INTERNATIONAL JOURNAL OF ADVANCEMENT IN SOCIAL SCIENCE & HUMANITY

An International Open-Access Peer Reviewed Refereed Journal

Impact Factor: 5.404 E-ISSN: 2455 –5150 P-ISSN: 2455 -7722

The Effect of a Kinesthetic Educational Program to Develop Some Hearing Skills for Visually Impaired (Blind) Children Aged 8-10 Years

Dr. Haydar Kadhum Issa

Ministry of Education, Iraq

Paper Received:

20 April 2022

Paper Accepted:

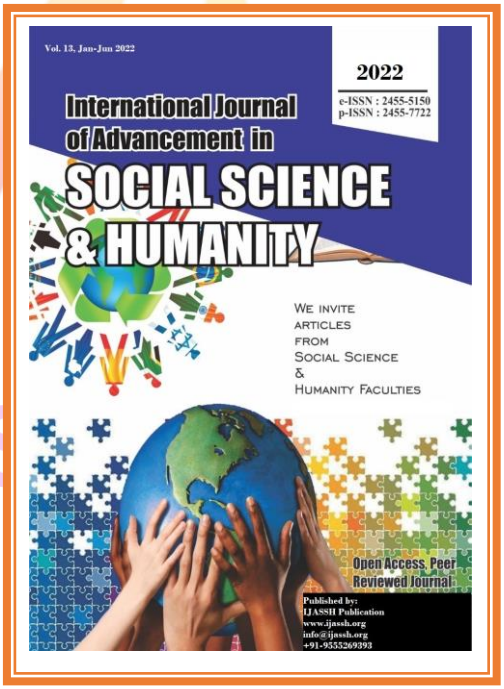
17 May 2022

Paper Received After Correction:

21 June 2022

Paper Published:

28 June 2022



How to cite the article: Dr. Haydar Kadhum Issa, The Effect of a Kinesthetic Educational Program to Develop Some Hearing Skills for Visually Impaired (Blind) Children aged 8-10 Years, IJASSH, January-June 2022 Vol 13; 72-81

ABSTRACT

The current study aimed to know the level of some hearing skills for people with visual disabilities (the blind), assuming that there are no differences in the audio skills according to the variable of age. (8) Students divided into 6 males and 3 females. The researcher used the experimental method and was prepared by relying on the sources and references related to the study variable, and after conducting the scientific foundations on it, the scale was applied to a research sample for the period from 1-7-2022 to 27-2-2022 with the help of the assistant staff, and then the researcher extracted and tabulated the data for the purpose of processing Statistically using the statistical bag (SPSS). After interpreting the results, the researcher concluded that the students of the Al-Noor Institute for visually impaired people developed their auditory skills clearly for the blind children participating in the kinetic educational curriculum, as well as that the skill of determining the direction of the sound had a better rate of development than the rest of the child's auditory skills. the blind. The males who actively practice motor educational activities had a better level of performance in the tests than children who have a lower level than females in their level of social phobia. It was also found that the modified motor exercises had a positive effect by reducing the level of their social phobia by a remarkable percentage. Thus, the researcher recommended the use of programs. Mobility in the institutes on an ongoing basis, as well as urging to practice sports activities by providing tools and supplies for the blind person inside the institutes and urging students to practice sports.

Keywords: *Educational Program, Hearing Skills, The Visually Impaired*

INTRODUCTION AND IMPORTANCE OF THE STUDY

People with visual impairments rely heavily on their other senses to compensate for the loss of sight for their bears, and among these primary senses is the sense of hearing, as it is one of the senses on which the blind rely mainly in compensating for a large part of the deficiencies in experience as a result, and it is considered the second most important sense after sight. Due to its close relationship with the blind's communication and language. Where he maintains his active communication with the environment through this sense from an early age, he does not rely on his hearing only to listen to sounds and identify their sources, "but he can obtain a lot of information that the sighted individual obtains through the sense of sight through that sense and Young children can identify the source of the sound, and the more the environment is rich in stimuli, the individual gets a better sense of the sounds he hears, and the child becomes able to distinguish the human voice from the sound of other things, and when he can speak, he imitates the voices of others, and from here communication occurs between the child and his environment. This imitation develops according to the degree of his basic language skills, and he develops control over the sounds he utters whenever he is able to imitate well the sounds and speech

and increases his communication with his environment better, as he can determine the source of the sound, its direction and its degree, and to distinguish between individuals, birds, animals, tools, devices and machines. natural phenomena, and recognizes them by hearing. The importance of the current study comes from examining the methods and programs that may contribute to the development of his sense of hearing. Work on preparing a training curriculum to develop some auditory skills, including developing the skill of distinguishing sounds, developing the skill of determining the direction of sound, and developing the skill of determining the distance from which the sound comes, which in turn is reflected on Therefore, the researcher decided to prepare a motor program to develop some hearing skills for visually impaired (blind) children aged 8-10 years.

RESEARCH PROBLEM

The problem of the current research lies through the field researcher's briefing at the Al-Noor Institute for the Blind in Diwaniyah, he did not find kinetic curricula aimed at developing a specific skill, such as hearing skills, including the skill of determining the direction of sound, the skill of determining the distance of sound, and the skill of distinguishing sounds integrated, especially for this group of people with special needs. The researcher revealed the weakness of these basic listening skills and the lack of concentration of its components during education within the institute. If there are no motor exercises that keep pace with the disability of the visually impaired child, especially his other senses, which play an important role in his private and public life and in all his behaviors, because his senses are considered as communication tools between him and his environment, through which he obtains knowledge, experience and information, so it was decided The researcher decided to prepare a motor program to develop some listening skills for visually impaired (blind) children aged 8-10 years.

RESEARCH OBJECTIVES

- Preparing a motor program to develop some hearing skills for visually impaired children (the blind) at the age of 8-10 years.

RESEARCH HYPOTHESES

1. There are no statistically significant differences between the pre and post test in the performance of some auditory skills for people with visual impairments at Al-Noor Institute in Al-Qadisiyah.
2. There are no statistically significant differences between the post-test in the performance of some auditory skills for people with visual disabilities at Al-Noor Institute in Al-Qadisiyah, according to the gender variable.

RESEARCH LIMITS

1. The human field: students of the Al-Noor Institute for the Blind in Al-Qadisiyah Governorate for the academic year 2021-2022.
2. The spatial field: the classrooms and the playground of Al-Noor Institute in Al-Qadisiyah.
3. Time range: 7-1-2022 - to 27-2-2022.

RESEARCH METHODOLOGY AND PROCEDURES

Research Methodology

The researcher will use the experimental method with one group with pre and post-test due to its suitability to the nature of the problem.

Research Sample and Community

The researcher identified a community and sample of the study, and they are the students of the Al-Noor Institute for the Blind in Al-Qadisiyah Governorate for the academic year 2021-2022. Their number is 9 students, 5 males and 4 females. The research conducted homogeneity between them according to their chronological age, degree of disability, and their degree of hearing. As shown in Table (1) below:

Table (1) The homogeneity of the sample with some influencing variables

School Stage	Scale Unit	No. of Individuals	Mean	Std Dev.	Variance Coefficient	Torsion Modulus
Chronological Age	Per Year	9	118	7.454	6.316	0.863
Degree of Hearing	Db	9	29 DC	4.678	16.134	0.977
Voice Discrimination Test	Time	9	43 sec.	4.984	10.243	0.234-
Direction of Sound Test	Degree	9	4.5	5.783	1.005	0.192-
Test to Determine the Distance from Which the Sound Comes	Degree	9	3.9	2.437	0.624	0.443

Research Instrument

The researcher looked at the previous literature on the subject of the study, to prepare tests to measure some of their listening skills, namely:

Voice Recognition Test

Means and tools: A recording device that contains the sounds of a human or an animal (bird), the Lat (a moving car), and the sounds of other tools.

Method and Procedures: The trainer presents the blind child with a group of mixed and emitted sounds at the same time and asks him to identify and know their type as soon as possible.

Recording: Calculate the least time taken to identify five things among human voice, animal voice, machine voice, and bell sound.

Direction of Sound Test

Means and tools: a recording device - sounds made by the trainer - coins or pieces of iron and others.

Method and procedures: The trainer introduce the blind child to a set of sound stimuli from different directions, such as a sound outside the room - a sound inside the room - a sound from the upper floor - a sound from the north - a sound from the west.

Register :10 seconds are given to the examinee in different directions, and each correct answer is given one point.

A Test to Determine the Distance from Which the Sound Is Emitted

Methods and tools: Recording device - the real voice of the trainer and friends.

Method and Procedure: The trainer trains the blind child to determine the distance from which the sound emanates by presenting auditory stimuli emanating from different distances and trains to distinguish according to the degree of its distance, as he expresses this by saying that Fahd's voice is closer to Majed's voice, and Khaled's voice is farther than Faisal's voice. . . and so on

Register: 10 seconds are given to the examinee with different distances, and each correct answer is given one mark.

SCIENTIFIC BASIS FOR THE PROPOSED TESTS

Tests Validity

After completing the identification and formulation of the proposed tests, preparing the means, methods of conducting them, and recording their grades, the researcher put them in a questionnaire form and presented it to a group of specialists in the field of motor learning and special and educational psychology to find out its validity or if it needs to be modified. The approval rate ranged from 90% - to 100%, with a slight modification to the method of recording the test (voice distinction). The researcher took their opinions, and time was adopted instead of repetition. Thus, it was adopted in the survey application to extract the stability of the tests:

Tests Consistency

The application was relied upon, and the application is usually applied to a group of blind people from the Al-Noor Institute in Al-Qadisiyah, who number 3 children, if the application was applied to them on 12/14, and they were repeated on 12/21. After emptying the results and using the correlation coefficient between the results of the first and second application, the researcher obtained a stability coefficient that ranged between 0.895 - 0.932, which are very good correlation coefficients that can be relied upon. The results of the study are as shown in Table (2).

Table (2) The Results of The Validity and Reliability of The Proposed Tests

Tests	Face Validly	Validity after Test
Voice discrimination test	90%	0.932
Direction of sound test	100%	0.895
Test to determine the distance from which the sound comes	100%	0.903

Motor Learning Method

The researcher prepared a curriculum for some motor exercises commensurate with the ages of the two research samples, including 9 training units, two units per week, for a period of five weeks. The method included kinetic games and kinetic exercises that focus in their content on distinguishing sounds and knowing their direction, as well as determining the distance of their issuance so that they are interspersed with beautiful saliva graduating from ease to difficulty, taking

into account that these games have a simple level of achievement, meaning that the blind can perform well at the time of the kinetic instruction unit is 45 minutes divided into two preparatory parts of 5 minutes, and the main part of 30 and 10 calendar minutes. As shown in appendix (1).

THE MAIN EXPERIMENT

After confirming the validity of the tests and preparing an appropriate curriculum for the research sample, and after determining the number and types of the research sample, the researcher, with the assistance of the assistant staff, applied the educational kinetic approach to a research sample before applying the kinetic mathematical approach in the hall of the Al-Noor Institute for the Blind in Al-Qadisiyah. After that, the curriculum prepared for the period from 1/7 to 27/2/2022 was applied, and after completing the application of the vocabulary of the curriculum, the post-tests were repeated on the same sample and in the same physical conditions, and after the responses of the sample were processed and corrected and classified for the purpose of processing them statistically.

PRESENTATION, ANALYSIS AND DISCUSSION OF THE STUDY RESULTS

The First Hypothesis

In order to answer the first hypothesis, which states (3- There are no statistically significant differences between the pre and post-test in the performance of some audio skills for people with visual disabilities at the Al Noor Institute in Qadisiyah), the researcher applied the rule (T. test) for two interrelated samples as shown in Table (3).

Table (3) The Arithmetic and The Hypothetical Means for The Study Sample

The Tests	Test	Mean	Std Dev.	T- Calculated Value	T-Tabulated Value	Sig.
Sound Recognition test	Pre-test	42 sec.	4.984	5.835	5.835	Valid
	Post-test	30 sec.	3.34			
Sound direction test	Pre-test	4.55	5.783	3.158	3.158	Valid
	Post-test	6.92	3.538			
Test to determine the distance from which the sound comes	Pre-test	3.9	2.437	5.77	5.77	Valid
	Post-test	7.04	3.65			

From the above table, the value of the arithmetic mean for the pre-study sample in the voice discrimination test was (43 seconds), and the post-test was 30 seconds when using the (T) rule for two interrelated samples. The pre-test 4.55 and the post-test 6.92. When using the T-rule for two interrelated samples, differences appeared in favor of the post-test, as well as in the test for determining the distance from which the sound emanates, the value of the arithmetic mean before the pre-test

was 3.9, and in the post-test 5.03, and there were differences between the two tests when applying the T rule for two interrelated samples amounted to .This indicates that the students of Al-Noor Institute responded to the kinesthetic educational curriculum prepared, which was reflected in their performance in the post-tests in perceiving and distinguishing sounds, as well as recognizing the distances between them and the places of their directions, better than they were in the post-tests, and this confirms that the steps of the curriculum were prepared in a scientific and thoughtful manner. By the researcher taking into account the opinions of specialists in the field of education for people with special needs

The Second Hypothesis

To answer the second hypothesis, which states, "There are statistically significant differences between the post-test in the performance of some auditory skills for people with visual disabilities at Al-Noor Institute in Al-Qadisiyah, according to the gender variable." The researcher applied the (T-test) law to two independent samples, and obtained the results as shown in Table (4).

Table (4) The Arithmetic Mean and T-Value Calculated for The Study Sample

The Tests	Test	Mean	Std Dev.	T- Calculated Value	T-Tabulated Value	Sig.
Sound Recognition test	Males	5	28 Sec.	5.835	3.511	Valid
	Females	4	32 Sec.			
Sound direction test	Males	5	7.75	3.158	2.859	Valid
	Females	4	6.09			
Test to determine the distance from which the sound comes	Males	5	7.8.	5.77	3.763	Valid
	Females	4	6.32			

From the above table, the value of the arithmetic mean of the voice discrimination test for the research sample in the post-measurement for males was (28 seconds), while the arithmetic mean for females was (32 seconds). Significance (0.05). . This indicates that the male students of the Al-Noor Institute for the Blind in Al-Qadisiyah who applied the kinesthetic educational curriculum were better in terms of performance in the auditory tests than the female blind students. The arithmetic mean was (6.09), when using the (T) law for two independent samples, the T value appeared (2.859), and there were significant differences at the level of significance (0.05). This indicates that the male students of the Al-Noor Institute for the Blind in Al-Qadisiyah who applied the kinesthetic educational curriculum were better in terms of performance in the auditory tests than the female blind students, while the arithmetic mean value of the test for determining the distance from which the sound emanates to the sample of the research in the telemetry for males. 7.8) As for the post-measurement

for females, the arithmetic mean was (6.32). When using the (T) law for two independent samples, the T value appeared (3.763), and there were significant differences at the level of significance (0.05). This indicates that the male students of Al-Noor Institute for the Blind in Al-Qadisiyah who applied the kinesthetic educational curriculum were better in terms of performance in the auditory tests than the female blind students. This indicates that the students of the Al-Noor Institute for the Blind in Al-Qadisiyah, who applied the motor-modified mathematical approach, reduced the level of their social phobia, and this is a result of their active participation in physical motor exercises, which greatly increased their self-confidence, and this is reflected in a low level of fear of the social surroundings that they were feeling. which had a positive effect on their psychological state. These results show that the motor performance contributes well to the development of some auditory skills, because we have the role of practicing sports activities effectively that contributes to the development of other aspects in addition to the physical and skillful aspects. So (Murad, 2011) sees the importance of the role of practicing motor activities for the blind in reducing the risk of injuries What happens to them, as well as developing their state of confidence, and this in turn is reflected in reducing their fear and what it provides of greater opportunities to know their own capabilities and enter into an environmental or psychological variable that contributes to strengthening the skills of others that help him through self-knowledge and her ability to deal with these variables. (Al-Salhi, 2016: 12).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The development of auditory skills clearly for blind children participating in the motor curriculum.
2. The skill of determining the direction of sound had a better rate of development than the rest of the auditory skills of the blind child.
3. The males who actively practiced motor learning activities had a better level of performance in the tests than the female children.

Recommendations

1. Working on urging educational institutions to give attention to educational, motor, and sports activities within those institutions in a serious and escalating manner
2. Identifying individuals with hearing difficulties and create a training program for them
3. Studying the level of other persuasive skills, including developing the skill of finding out the sounds and showing their nature among the pupils of the Al-Noor Institute for the Blind in Al-Qadisiyah.

REFERENCES

1. Abd al-Muttalib Amin al-Quraiti (2005) *The psychology and education of people with special needs*, Cairo, Dar al-Fikr al-Arabi.
2. Abdel-Muttalib Amin Al-Quraiti (2003) *Mental Health*, Cairo, Dar Al-Fikr Al-Arabi.

3. Al-Khalidi, Adeeb (2001) *Mental Health*, Dar Al Arabiya, Nasr City, Arab Republic of Egypt.
4. Al-Kinani, Ayed Karim (2009): *Introduction to Statistics and Spss Applications*, 1st Edition, Dar Al-Diyaa for Printing, Al-Najaf Al-Ashraf, Iraq
5. Al-Salihi, Haider (2017), *Lectures on Training People with Special Needs*, Educational College, unpublished. Al-Qadisiyah, Iraq.
6. Ayat Ribhi Abu Al-Taif (2012), *Psychological reassurance and its relationship to social phobia among a sample of children in social affairs centers in the Negev region*. Master Thesis, College of Graduate Studies, Hebron University, Palestine.
7. Imad Muhammad Mukhaimer, Haya Muhammad Ali (2006) *Psychological problems of children between risk factors and methods of prevention and treatment*, Cairo University, Anglo-Egyptian Library. Egypt
8. John, Walker, Murray, Stein (2002) *Overcoming shyness, overcoming shyness and social anxiety*, Jarir Bookstore, Saudi Arabia.

Appendices (1) a motor educational curriculum (to develop the skill of Recognition sounds)

Number of Individuals: 9
Date: Nov. 17th, 2011
Time: 45 minutes
Day: Tuesday

Section	Time	Learning Procedure	Motor performance	Size
Preparatory section 5 Min.	***5 Min.***	***Working on preparing the hall, seating the examinees, and preparing and testing the tools***	***Sitting up straight and wait for commands.***	***N/A***
Main Section 30 Min.	***Educational 10 Min.***	***The trainer introduces the blind child to a set of sounds of machines, devices, and equipment, such as the sound of a car, then the sound of an airplane, then the sound of a musical instrument, then the sound of a machine in a factory, and asks him to distinguish between these sounds.***	***The blind person walks straight towards the sound he hears.***	3X 1
	Educational 10 Min.	***The trainer presents the blind child with a group of mixed and emitted sounds at the same time, such as a human voice, an animal's voice, a machine's voice, birds' voice, and the sound of falling stones, and asks him to distinguish between these sounds.***	***The blind person who hears the specific sound sits and stands when he is distinguished from the rest of the sounds.***	3X 1

	Educational ***10 Min.***	***The trainer presents the blind child with a number of sounds of people the blind child knows, and asks him to distinguish between these sounds***	***The blind child raises his hand when distinguishing the required sound.***	3X 1
Concluding section ***10 Min.***	***Evaluation*** ***5 Min.***	***The trainer presents the blind child with a number of different sounds in a specific order, and asks him to identify them according to what he has heard. Where he says, "I heard a human voice, then I heard a cat, then I heard a car."***	***The blind child raises his hand when distinguishing the sound and knowing its sequence.***	3X 1
	Evaluation ***5 Min.***	***The coach asks the blind child to listen to the voices of some of his classmates in a specific order, then the coach asks him to arrange those voices according to his hearing their voices, where he says I heard Majid's voice, then Fahd's voice, then Faisal's voice.***	***Not Available***	3X 1