

To Determine the Coefficient of Mental Deficiency at the Starting Level of the Schools of the Mountainous Regions of Ajara

Darejan Geladze

Assistant Professor, Faculty of Exact Science and Education, Batumi Shota Rustaveli State University

Mob: +995 599 26 27 48 Email: darejan66@mail.ru

Abstract

The study was carried out at primary level of the public schools of Khulo, Didajara, Tsablana and Dioknisi, in age groups between 6 – 10 (120 pupils) in accordance with Binet-Simon's Mental development tests. According to the results of the study, we can assume that mentally retarded pupils often need to use various auxiliary means and modifications except for the adequate teaching strategies.

Key words: Mental deficiency, Inclusive Education, Binet-Simon's Mental development tests.

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1. Introduction

Reform, carried out in the field of education: Unified national curriculum and the requirements of teachers professional development, forms the basis to be made different kinds of changes towards the inclusion. Inclusive and Accumulated experience of the integrated learning allows to create unified state policy and to carry out planned activities in the field of education.

On the background of the reform of the education system, in recent years, inclusive education has attracted specialists and public attention, what means to involve the children with special educational needs in general educational institution and joint studies with children of normal development. Nowadays, school children with general educational needs are actually involved in school life.

Correctly planned educational process is a guarantee for better education of the pupils with general education needs, but at the same time it's necessary pupil's correct diagnostics to find out which skill has been violated or which level of mental retardation belongs to. Mental deficiency is a form of violation of the mental development. This is the situation, which appears at an early age of human life and affects on the human's psychic development during his whole life and on the formation of the habits. Mental deficiency is characterized with declining of the intellectual skills and with violation of adaptive skills in two or more fields, such as they are: communication, self-service, social skills, learning, working, relaxation, family activity.

It's seen from the explanation, that the diagnosis of the mental development depends on both person's intellect and on the evaluation of social skills and independent functioning in relation to the other people of the same age and culture. Mental deficiency means irreversible violation of child's mental development. This means, that the development of the child when, there's mental deficiency, has different regularity and speed. That's why, in order to determine the individual style of each child, individual style and individual opportunities of his development has a great importance. In order to characterize mental deficiency, it's necessary to take into account that child's psychic development covers the following fields: Cognitive skills, skill of the speech and communication, rough and superfine motor skills, social-emotional development.

It's separated out 4 qualities of mental deficiency: LIGHT ... (IQ 50-69); AVERAGE-(IQ..35-49);HEAVY ...(IQ ...20-34);DEEP _ (IQ ...below of 20);

Where IQ is an intelligence coefficient, which is measured by the intelligence measuring tests;

Since 1992 year, the classification of the mental deficiency has been carried out according to the ability of the individual, his strength and weaknesses, according to the quality of his adaptation to the environment. Accordingly, the quality of the mental deficiency is determined according to how independent he's. It's singled out 4 levels of assistance:

1. Temporary, it doesn't need constant help, but it may require temporary support in some cases, for example,

to master a profession, to get a job.

2. Limited: periodically, he needs some kind of assistance, e.g. in the management and distribution of finances, in mastering of profession and in practicing habits.
3. Extensive: he needs daily assistance in various aspects of life.
4. Comprehensive: requires constant assistance of great intensity in all aspects of life.

2. Materials and methods:

In May of 2019 year, we carried out the study and the aim of it was to determine the coefficient of mental deficiency in primary classes of schools of mountainous region of Ajara, in particular in Khulo Municipality (public schools of Didajara, region of Khulo, Tsablana, Dioknisi).

In the research topic we used Binet-Simon's Mental development tests, which is intended for 10 (ten) age groups. By using the tests, we may determine the category of mental development the test person. The procedure of the tests is as follows: the test person is given the age-appropriate questions. If he can guess all, then he is given the questions, intended for further age and etc. Testing is ceased when test person can't guess the questions, intended for some age. In accordance with the obtained results are determined the age of mental development of the test person, it's determined the coefficient of mental development when it's conformed of the factual age and the obtained is multiplied on 100. And with the special table, so-called key, we can determine the category of his development. Mental coefficient is calculated with the formula: $\text{mental coefficient} = \text{mental age} / \text{factual age} * 100$.

3. Results and discussion:

The study was carried out at primary level of the public schools of Khulo, Didajara, Tsablana and Dioknisi, in age groups between 6 – 10 (120 pupils) in accordance with Binet-Simon's Mental development tests. So, based on the research, we can suppose that: the lowest – deep mental deficiency was marked 5 % of the studied pupils, heavy – 15 %, average mental deficiency – 30 %, and light mental deficiency had – 50 %.

4. Conclusion:

According to the results of the study, we can assume that mentally retarded pupils often need to use various auxiliary means and modifications except for the adequate teaching strategies.

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