

Teaching competencies for teachers of the hearing impaired

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Abstract:

Through a review of the most important previous studies conducted at universities and institutes, this study aims to determine the degree of teaching competencies among teachers of hearing-impaired individuals.

We have adopted the descriptive approach in this study, and finally, we came up with the following results:

- Some competencies and skills are more important for special education teachers than for teachers of ordinary education.

- Understanding how hearing-impaired children interact in the teaching and developmental process and using knowledge to provide the appropriate teaching method to them.

- There are no statistically significant differences in teaching competencies concerning gender and specialization.

- There are statistically significant differences in teaching competencies concerning academic qualifications.

- The importance of modern teaching technology and its optimal use in the teaching process in schools for the hearing-impaired.

Keywords: Teaching competencies, the hearing-impaired teacher, the hearing-impaired individuals.

1. INTRODUCTION

The first subtitle opens with an introduction that presents the specific problem under study and describes the research strategy. The first subtitle opens with an introduction that presents the specific problem under study and describes the research strategy.

The category of special needs people is an important topic that has attracted the attention of researchers, psychologists, sociologists, education officials, international organizations, and parents, given the presence of this category in all societies of the world, regardless of its type and degree.

The hearing-impaired category that we are studying is among the first to receive care and attention, followed by motor and mental impairments.

Education services for this category of people were limited to protecting them from the outside community and housing them in shelters, and then the service evolved to teaching them daily life skills in special schools or centers. The French physician Ithard John was the first to be interested in special education by diagnosing and educating hearing-impaired individuals.

Thomas Galet is also one of the first educators to have an interest in the education of hearing-impaired individuals with hearing loss of more than 70% decibels, causing an imbalance in the processing of language information through the auditory system alone, with or without hearing aids.

The hearing-impaired individual, whether deaf or hard of hearing, looks like a normal person in his appearance and he doesn't draw attention to him, like those with other disabilities. However, he lives out of touch with people, and he is in dire need of understanding the world in ways and means to help him in this regard (Abdel Fattah, 1997).

Thus, we can say that any damage or injury to any parts of the ear will affect the auditory capacity, including hearing or communicative impairment, injury to the middle external ear, and neuroauditory or central auditory impairment.

In the opinion of Dr. Ahmed Abdel Latif Abou Asaad, age and degree of impairment are among the factors that affect the development of language and education in hearing-impaired individuals. The younger the age when the impairment occurs, the harder the acquisition of language, and the greater the degree of the impairment, the harder the acquisition of language and sounds.

Language is the link between the learning and the teaching process, this would cause learning difficulties for hearing-impaired individuals. Therefore, we have to provide them with alternatives and assistance.

The teaching process in this category has many characteristics and requirements so that the preparation and training of ordinary education teachers are different from those of special education teachers, who are required to possess the necessary competencies to successfully perform the teaching process.

In this context, researchers interested in education issues focused on identifying the necessary competencies for teachers to perform their tasks successfully and effectively.

The field of special education focuses on people with special needs and the ways of caring for this category, since they have rights to academic qualification and professions, as stipulated by legislation and laws and confirmed by international conventions and international associations. (Journal of the Union of Arab Universities for Education and Psychology, 2007, 192).

Schools for the young deaf have also started to teach and rehabilitate the category of hearing-impaired individuals by changing their academic and teaching programs, such as those of ordinary schools.

Several positive changes, including the need to provide special curricula and playgrounds for the disabled, and to provide special methods for their education and training. As well as the provision of specialists to teach this category. (Mahmoud Ibrahim Al Daen, 2005, 15).

New teaching movements based on competencies and practical training of teachers affect the field of special education.

Al Mahmoud (1984) indicates that the movement for teaching competencies in the field of special education seeks to prepare and implement training and teaching programs before and during service for the teachers of individuals with special needs. In addition to the importance of teachers' competency and effectiveness, which depends on providing a good environment for the students and having good teaching methods (Oussama Al Batania, 2004, 33).

The success of a teacher in his teaching and teaching missions is measured by the extent to which he possesses and practices teaching competencies effectively with hearing-impaired individuals.

2. Set concepts

2.1 Teaching competencies

Teaching competencies are the general skills to be mastered by a teacher of hearing-impaired individuals during the teaching process. They are a set of behaviors that the teacher of special education should acquire and use while performing the teaching process, and which enable him to complete his mission with perfection. These behaviors are determined by (planning, execution, and evaluation) competencies and are measured by the teacher's grade in the observation grid designed for this purpose.

2.2 Teacher of the hearing-impaired individuals

A person who raises and educates hearing-impaired individuals should have the necessary competencies to teach this category of individuals including planning, organizing, and managing the various situations to achieve the desired goals.

A teacher of hearing-impaired individuals must be a graduate of universities and institutes that specialize in teaching the special needs

category, with a bachelor's degree, or qualified to work with the hearing-impaired individuals

3. Studies on the degree of teaching competencies

This table shows the studies on the degree of teaching competencies:

Researcher and year	Study	Sample	Objectives	Obtained results
Al Nahdi, Abdel Hamid, (2017)	The reality of rehabilitation among special education teachers in the light of the necessary competencies for special and ordinary education teachers.	156 of special and ordinary education teachers.	<ul style="list-style-type: none"> - Identify the necessary competencies and skills needed to prepare special education teachers -benefit of certain scientific specialties graduates to work in special education programs after their qualification -Study the various options for training programs for special education teachers 	<p>After applying the 31 questionnaires, which include the necessary competencies for special and ordinary education teachers, it was revealed that some competencies and skills are more important for special education teachers than for ordinary education teachers:</p> <ul style="list-style-type: none"> -Develop integrated education programs and increase teaching intensity when needed, as well as work with a small number of students to focus on each of them -Understand how children with disabilities interact in the teaching and developmental process, to use this knowledge and provide appropriate teaching experiences.
	Teaching competencies among special education teachers at specialized centers in the province of El Oued.	Special education teachers at specialized centers in the province of El Oued.	<ul style="list-style-type: none"> -Examine the degree of teaching competencies among special education teachers. -Identify differences between the different samples (gender-qualification-specialization). 	<p>After applying the observation grid and verifying its truthfulness and consistency, the results of this study have concluded that the degree of teaching competencies of special education teachers is low.</p> <ul style="list-style-type: none"> - There are no statistically significant differences in teaching competencies on gender

	Oued.			and specialization -There are statistically significant differences in teaching qualifications relating to academic qualifications.
Thlaji Al Madad magazine	Str ategies for training special education teachers.	S pecial educatio n teachers	-Directions of special education teachers. -Conditions and methods of enrollment in training. - Characteristics of training programs.	-Directions of special education teachers. -Conditions and methods of enrollment in training. -Characteristics of training programs.
Mam G, Halab K, Al Diyaa Psychologica l and Teaching Research Magazine 2001	The role of training programs for special education teachers in achieving academic integratio n for hearing- impaired individual s. - Field study at the centers for the disabled	2 0 teachers	Identify the importance of the training programs for special education teachers in collecting information	The study showed the importance of special education teachers' training programs in collecting information and understanding the importance of such programs for the hearing-impaired in achieving academic integration to a high degree
A Sabti, F Fellak, 2017	Mo dern education technolog y and its role in educating people	T eachers from the hearing- impaired and the visually	Identify difficulties impeding the optimal use of learning technology.	Modern learning technology plays important role in the education of special needs students, with several difficulties impeding the optimal use of learning

	<p>with special needs, a field study on a sample of teachers from the hearing-impaired and the visually impaired schools in the city of Biskra.</p> <p>Social Sciences Magazine Mohamed Kheider Biskra University</p>	<p>impaired schools in the city of Biskra.</p>		<p>technology in schools for hearing and visually impaired individuals.</p>
<p>Ben Kacima Farid, Samia Chouial</p>	<p>A study on learning competencies among teachers of people with special needs - a field study in schools of the hearing-impaired children in Algiers and some provinces of the east of Algeria.</p>	<p>38 teachers of hearing-impaired children in Algiers and some provinces of the east of Algeria.</p>	<p>Identify the degree of teaching competencies among teachers of hearing-impaired children.</p>	<p>Relying on the criterion of teaching competencies among hearing-impaired teachers:</p> <ul style="list-style-type: none"> -Teachers of people with special needs have high teaching competencies in dealing with the category of hearing-impaired children. -There are no statistically significant differences in the degree of teaching competencies among teachers of people with special needs (category of hearing-impaired children) due to the teaching level of the teacher. - The absence of

				differences between the members of the study sample plays a major role in the high degree of teaching competencies among teachers of people with special needs.
Abdel Jabbar, A	A study on the necessary competencies for teachers of hearing-impaired children, its importance and availability, Journal of the Faculty of Education, Ain Al Shams University (Education and Psychology).	Teachers of hearing-impaired individuals at the primary and middle schools (Institutes of Al Amal) and in special classes attached to ordinary schools of the education departments in various regions of Saudi Arabia.	The study aims to identify the necessary competencies for teachers of hearing-impaired children.	Relying on the criterion of teaching competencies: The results of the study showed that there are no statistically significant differences between the average scores of the sample members in terms of the importance of these competencies, which relate to age, experience, and teaching qualifications. On the other hand, it showed that there are statistically significant differences between the scores of the sample members in terms of the availability of these competencies according to age, experience, and teaching qualifications.

4. Analysis and interpretation of the study results on teaching competencies among teachers of hearing-impaired individuals

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A review of these studies through the type, number, objectives, and results of the sample is as follows:

The lack of studies on teaching competencies among teachers of hearing-impaired individuals.

Most of the study results in the table above show the importance of teaching competencies among teachers of hearing-impaired individuals.

By studying the qualification reality of special education teachers in the light of the necessary competencies among teachers, we found that the acquisition of some skills and competencies is more important for special education teachers than for ordinary general education teachers.

These skills relate to developing integrated education programs and increasing teaching intensity when needed, as well as working with a small number of students to focus on each of them. This is to understand how children with disabilities interact in the teaching and developmental process and to use this knowledge and provide appropriate teaching experiences.

Amir Ibrahim Al Qurashi believes that the process of teaching students with special needs requires a teacher with many competencies necessary to qualify for teaching this category, which needs special education, whether at the level of planning or execution.

He is required to plan and execute individual teaching plans to suit the nature of each learner as being different.

Dr. Al Laqani also believes that it should be based on efficiency, represented by:

Teaching activities are organized and adapted to the levels and needs of his students.

A closer and more critical look at the curriculum.

Suitable ways to evaluate the learning and development of his pupils.

Develop a competency-based learning program by organizing a set of information that integrates knowledge and logic.

Haroun's study also proved that special education teachers need teaching competencies to give them the ability and effectiveness to deal with disabled children. He pointed out that the fields of teaching competencies are those within the classroom that directly affect student achievement including planning, executing, and evaluating the lesson.

Amir divided it into four categories: planning the lesson, organizing and managing the teaching, executing the teaching, and evaluating the learnings.

The studies identified principles for teaching hearing-impaired individuals:

Provide an appropriate classroom environment by the teacher that helps meet the needs and preferences of the hearing-impaired individuals.

Provide adequate lighting within the classroom.

Evaluate the bridges.

Exercise care and caution.

Devote time to rest.

Help to develop a realistic concept.

No use of mockery.

Some studies have hypothesized that special education teachers should acquire special competencies concerning certain variables, such as academic qualifications, gender, and professional experience. These studies have also focused on the development and evaluation of special education teachers, who may differ from one another in terms of gender, teaching qualifications, and field experience.

The study of Thlajia has also confirmed that the conditions and methods of enrollment in training, as well as the characteristics of the programs offered to train the teachers of special needs people, were consistent with the study of Hallab.

5. CONCLUSION

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Through a review of these studies in our research, we found that the teaching competencies among teachers of hearing-impaired individuals are important for teaching this category and elevating it to the highest grades.

Despite the results of this study, they remain limited; which we hope will be more thorough and precise.

Based on these findings, several recommendations have been proposed, which we summarize as follows:

- Pay attention to people with special needs, especially those with hearing-impaired.
- Enhance the degree of teaching competencies among teachers of hearing-impaired individuals in their schools and centers.
- Train teachers on modern technologies to learn how to operate and provide them in schools and centers for hearing-impaired individuals.
- Encourage teachers to conduct training courses on new teaching methods and skills for hearing-impaired individuals.

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