



ISSN: 2617-2070 (Print) ; 2617-2070 (Online)

Journal of Advanced Sciences and Engineering Technologies

Available online at: <http://jaset.isnra.org/>

Journal of Advanced
Sciences and Eng.
Technologies

JASET

Na'imeh Ahmad.A. Arshood

Ministry of Education ,Jordan

naimah4ershud@yahoo.com

Information and communication technology (ICT) in education of comprehensive Methodological foundations and concept

Keywords

Communication technology (ICT)

Education

comprehensive Methodological

Civilizational functions

ARTICLE INFO

Article history:

Received 01 October 2019

Accepted 10- December -2019

Available online 10– April 2020

DOI:

<http://dx.doi.org/10.32441/jaset.03.01.04>

Copyright © 2018 by author(s) and This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0>



Open Access

A B S T R A C T

This paper Information and communication technology (ICT) in education of comprehensive Methodological foundations and concept, fills two major civilizational functions of personality development: its spiritual, moral, artistic, cultural development and its socialization, as well as the economic function, the reproduction of skilled labor resources for social production. The intensification of the process of obtaining knowledge, the requirements for quality and individualization of the process of obtaining education by different categories of students cause an urgent need to develop and implement a wide range of educational programs that allow everyone who wants to get that education, at the time and place that seem most acceptable to him, regardless of gender, age, social origin and abilities. On the study of the role of education in this context, inclusive pedagogy is aimed.

Introduction

The idea of realizing continuous education, caused by the need to adapt a person to new fast-changing technologies, has shown the failure of previous training systems. There is an objective need to move from "teaching the profession" to "learning to learn," which requires changing all the teaching technologies, restructuring the mentality of teachers and students. His problem became the most urgent in the conditions of the transition of preschool educational institutions to the requirements, the transition of general educational institutions to the Federal educational standards of the second generation, the introduction of educational standards of the third generation - the professional system of training bachelors [1] [2]

At the same time, it should be noted that in society there is an increasing understanding of the importance of men as the highest value. However, in our country, the following are some figures: Today, more than 6% belong to the category of children with disabilities (out of the total number of children). At the same time, there is an annual increase in the number of children [3]

Methodology

Research, qualitative and postmodern comparative goals with a systematic analysis of the problem of special cases in the Kingdom of Saudi Arabia and the world

To identify the impact on personal, educational and professional life for people with special needs, knowing a range of objective factors, including experiences and novels, the practical process that tells us about the situations and situations of people with special needs and then know their personal, scientific, professional and

cultural development and their integration into the society properly, as the analysis tells us about the extent of their effectiveness in schools and universities and There are many definitions of education and special education. Perhaps the simplest is "teaching science" or "teaching art". And teaching methodology in the acquisition of knowledge and skill, which is one of the main objectives of comprehensive education institutions and special education for special cases in recent years. New innovations and new studies have always had a major impact on education, both methodically and technologically. "The aim of the curriculum is to update teaching curricula worldwide," effective teaching and learning, "according to the Ministry of Education in the Kingdom of Saudi Arab [3] [4]

Approach

1.1 Philosophical and cultural aspects of inclusive education

A significant feature of modernity is globalization, which encompasses the aspects of human life, including the education system. In many ways this is promoted by the dissemination of information and communication technologies: they change the worldview, cultural and educational needs, and the values of people's lives. Moreover, "knowledge, training [4]

Globalization, covering aspects of human life, including the education system. In many ways this promotes the diffusion of information and communication technologies: they change from the world's point of view, the cultural and educational needs, and the values of people's lives. Furthermore, "knowledge, training and information become new types of raw materials in international trade, energy sources and important components of individual wealth

and enterprises." In this regard, modernity is often called the knowledge society, based on information and communication technology, but here there is a certain ambiguity from Status. On the one hand, "a knowledge-based society is a kind of society, which is necessary in order to be competitive and succeed in changing the economic and political dynamics of the contemporary world." This means a society of highly educated and therefore dependent on the knowledge of its citizens to encourage innovation And the dynamism of the economy from this society, on the other hand, a large number of people because of different circumstances do not have access to knowledge and education, and today we live in a huge stream of contradictory information that obscures reality and the real state of affairs. Change m High-tech n-space speeds, great achievements, discoveries, tricks and contradictory position[5]

1.2 At the same time, "the rate of change of events is so great that we cannot extract the meaning, we do not have time to understand anything. Therefore we live in a situation that does not extract the senses and expand the vacuum simulation culture all this leads to the deterioration of human personality, They plunge daily into a world of unrestrained consumption and crazy temptation, without asking questions: "Do I really need this or not? What is the point of this consumption? What can this lead to? Does this consumption give me a feeling of relief? "The life of modern man has been completely reoriented to the way of" existence, "and society has been reduced to the level of machine / machine to achieve certain goals, including political, economic or religious. In an attempt to keep up with the times and trends, Self-education, self-realization, "art" less often refers to himself, to his own deeper. [6] If we remember, already in the twentieth century,

analyzed the state of modernity and declared that the person has lost the "ability to govern" and that this is his main problem. In the swift escape of loss of confidence in his values, in his own opinion he stopped referring to the moral instinct someone convinced that it is necessary "to sing with a common voice and live by strangers, and all the ideas imposed. This general illusion encompassed everything. Everything fell under his influence. Public opinion and desire literally chained a man, limiting his freedom. In the twenty-first century, this situation is exacerbated by mass media activity, which not only provides the person with diverse but often conflicting information. As a result, the reality quickly became leaking, and conflicting information formed a "false consciousness" and disrupted the functioning of human memory. The state of anthropological disaster is exacerbated by the globalization of a large number of problems, including social and demographic problems, [5] [6]

2.1 Health problems. Nature, which reflects the catastrophic human presence itself, is located on the edge, in the border state between life and extinction, violent flowering, and drought. All of this increases instability and the crisis of human existence, raising problems of socialization and adaptation, the alienation of a person from society and even himself. In this regard, the person today needs to gain stability in his structure. One of the key areas to assist in this is the education system, whose goal is to create a self-sufficient person with knowledge that corresponds to this type of social development. Global problems, yet unresolved and humanitarianism brought to a situation where the concept of "standards" with regard to, for example, health, turning towards "pathology". In modern society, a large number of people have problems with their mental state

group abnormality etc. In this regard, the most recent in the philosophical discourse actively discusses the concepts associated with the introduction and spread of inclusion: it is one of the most important functions of state policy in the field of education. It is possible, given its flexible organization of the educational process, to be able to provide an adequate form of education to people who have fallen into difficult living conditions and various kinds of problems. In this context, inclusive education is based on the social model, based on the idea of self-awareness including building community relations, trying to understand and contribute to other (nonstandard) social practices, divergent. Note, under other (atypical) [6] [7]

2.2 The call for integration into modernity is no accident. The fact is that the traditional non-education system (anomaly) in private institutions, the private sector often and educationally does not create "social development of the situation" apart from broader social contacts, which show the requirements of community dependence. This does not lead to the appearance of another (anomalous) as an independent figure, which affects the result of exclusion and alienation in society, more isolation and a sense of hopelessness of its existence. [8]

Comprehensive education is based on the fact that each trainee - unique and unique personalities with their interests, abilities and needs that require individual approaches to the learning process and flexibility in developing training programs that take into account these features, so the individual approach requires the professional competence of the teacher, Such as the qualities of ethics, flexibility, sensitivity, and the ability to hear and understand the other. Moreover, universal education is a special table of values (ecology),

which are the following main principles: Every person, regardless of abilities and achievements, the right to education and maintain an acceptable level of knowledge and self-expression Personal progress, communication, friendship and support. It must be emphasized that the type of education should not be implemented in the specialized agencies, in traditional schools, secondary schools and universities, which contributes to a positive atmosphere of humanity, tolerance, compassion and compassion, the ability to understand / accept all / Social and self-realization, and serves as an effective means of communication with society and anti-socialism

By embedding, the trainee's isolation and alienation are reduced, become more active, he stops feeling "at his advantage." The introduction of inclusive education contributes to the restructuring of the culture of the educational institution, where the process is registered in all: the faculty, students and their parents. Diversity and students' differences against each other, acts as a powerful potential resource that promotes development and the appearance of an innovative beginning. In general, inclusive education is a unique process that provides access to education for all, thereby eliminating barriers to trainees' differing conditions and creating conditions for the self-discovery of a person's inherent potential. In the modern cultural space, there are also two approaches to the problem of inclusive education. The first approach is based on the social model of the other / non-stereotypical understanding and the protection of its rights, including discrimination. The motto of this approach can be called the idea of creating a comprehensive society where there will always be a place for the other / non-stereotyped, despite the difference between cultures, worlds and their values. The problem

of the other / non-stereotypical here approaches the view of social construction methodology, which allows criticism of society, and changes it directly [8]

It is believed that the first concept embodies the inherent physical / mental characteristics of the human, and the second - embodies the social construct, which corresponds to typical attitudes adopted in society. When this installation is transferred to the individual, then everything related to any such aberrations is called. "Inability". In this regard, there is a need to criticize "intolerance", which constitutes discrimination against anything that does not conform to generally accepted standards. The medical / psychological description of others / atypical reflects their real problems and needs, without being the result of instability. In this respect, discourse on others / non-stereotypes is important for the new construction of social reality and practice. It should be emphasized that the social model of integration can itself be a subject of criticism. First, it is not always acceptable to help others, associated with being included in the education process (for example, here you can include people with severe visual and hearing impairment, intellectual disabilities). Second, the ideology of integration involves dividing people into "ordinary" and "other" / "non-stereotyped" (disabled, unable), distorting the idea of society, collective solidarity and equality among people. In general, within this approach, cultural diversity is seen as a condition for further development and interaction. As a result, [8] [9]

2.3 And the introduction of the methodology of social constructively itself, society and its institutions sympathize with others / atypical, including enough in social performance,

thereby promoting their growth and development and express themselves equally. A vivid example of the manifestations of this approach, the characteristics of PWD becomes an inspiration for structures expressed by partners who have no violations. In the second approach to integration, the process of forming, shaping and developing a person within a given cultural context, its social development and development, is rooted in society, perceptions, rules and values. As a result of the introduction of this approach, psychology and special education emerged Under this approach, the problems of division into criteria and pathology, capacity and capacity have become topics for discussion. At the same time, it is about helping people with different disabilities and their potential correction during adjustment in the education system. [9]

It is the character of the teacher who becomes one of the main problems of inclusive education. The teacher should have a high culture, moral stability and professionalism. In turn, "the culture is revealed in itself is eternal education, education." It should be noted that in the process of the implementation of universal education occurs mutual learning, that is, the teacher teaches learners, these, in turn, teach the teacher, "the best teacher is who learns best self". , Which called for "watching young people with respect". It is the character of the teacher and his flexible management style that the psychological and emotional atmosphere within the learning group depends, an accessible learning environment is established, the principles of communication are achieved, partnership and cooperation are achieved. The teacher should be guided by the high moral principles of the integration ideology. He must show humanity, tolerance, compassion, kindness, spirit, patience and respect for others / non-traditional, without

losing his sense of proportion and restraint. A comprehensive teacher set must not forget that he is responsible for the physical, intellectual, emotional and spiritual health of students, so contributes to a favorable climate of diverse knowledge. Any of his information should be positive, not underestimated by individual trainees. It should be equally neutral and supportive and support all trainees, enhance their self-confidence and confidence in their strength, and show them opportunities for improvement. Moreover, the teacher encourages his pupils to develop independence, willingness to cooperate and help others / atypical. Assessing the achievements of trainees, the teacher seeks for objectivity and justice, without exaggerating or artificially underestimating evaluations. Moreover, the teacher must be a speech culture [8] [9]

3.1 Communication, without provoking scandals and not insulting anyone

Even if the opponent is not always right. Its main task is to listen and understand the opinion of the other / atypical, building a compromise model of behavior. In general, within the framework of inclusive education, the ethical appearance of the teacher as a mentor, a senior companion is very important. He must combine nobility in thoughts, words and deeds, be faithful to his work and sincere with the trainees. In the process of inclusive education, to maximize the acceptance of the other / atypical, the instructor is recommended to introduce and combine various approaches, including system, team, and environment, conductive, individual. So, the system approach implies a successive, interconnected chain "inclusive school - a professional educational institution - inclusive life". The team approach emphasizes the interaction of specialists with the family environment of atypical trainees.

The environment approach produces an analysis of the environment and its impact on what the other / atypical achieves in the learning process. The conductive approach connects the family and it's both positive and negative impact on the degree of involvement of the other / atypical in the learning environment. One of the main approaches in the context of inclusion can be called an individual approach to the other / atypical, depending on the personality of the teacher, who builds the methodology and strategy of progressive education. Individual approach to the trainees proceeds from the consideration of their personal characteristics and knowledge of psychology. In this regard, recall the words of Confucius, who said: "Do not be sad that people do not know you. Sad that you do not know people yourself. In these words a deep meaning is hidden: do not pursue fame among people, better study their psychology. [10]

His individual approach of the trainee personality is based on an innovative approach. The application of this approach creates a society of all Group in the process of joint social and cultural activities. A man always solves the most difficult task - to find him, to become and to be for himself, even when he was "absolutely to be very tight" and thereby achieves his "art of existence." This is the field of education which proves that this vast and fruitful area in which personality is formed. The same cultural activity presupposes the creation and transformation of a person himself, the formation of goals and ends, the magnitude of priorities and values, which is manifested itself in the world around him. Each person realizes his own creativity in the form of "art to be", showing self-production capacity awareness, learning to maintain stability, maintains harmony in spirit, body, sensual and rational. Thanks to this creative approach, everyone will

realize their own development and will be able to realize all their potential, becoming a true and full member of society. Let us note that this idea is "as old as the world": it is passionate minds at all times and often comes in the foreground (recall, antiquity and the Renaissance). The state of transition to the past today is not a coincidence. The truth is that researchers in the field of modern cultural space are often called "Umberto Eco rightly believes that modernity lives under the onslaught of the past and all" things that are not said ", which are impossible to get rid of, they come into play must be someone in the modern world to change himself Through a creative approach to everything that surrounds it, and above all to itself, even the "art of existence" itself means an innovative beginning: that creativity can bring the person to a standstill in crisis, pessimism, fear and so on, while at the same time mobilizing and regulating human emotions Mind, body, conscious, subconscious, and unconsciousness. Creativity presupposed in the mind of the intellect, "Activate" in fact the ocean, through which [11]

The idea constantly invents builds, expands the boundaries of the search field, transforms, and fulfills the self, showing its own originality. The same creativity, according to Plato, represents the birth of being from non-existence, the emergence of something from nothing. Creativity, which is interpreted as the process of creating something new and valuable, can be regarded as largely broad-based in inclusive education. This process leads to the idea that creativity is 1) the learning environment; 2) the process of communication of thought and action; and the process of creating the human itself, so that he transforms, changes, arranges them creatively, becomes different and creates new opportunities for self-development. 4) The process of creating your spiritual world of

values and views around the world, and growing from the composition,, the process of discovering new meanings of being the result of education. From this, it can be said that creativity has an ontological and cognitive state associated with anthropological problems. The appeal to creativity in the context of universal education and the way intellectual revival of man is not a coincidence. The fact that "any product of its kind human creativity" message, "and that in his own way," says "asks and answers, carries a" message "to be able to" hear "which, in connection with other texts again and again in the integrated life of culture", And creativity as a productive activity represents that human power, which constantly thanks to self-development, improves and grows. Moreover, creativity is directly linked to art, including "art to be". The process of creativity itself is still not fully understood and there are no universal prescriptions: it is the "sacred holy" of the mysterious man, and carries in itself the principle of the individual. Creative process captures [10] [11]

Imagination, imagination, reason, intuition, feelings and emotions. Creativity is associated with the play of all these ingredients, so that the person looks for himself and the essence of existence. The stage of the creative process includes four stages: preparation (emergence and problem solving), custody (temporary distraction of problems, but subconscious constantly working on it), insight (the emergence of intuitive decisions, the key to the problem), validation (testing and / or implementation of the solution)). The product of creativity, including education, will always be original, unique and extraordinary, as well as effective and effective. Teacher, possessing creative thinking, has an open mind, is not afraid to go beyond standard in solving methodological problems, implementation of

integration. ("In this case, both the teacher and the student)" in their knowledge and environment, mutual influence between them (periodic report), mutual establishment and the emergence of ";", in the result, the environment and mind (and personality creator) can be built, New opportunities for their development "and the character of the teacher who sets the spirit of creativity for trainees with long-term consequences in their lives, serves as the basis for future social innovations. Not coincidentally Banning writes: Human Creativity - is" opening up new opportunities for interaction between units "and" growth Some Pyramid "[As a result of the creative start in the learning process expands the coverage of the knowledge of the connotations , Which requires considerable access to teachers and the need for continuous learning, and improve their professional competence. It should be noted that as a result of the introduction of the creative component, even the slightest changes in The level of the individual can subsequently lead to global changes at the community level. Let us remember how: "Whatever the spirit of chaos takes live someday handy, let this be our thoughts off - and the overall solution of the blood in order to continue to flow ... Feeling? How to understand his ways? After all, weight gain slim, who trained in. The world's spaces cannot be found, changes the essence and direction of stars "teacher, the introduction of creative practice in the process of integration must be guided by principles. Set out in his book "Genius Pi" Do not be afraid of low IQ - do not measure the level of intelligence, get rid of prejudices present in the community, adopt a strategy of small steps that lead to great success, weakness of power presents itself; For the body but for the mind; [11]

Need enough sleep Creative techniques introduced into the educational process of mass

education help overcome difficulties, allow you to quickly learn materials, accompanied by various experiences, including moral and aesthetic. As Gianni Rosary observed: "If we want to teach thinking, we must first learn innovation." In general, inclusive education forms a specific form of organization of the learning process, accepting any learner and understanding regardless of individual characteristics. This is the process of joint education for trainees and other trainees, in which the individual approach is applied. Integration as a kind of philosophy meets needs

In the field of education, the discovery and development of individual abilities, supports and gives confidence, promotes good adaptation, socialization, self-realization, and gain experience (social, social and psychological) special friend / atypical. In the context of integration, the individual characteristics and intellectual potentials that are being developed are taken into account and translated into a constructive channel and evaluated positively. All this creates conditions for more manifestations and activity of life than others / non-stereotyped in society. The result of introducing this education is a harmonious person who does not distance herself from society and does not feel alienated, capable of living independently and fully in society. Another key figure in inclusive education is the character of the teacher himself. Must have a flexible thinking, which is guaranteed by high moral stability and creative approach to both the learning process and the learners themselves, especially the other / atypical. With regard to all of the above, we can now conclude that it is necessary to develop systematic strategies and scientific methodology for inclusive education. [12] [13]

Table 1:Rate of Trainer-parent interplay over the Childs learn

Position Trainer		Mean	St. Dev
	The father is told about the weakness and strength of his children.	3.000	.866
	Discuss how to support their children's learning	3.182	1.044
	Help parents to solve their homework and prove help by leaving note	2.812	1.330
	Communicate with parents through notes on their children's book	2.030	.918
	Discuss card report children's with their parents	2.970	1.015
	Focusing on learning difficulties with parents and raising their readiness to interact with their children	3.121	1.083
	Knowledge of the stages of growth of children and the ability to observe any changes in the child	2.813	.998
	Measuring failure stability in mathematics and languages failure assessment	2.273	1.126
	Parents discuss how to teach their children reading, writing and math skills	2.710	1.131
	Knowledge and discussion of the child's parents need to learn	3.667	.736
	The trainer interacted with the	2.864	.652

	parents of the child's		
Head Trainer	The father is told about the weakness and strength of his children.	3.385	.752
	Discuss how to support their children's learning	3.667	.832
	Help parents to solve children's homework and prove help by leaving note	2.680	.988
	Communicate with parents through notes on their children's book	2.192	1.201
	Discuss card report children's with their parents	2.800	.957
	Knowledge of the stages of growth of children and the ability to observe any changes in the child	3.577	.703
	Measuring failure stability in mathematics and languages failure assessment	3.750	.676
	Parents discuss how to teach their children reading, writing and math skills	3.154	1.255
	Measuring failure stability in mathematics and languages failure assessment	2.731	1.373
	Knowledge and discussion of the child's parents need to learn	4.038	.871

Results

The ideas of mental development in inclusive education are the third main direction of the

researches. Its main idea is that children with disabilities including those with impaired mental development can gain some impulse in the regular school accelerating the pace of their

cognitive development in the case that educational environment will be organized in a right way .

the conceptual ideas, methodological approaches of this period do not lose value from the perspective of the changes taking place in education today. Accumulating and extrapolating theoretical heritage of the past in a modern space transformations, we obtain a significant capital for the development of the theory and practice of inclusive education. Due to these researches we can deeply understand analyses the technologies and methods of inclusive education

The teacher, implementing creative practices in the process of inclusion, should be guided by the principles of V. Zafar, stated by him in the book "The genius in me": 1) do not be afraid of low IQ - he is not an indicator of the level of intelligence,

- 2) discard the prejudices existing in society,
- 3) apply the strategy of small steps leading to great success,
- 4) Strength emerges from weakness,
- 5) Sport is useful not only for the body, but also for thinking, 6) it is necessary to sleep enough

References

- [1] ACT Education and Training Directorate. (2008). Students with a disability: Meeting their educational needs. Retrieved from:
- [2] Directorate. (2010a). Student centered appraisal of need. Retrieved from: discussion paper to generate ideas. Retrieved from: 3. Genette, G. (1996). *Discurso da narrativa* (3rd ed.). Alpiarça: Vega. [Original: (2005). *Narrative Discourse Revisited*. New York: Cornell University Press].
- [3] Based on knowledge // Questions of philosophy. - 2012. - №10. - P. 6. 3. Girenok F. The pleasure of thinking differently. - M.: Academic Project, 2010. - P. 5 - M.: Martin, 2010. - P. 390. 7. Rilke R.M. *Lyrics*. - M., 1965. - P. 232. 8. Creativity: epistemological analysis. - M.: IF RAS, 2011. - S. 45, 12. 9. 6. Chuchin Rusov A. The book of the era of the new archaic // *Society and book: from Gutenberg to the Internet*. - M.: Tradition, 2000. - p. 169
- [4] Huertas, J. A. (1997). *Motivación. Querer aprender*. Buenos Aires: Aiqué. Huertas, J. A. (1999). *Cultura del profesor y modos de motivar: a la búsqueda de una gramática de los motivos*. Madrid: Universidad Autónoma.
- [5] Jackson, Ph. W. (1991). *La vida en las aulas*. La Coruña/Madrid: Paideia/Morata. [Original: (1990). *Life in Classrooms*. New York: Teachers College Press].
- [6] Adedoyin, O. (2010). An Investigation of the effects of teachers' classroom questions on the achievements of students in mathematics: Case study of Botswana community junior secondary schools. *European Journal of Educational Studies*, 2(3)
- [7] Azerefegn, K. (2008). A study on the type of teacher questions and questioning strategies: The case of two private secondary schools in Addis

Ababa. Unpublished master of arts thesis, Addis Ababa University, Addis Ababa

[8] Boaler, J., & Brodie, K. (2007). The importance, nature and impact of teacher questions. In D.E. McDougall, & J A. Ross (Eds.), *Proceedings of the twenty- sixth annual meeting of the North American Chapter of the International Group for Psychology of Mathematics Education - Volume 2* (pp. 773-782). Toronto, Ontario.

[9] Setiawati, L. (2012). A descriptive study on the teacher talks at EYL classroom. *Indonesian Journal of Applied Linguistics*, 1(2).

[10] Shi-ying, XU (2011). The present situation of English teachers' questioning in senior middle school and positive strategies. *Asia-Pacific Science and Culture Journal*, 1(3): 1-15.

Thompson, G. (1997). Training teachers to ask questions. *ELT Journal*, 51(2).

[11] Al-Mamari, A. S. (2011), Analyzing results of placement tests in private higher education institutions, unpublished report, Ministry of Higher Education, Sultanate of Oman.

[12] Salih, A.R.A. (2012); Peer Evaluation or 'Fear' Evaluation: in Search of Compatibility, Oman Quality Network Regional Conference on Quality Management & Enhancement in Higher Education dated 20-21 February 2012, Muscat, Oman.