

The Importance of Visual Worship for Teaching Integrated Deaf and Mute Students Descriptive Analytical Study



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Submission date: 22/01/2025 Acceptance date: 30/06/2025 Publication date: 30/06/2025



Abstract:

We aim, through this study, to examine the Algerian experience in its project related to the integration of deaf and mute students who possess hearing and speech aids in ordinary public schools. This initiative seeks to eliminate the gaps between them and regular students, allowing those with such characteristics to attend regular schools and study normally. I have chosen the vocabulary of Islamic education related to the lessons on acts of worship and how to teach them to this group. Through observing some schools, I noticed a complete absence of visual representation or simulation of acts of worship, with a reliance only on the limited resources and means available.

key words:: Worship; Importance; Descriptive Analytical Study

ملخص :

نحاول من خلال هذا الدراسة معاينة التجربة الجزائرية في مشروعها المتعلق بدمج التلاميذ الصم البكم الذين يمتلكون أجهزة مساعدة على السمع والنطق في المدارس الحكومية العادية، وذلك في محاولة القضاء على الفوارق بينهم وبين التلاميذ العاديين، أين يتدرج حملة هذا الصفة في المدارس العادية ويتمدرسون بشكل عادي، وقد اخترت مفردات مادة التربية الإسلامية فيما تعلق بدروس العبادات، وكيفية تعليمها لهذه الفئة. ومن خلال معاينة بعض المدارس لمست غيابا تاما فيما تعلق بتصوير العبادات أو محاكاتها، والاكتفاء فقط بما قل من الوسائل والإمكانيات.

الكلمات المفتاحية: تصوير، العبادة، الصم البكم المدمجين

Introduction:

Through this research paper, we try to present the Algerian experience with regard to the project of integrating deaf-mute students who have received hearing and speech adaptation aids, in an attempt to eliminate the differences between this group and ordinary students in regular public schools, and the aim of this project is full integration in everything related to the academic path of this group as if they do not suffer from any disability. Considering that this group is integrated in official institutions and taught with official curricula without taking into account even a little bit the privacy of this group, it seemed to me that the matter is difficult to manage even if it achieves some positive results and indicators, and these difficulties and challenges, many of them, I chose the difficulties of teaching Islamic education lessons, especially since it is a subject inherent to this group throughout all years of education.

Therefore, this study came to shed light on the difficulties of teaching religious knowledge within a program that teaches the deaf-mute category integrated in government educational institutions, as teachers and students face very great difficulties in demarcating the concepts of the Islamic education subject, which contains lessons in worship, beliefs and biography, without taking into account the conditions of disability that made speech and hearing difficult, and what made the task more difficult was the obligation to treat this category as an ordinary student, so this study tried to identify what the teacher and student alike suffer in embodying the vocabulary of the Islamic education subject, and try to present a proposal that helps speed and facilitate the process,

1/Problems of the study:

How is the content of Islamic education taught and taught to this group? What are the main difficulties facing this group in the subject of Islamic education? Do the traditional methods achieve the scientific goals set?

2/The relevance of the topic:

This paper attempts to evaluate the Algerian experience in school integration through the following:

- Evaluating the experience of providing religious knowledge to this group.
- Identifying the challenges and difficulties facing the education of the deaf-mute integrated group, especially in the subject of Islamic education.
- Examine the difficulties facing teachers of this group in the subject of Islamic education.
- Evaluate the experience of employing aids to understanding and comprehension, especially those related to images and scenes.

3/Previous studies:

There are many studies on this topic in general, and they focus largely on integration and its results, and I try through this study to focus on the subject of Islamic education and the way it is taught to this group, and in general these are the most important studies on this topic:

- **First study:** The role of social service in the rehabilitation of the hearing and socially disabled, Mohamed Adel Helmy Khalil, Faculty of Social Work, Fayoum University, Egypt, 2016, the study dealt with an important aspect in talking about social service for this group in a detailed and accurate manner, indicating the role of the framer in general in dealing with this group and the most important things he focuses on and the method of self-development.
- **The second study:** The effectiveness of pedagogical support in the academic success of hearing-impaired students integrated in regular classes, a case study, a master's thesis by Fatiha Foutia under the supervision of Dr Rabah Kaddouri, Faculty of Social Sciences and Humanities, University of Algiers, 2009. This study referred precisely to this group and clearly touched on the project of integrating this group, but the focus in the applied aspect was on the educational achievement and support for this group, and what is meant here by support in addition to the original work in consideration of the situation of this group whose members are already integrated in regular classes.
- **Third study:** The Algerian experience in the integration of people with special needs in educational institutions, 'Integrated departments as a model', Nouara Badi, Saliha Baiga, Scientific Journal of Special Education, Volume 05 Issue 02, Page 67, This study is one of the most important studies that I benefited from in identifying many aspects about the subject of my study, and it is the building block that touched and detailed the subject, and it is a basic building block to talk about this topic and the difference between us is that I focused only on the teaching of Islamic education.

4/Methodology of the study: This study adopted the descriptive method in relation to the theoretical aspect and the subject matter, and analysed and extrapolated in the other parts of the research.

The theoretical aspect of the study

As an introduction to any scientific study, it is necessary to know the meaning of the words and the basic variables of the study, so these are the basic study concepts

Preface on the first topic and the issues to be addressed, School integration means integrating deaf-mute students in regular classrooms alongside their hearing classmates, or in special sections within a regular school with the provision of supports that help them interact and learn effectively.

The integration of the disabled (deaf-mute) in the field of education is one of the most important concerns of governments in relation to this group, and this interest has increased during the past years, especially with the great developments in the field of special education, and many governments have taken the path of school and social integration of this group in an attempt to eliminate and reduce disparities to ensure equal opportunities and achieve the principle of justice in education.

1/ Difference between integration and special education

Unlike special education, which relies on segregating students with special needs in specialised institutions, school integration aims to educate these children within regular schools, while providing educational and technical support commensurate with their needs. There are three main types of school integration¹:

.1 Full integration: Pupils are integrated into regular classes without the need for substantial modifications to the school programmes.

.2 Partial integration: Pupils with special needs spend part of their time in special sections to receive extra support, while attending some lessons with their regular classmates.

.3 Spatial integration: Pupils with special needs are enrolled in a regular school but remain in a special section within the same institution, without being integrated into regular classes².

2 / Concept of Deaf-Mute integration

The term 'deaf-mute' refers to people with varying degrees of hearing loss, which affects their ability to acquire spoken language, and therefore their ability to speak and communicate verbally. Scientifically, hearing loss is categorised as a sensory impairment, and may be total (total deafness) or partial (hearing

¹ /Sassi Nour Eddine. Education and Development in Algeria, Dar Al-Ma'rifa, 2012, p. 112.

² / the same source.

impairment), which affects a person's ability to interact with their environment using traditional means of communication.

There is a difference between deaf people and hard of hearing people. Deaf people are those who suffer from severe or total hearing loss and are unable to use spoken language except through intensive training or the use of sign language, while hard of hearing people are individuals who have a partial ability to hear and can use hearing aids or cochlear implants to improve their verbal communication.

3 /educational importance for people with special needs

Worship is an umbrella name for all that Allah Almighty loves and approves of in terms of words and deeds, both outward and inward. This entails that the creature humbles himself to his Creator with love and sincerity, which is the purpose for which the prophets and messengers were sent: Allah says: 'We sent no messenger before you except to reveal to him that there is no god but me, so worship me' [Al-Anbiya: 25]. The call to worship is addressed to all slaves, regardless of race or colour, and it is an inclusive command that does not exclude the righteous and the wicked³.

4/ The evolution of school integration policy in Algeria

In the early years after independence, school inclusion was not among the educational priorities, as the educational system was mainly focused on universal education and the eradication of illiteracy. The state's efforts were limited to establishing some specialised institutions for the care and education of children with various disabilities, but these institutions were few in number and accommodated only a small percentage of students in need of special support⁴.

5 / Educational transformations and the trend towards integration:

With the developments in the educational sector in Algeria, the state began to adopt more comprehensive educational policies, where school inclusion was included in the reforms of the educational system. Since the beginning of the third millennium, the Ministry of National Education has promoted the concept of integration by issuing laws and legislations that guarantee the right of students with special needs to study in regular educational institutions, with the provision of appropriate means of support⁵.

³ /Ahmed Samir, Hearing Impairment: Diagnosis and Rehabilitation, Dar Al-Fikr (2017), p. 105.

⁴ /Ben Youssef Mohamed. Education and School Integration in Algeria. Dar Al-Umma, 1996, p. 67.

⁵ /Marzouq Yassin, Strategies for Teaching the Deaf and Mute, Dar Al-Mustaqbal (2018), p. 87.

6 /Mechanisms to support school integration in Algeria:

- Modifications in school programmes and curricula

To facilitate the integration of students with special needs, the Ministry of Education has introduced some amendments to school curricula, such as simplifying some lessons, providing learning activities that take into account individual differences, providing teaching aids such as Braille textbooks for the blind, or using audio-visual aids for deaf students⁶.

- The role of the teacher in supporting school integration

Teachers are considered one of the key elements in the success of the inclusion process, as it requires them to possess special educational skills that help them deal with students with special needs in an effective manner. For this reason, the Ministry of Education has launched continuous training programmes for teachers, focusing on how to deal with this category of students and develop teaching strategies that take into account the diversity of abilities within the classroom.

- Creating a conducive environment for students with special needs

School inclusion cannot be achieved without providing a favourable school environment, which includes equipping classrooms with appropriate educational equipment, providing special corridors for people with mobility disabilities, as well as establishing special support sections within regular schools to provide additional assistance to students with special needs.

8 /Challenges facing school integration in Algeria

- ❖ Lack of specialised competencies

Despite the efforts made to train teachers, there is a clear shortage of specialised educational staff to deal Tuesday, 17 Shawwal 1446 with children with special needs, which affects the quality of the inclusion process. Most teachers still rely on traditional teaching methods that may not be suitable for all groups⁷.

- ❖ Lack of material resources

Many schools face difficulties in providing teaching aids and infrastructure suitable for the needs of students with disabilities, especially in remote areas, where many students lack adequate psychological and pedagogical support services.

⁶ /Murad Khaled. The Reality of School Integration in Algeria. Dar Al-Majd, 2003, p. 92.

⁷ /Bouaziz Rachid. The Problem of Education and School Integration in Algeria. Dar Al-Rayah, 2015, p. 102.

❖ Social and cultural acceptance

Despite the state's awareness-raising efforts, there are still some societal reservations about integrating children with special needs into mainstream schools, with some suffering from discrimination or lack of understanding from their peers and parents. Changing this situation requires intensifying awareness campaigns on the importance of inclusion and its positive impact on the development of society.

❖ Prospects for the development of school inclusion in Algeria

- Strengthening specialised training

It is necessary to develop specialised training programmes for teachers that include modern techniques in inclusive education, and provide continuous training workshops for teachers to ensure that they improve their performance in dealing with students with special needs.

- Supporting cooperation between teachers and schools.

School inclusion can be improved by strengthening cooperation between the Ministry of National Education and other sectors, such as the Ministry of Health and Social Affairs, to provide comprehensive support that includes educational, health and psychological aspects for these students

8 /Employing technology in inclusive education

Technology can play a major role in improving school inclusion, by providing digital learning programmes for people with special needs and developing apps that help them interact more effectively with the curriculum.

School inclusion is one of the main pillars of achieving a more equitable and inclusive education in Algeria. Despite its challenges, strengthening pedagogical training, improving infrastructure, and raising social awareness can contribute to the success of this process and ensure a better educational future for all children, regardless of their abilities or special needs.

I see school inclusion in Algeria as a necessary and important step towards achieving justice, equality and equal opportunities for all children, including those with special needs. It reflects a positive shift in the perception of these children from a purely medical perspective that focuses on disability to a socio-educational perspective that focuses on their right to learn, participate and integrate into the regular educational environment.

In my view, school inclusion in Algeria holds great potential for significant benefits on several levels:

1. At the level of the child with special needs: Inclusion allows them to grow and develop in a natural environment with their normal peers, which enhances their social, emotional and academic development. It also contributes to building their self-confidence and self-esteem and reduces their feelings of isolation and marginalisation.
2. At the level of the average child: Inclusion provides an opportunity to learn the values of tolerance, empathy, acceptance and difference. It helps them understand human diversity and develop important social skills in dealing with others regardless of their differences.
3. At the school and community level: Inclusion contributes to building schools that are more inclusive and responsive to diversity, and reflects a more cohesive and solidarity-based society that values each individual and embraces difference.

9/Major Challenges of School Inclusion

- Adequate teacher training and qualification: Teachers need specialised training on how to deal with children with special needs and meet their different educational and pedagogical needs within regular classes.
- Providing the necessary resources and support: Inclusion requires the provision of specialised educational assistants, special equipment and supplies, and flexible and appropriate educational curricula to meet the needs of all learners.
- Changing mindsets and sensitising the community: There is still a need to sensitise families and society to the importance and benefits of inclusion and to dispel fears and negative stereotypes towards children with special needs.
- Adapting school infrastructure: Many schools in Algeria are still not adapted to receive children with special needs in terms of accessibility and mobility within buildings and classrooms.
- Coordination between different sectors: Effective inclusion requires close co-ordination and co-operation between the education, health and social sectors

10 /The importance of filming worship lessons for integrated students

Many studies have proven the importance and effectiveness of visualisation as an aid to simplify and clarify concepts, and this applies in dealing with all segments of society, which reflects the flexibility of Islam and its consideration of the situation of the addressees, and when it comes to the integrated deaf-mute group, it is imperative and urgent to develop the correct perception regarding worship, and we mean here the use of images, signs and videos. For example, the use of videos that explain the steps of performing the movements of the obligatory prayer, pilgrimage and fasting is sufficient to communicate the general idea of these rituals, and this is also matched by the actual simulation of these rituals in front of this group with the use of methods of communication familiar to them, and this undoubtedly requires the ability and special training for supervisors in this job.

This method contributes to the following:

1/ Facilitating the understanding of Shari'ah duties: The use of communication media is an urgent modern necessity for those in charge of education and framing affairs to adopt and be open to it, as humans in this age have special characteristics and considerations that require keeping up with them, and the matter is more necessary in relation to this group, which requires special efforts and needs to instil religious values in them through teaching them matters of religion.

2/ Activating social participation: This is one of the purposes that the Islamic Shari'ah came to preserve, as the disabled person must feel that he is a number and an individual in the society that interacts with him, which eliminates his isolation that may destroy him.

3/ Eliminating the communication language barrier: This mechanism also contributes to alleviating the difficulty of communication due to the loss of language, as many of this group, despite their real integration, still have a language barrier and a strong sense of inadequacy due to their lack of involvement in ideas.

4/ Achieving autonomy: Understanding the religious duties and the way to fulfil them is enough to achieve independence in worship, we mean performing them without the need for assistance from another party, for example filming, learning and explaining the rituals of Umrah on video is enough for the disabled person to perform them on his own without the need for assistance, and this undoubtedly enhances self-confidence that would explode his energy, abilities and talents.

5/ Meeting the needs of special education: The use of this media in the framing of this group is one of the duties and rights of this group, as many Sharia rulings and duties are taught and learnt orally among the segments of society, and this group has the right to know and understand the rules of their religion and learn them.

Conclusion

In this presentation, we have emphasized the importance of focusing on and developing teaching methods that align with the needs of modern individuals, particularly those with special needs, such as the integrated deaf and mute community. When it comes to religious matters, there is no better approach than visually depicting worship and presenting it to this group, allowing them to learn and experience many of its details. Adapting to these teaching methods is crucial for achieving effective knowledge acquisition.

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