categories are not available on their ownspaces.

Conclusion

Despite the quadripartite agreement between the Foundation and the Ministry of National Education, the family and solidarity in the common desire to raise the quality and effectiveness of the inter-disciplinary approaches of pedagogical actors in the field of teaching children with special needs and the vital role in elevating this group of society to exercise their rights and perform their duties and integration in The world of knowledge and communication, however, did not achieve the desired success, especially in the integrated sections that still suffer from the difficulties and obstacles to reporting the existence of various disabilities within one section and despite the updated equipment of television, DVD player, mattresses, mirror, B, fees, toilet in side section... but teachers suffer from limited capacity in the difficulty of operating management, in addition to the lack of external space suitable for rest and the inability to integrate with ordinary peers.

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