

Theoretical reality to explain learning difficulties in the primary stage

Khemmad Mohammed ¹, Fridgat Abdelkamel²

¹ University of El Oued – Hamma Lakhdar (Algeria), khemmad-mohammed@univ-eloued.dz

² University of El Oued – Hamma Lakhdar (Algeria), yasine25@gmail.com

Received: 13/02/2023

Accepted: 20/08/2023

Published: 10/12/2023

Abstract:

This study aimed to reveal the theoretical reality of explaining learning difficulties in the primary stage. To achieve this goal, the researcher followed the descriptive, qualitative-analytical approach, using the interview and focus groups methods as tools to investigate measurement and diagnosis methods and teaching strategies for students with learning difficulties in primary schools and the extent to which they are based on explanatory theories. for learning difficulties, The study concluded that: There is no mechanism that teachers rely on in diagnosing people with learning difficulties, and that the teaching strategies used with this group are personal judgments that teachers use to help students who suffer from this problem.

key words: theoretical reality; learning difficulties; elementary schools

Introduction:

Among the topics that have received great attention and many academic scientific studies have been conducted is the issue of learning difficulties with its multiple variables. Interest in it has increased more in recent years as a result of the increasing interest by all countries of the developed and late world, especially in the primary stage, given that any defect in this stage will accumulate. Its influence extends to the subsequent stages of education, because through it every student will acquire a lot of basic values, attitudes and skills, in addition to the growth of his preparations and mental abilities and understanding of his relationships with others and how to practice them in a manner that satisfies everyone.

The reason for the increase in attention may also be due to the educational systems calling for the necessity of improving educational services, combating school dropouts and all forms of failure and failure, and requiring full care of learners of all categories and abilities, in order to provide appropriate educational and educational services to them to enable them to achieve school success, and avoid a decline in their academic performance, And the failure to acquire the necessary skills to build knowledge, when attention is not given to people with learning difficulties, we create the reasons for the growth of these children under the pressure of continuous frustrations and psychological tensions, and the devastating effects they leave on the personality, as well as distancing them from their peers, so that they become introverted, withdrawn, aggressive, or in general they live on the margins of society.

Learning difficulties in children are among the most important problems that require continuous understanding and assistance from educators and specialists during the school years from primary to secondary education, especially if you do not find the appropriate diagnosis and alternative solutions in a timely manner that may lead to disability in life and have an impact, undoubtedly, not only In the classroom and academic achievement, but also affect their various daily activities, mental abilities and skills related to those abilities.

Hence, this paper will deal with the study and analysis of the various aspects related to learning difficulties that must be taken into account in this subject, starting with the concept, manifestations and types, then the causes of spread to treatment methods, indicating the theoretical background that teachers follow in diagnosing this category in addition to the teaching strategies that they apply in teaching children. People with learning disabilities.

the general framework of the study:

1- The problem:

The subject of learning difficulties is considered one of the relatively new topics in the field of special education, where the attention of special education was previously focused on other forms of disabilities, such as mental, auditory, visual and motor disabilities, but due to the emergence of a group of children who are normal in their mental, auditory, visual and motor development and who suffer In terms of learning

problems, specialists have begun to focus on this aspect in order to identify the manifestations of learning difficulties, especially in the academic, motor and emotional aspects.

Therefore, the field of learning difficulties is one of the areas that preoccupied parents, educators and researchers in the field of special education, as it is exposed to the study of the distinctive characteristics of a large segment of school students, and to identify the nature of those difficulties that they suffer from and the most appropriate strategies and methods of therapeutic intervention appropriate to mitigate those severity difficulties as possible.

The danger lies in the problem of learning difficulties in the fact that it is “hidden difficulties.” Individuals who suffer from learning difficulties are usually normal, and the teacher or parents do not notice any abnormal manifestations that require special treatment, so that the teachers find nothing to offer them except calling them laziness, indifference, or backwardness and stupidity. , and the natural result of such practices is repetition of failure and failure and thus dropping out of school, so we are facing a problem that imposed itself as one of the main problems that must be addressed and studied by researchers, which requires concerted efforts of specialists, teachers and responsible authorities to provide appropriate special education services for these students, The individual with learning difficulties is a human being with his capabilities and abilities, and our task is to discover and develop these capabilities, in addition to the economic loss that these groups can represent if the educational efforts fail to guide them properly so that they become active and productive individuals in society, hence the problem of the study, which was represented In the following: What are the methods and methods used by primary school teachers in El-Wadi state in diagnosing learning difficulties? And are the theories that explain learning difficulties relied upon when diagnosing this category?

2- Hypotheses:

- There is no reliable mechanism for diagnosing learning difficulties among primary school teachers in El-Wadi state.
- The theories explaining learning difficulties are relied upon by primary school teachers in El-Wadi state during their diagnosis of this category.
- Primary school teachers in El-Wadi state use appropriate teaching strategies to teach people with learning difficulties.
- The theories explaining learning difficulties are relied upon by primary school teachers in El-Wadi state during their teaching of this category.

3- Study Objectives: This study aims to:

- Identify the methods and methods used in diagnosing learning difficulties in primary schools in El-Wadi state. Identify the teaching strategies that are used in teaching this class.

4-Limits of the study:

- Spatial boundaries: the administrative inspection district of El-Wadi 3 affiliated to the Directorate of Education in the state of El-Wadi.
- Temporal limits: determined by the academic season 2021/2022. (from January 2022 to May 2022) - Human limits: First-year primary teachers in the administrative inspection district of El-Wadi 3 of the Directorate of Education in El-Wadi.

the theoretical aspect:

1- The concept of learning difficulties: Since Samuel Kirk 1962 came up with the term learning difficulties as a stand-alone concept to describe those with normal intelligence who suffer from learning problems and the inability to acquire school academic skills, scholars began in the fields of psychology, education and Artefonia ..., in developing many definitions to adjust this term and define a concept for it that distinguishes it from other learning disorders.

The first formal definition adopted by the Specific Learning Disabilities Act of 1969 states: “Children with Specific Learning Disabilities are those who suffer from deficiencies in one or more of the basic psychological processes involved in understanding and The use of written and spoken language, and may appear in disorders of listening, thinking, speaking, reading, writing, or mathematical operations. (Al-Batayneh, 2005, p. 31)

It is defined idiomatically according to the definition of the National Committee for Learning Difficulties in 1990 as: “a general term that refers to a heterogeneous group of disorders that appear in the form of significant problems in the acquisition and use of listening, speaking, reading, writing, thinking or arithmetic abilities. These disorders are internal in the individual, It is assumed that it is due to a dysfunction in the central nervous system and can occur at any period throughout life. Problems in self-regulation

behaviors, social cognition, social interaction, and may appear with learning difficulties, but they do not represent a learning difficulty in and of themselves, although learning difficulties occur with other conditions. other disability (for example, sensory impairment, mental disability, severe emotional disorder) or associated with external influences (such as cultural differences, ineffective or inappropriate teaching), but the learning difficulty is not a result of these conditions or influences. (Khalaf Allah Ali, 2019, pp. 352-353)

The definition of the American Society: "Learning difficulties appear in the form of a disorder in one or more of the intellectual processes involved in understanding or using oral or written language, and this may manifest in the form of a disorder in listening, thinking, speaking, reading, writing, dictation, or arithmetic." ". (Abdul Rahim, 2013, p. 300)

Batman indicated that children with learning difficulties are the ones who show an educationally indicative divergence between their mental potential and the level of their actual performance, and this is related to a functional disorder in the central nervous system, which is not due to a general mental delay, educational or cultural deprivation, severe disorders or disability. Sensual. ((Bateman, 1965)

Coplin& Morgan (1988) defined learning difficulties as referring to a group of children with general intelligence and sensory abilities, who show a statistically significant divergence between actual and expected academic performance. (Coplin& Morgan, 1988)

The Association of Children and Adults with Learning Difficulties (1985) defines: Learning difficulties are a continuous condition that is supposed to be due to neurological factors that interfere with the growth and integration of verbal and non-verbal abilities. Learning difficulty exists as a state of clear disability with mental abilities ranging from normal (moderate) to above normal, and integrated sensory-motor systems with adequate and adequate learning opportunities. This condition varies in its degree of appearance and degree of severity. This condition can affect a person's lifelong self-esteem, education, occupation, social adjustment, or activities of daily living. (Qahtan, 2008, p. 18)

2-The causes of learning difficulties: There have been many explanations about the causes leading to learning difficulties, so several approaches and theories have emerged, but recent studies attribute the cause of most learning disabilities to a defect in one area of the brain..., but there are some scholars who believe that the disorder It occurs due to a defect in the structural and functional structure of the brain, and this defect occurs before birth and during pregnancy. (Abdul Rahim, 2013, p. 308). This injury is associated with one or more of the following factors:

Acquired brain injury: the child may be exposed to For some physical trauma, such as sunstroke or falling from a height, being in a car accident, having mild epileptic seizures, or having a high temperature, and this leads to a defect in the function of the brain or the brain, which leads to slow learning or learning difficulties because this affects understanding and comprehension.and cognition in an integrated manner. (Any, 2010, p. 152)

Genetic factors: Most studies, including Owen's study (1971), refer to the prevalence of learning disabilities among specific families. Studies conducted on families and twins indicated that the important factor in The occurrence of difficulty is due to the genetic factor, and that 25%-40% of children and adolescents suffer from difficulties transmitted to them through the heredity factor. Brothers and sisters within the family may suffer from similar difficulties, and they may be found with uncles and aunts, uncles and aunts, or with their sons and daughters. (Al-Zayyat, 2007, p. 168) **Problems during pregnancy and childbirth:** Some attribute learning difficulties to the presence of complications that occur to the fetus during pregnancy. In some cases, the mother's immune system interacts with the fetus as if it were a foreign body attacking it, and this interaction leads to an imbalance in the development of the fetus' nervous system. .

The umbilical cord may also twist around itself during childbirth, which leads to a sudden lack of oxygen reaching the fetus, which leads to a disability in brain work and difficulty in learning in old age. (Al-Qamish, 2007, p. 179)

Environmental variables: The causes of learning difficulties may be due to environmental variables, such as the family in terms of its social, economic and cultural status, and is it extended or narrow? The lack of models to follow, or the necessary learning models in the early childhood stage, or the child's failure to receive quantitative and qualitative models of language activities may cause learning deficiencies. oscillation, negligence, etc.

As for the school, it is a factor that may help or exacerbate learning difficulties because of the variables in it, such as the teacher with his non-pedagogical methods and the old educational methods and curricula. It has a role in creating anxious and fearful individuals, which negatively affects their growth in a way that is commensurate with the requirements of the times.

The teaching methods and teaching aids have their role in creating a state of real interaction between the teacher and the learners, and in inculcating a state of belonging to the class in particular and the school in general.

We do not forget to mention the evaluation methods and their importance in the individual's view of himself by making him active or inactive, and finally, we must warn that children entering school at a younger age than their peers, especially if they are not prepared or their mental abilities are within the average, may lead to learning difficulties . (Qahtan, 2008, p. 48).

A group of researchers also divides the causes of learning difficulties into groups of different factors, which can be divided into: Organic and biological factors: Doctors point out the importance of biological causes for the phenomenon of learning difficulties. Meningitis, poisoning or inflammation of brain cells, German measles, lack of oxygen, difficulties in childbirth, premature birth, or drug abuse, and for this reason doctors believe that these causes may lead to injury to brain cells. (Balerdough, 2021, p. 237)

Genetic factors: Noting that a learning disorder always occurs in some families and is more common among first-degree relatives than among the general public. It is believed that it has a genetic basis. For example, children who lack some of the skills required for reading, such as hearing distinct and detailed sounds For words, it is possible that one of the parents suffers from a similar problem, and there are some explanations for the reasons for the prevalence of learning difficulties in some families, from: Learning difficulties occur mainly because of the family climate. (Al-Lala, 2011, p. 168) **Environmental factors:** Environmental factors are among the auxiliary factors in the issue of the causes of learning difficulties, represented in the lack of educational experience and malnutrition, poor medical condition, lack of training, or forcing the child to write with a certain hand, and of course it must be mentioned Lack of environmental experiences and deprivation of appropriate environmental stimuli. (Al-Rousan, 2001, pp. 209-210)

Psychological factors: This trend relies in its interpretation of learning difficulties on the psychological side, as its owners assume that learning difficulties are due to deficiencies in the basic psychological processes, as "these factors lead to such as fear, anxiety, shyness, and introversion and Lack of self-confidence, emotional immaturity, insecurity, and extreme shyness lead to the child suffering from maladaptation and relative inability to master the basic skills, which are reading, writing, and arithmetic. (Al-Attar, BT, p. 104).

Educational factors: School success in the educational processes within the classroom requires activating the parties to the educational process, including students, the classroom environment, teachers, the teaching methods used by the teacher, and the supporting teaching aids available in the classroom. The success of children in general, and children with learning difficulties in particular, depends on the amount of harmony and interaction between these parties. In general, the more the student interacts with the parties to the educational process in a positive way, the more he learns, while if his interaction in the educational environment decreases in a negative way, the level of his learning decreases. (Kawafha, 2003, p. 156).

3-Types of learning difficulties: Many interested and specialists in the field of learning difficulties see the need to classify learning difficulties in order to facilitate the process of studying this phenomenon and suggest appropriate diagnostic methods and services. Kirk and Calvant, and this classification distinguishes between two groups of learning difficulties: - Developmental Learning Disabilities - Academic Learning Disabilities

Developmental Learning Disabilities: It is related to the growth of mental abilities and the processes responsible for the student's academic compatibility and his personal, social and professional compatibility. It includes difficulties (attention – perception – thinking – remembering – problem solving). It is noted that attention is the first step in learning and without it, perception does not occur And what follows from the mental processes that lead in the end to learning, and the consequence of the disturbance in one of those processes is the low level of the student in the subjects related to reading, writing, and others. These difficulties can be divided into two sub-types: Secondary difficulties: such as thinking, speaking, understanding and oral language. Developmental learning difficulties affect three basic areas: Language development. Cognitive growth. The development of visual motor skills. (Ali, 2011, p. 57).

Academic Learning Disabilities: It refers to the difficulties of school performance, academic knowledge, and it includes difficulties in reading, writing, and arithmetic, which are the result of developmental learning difficulties, or the student's inability to learn these subjects affects his acquisition of learning in the following educational stages. (Suleiman, BT, p. 156). These difficulties are largely related to developmental learning difficulties, for example: Learning to read requires competence and ability to understand and use language, auditory perception skill to recognize the sounds of letters of words, and the visual ability to distinguish and identify letters and words. Learning to write requires proficiency in many motor skills such

as: motor perception, fine motor synergy for finger use, hand-eye coordination, and other skills. Learning arithmetic requires sufficient spatial visualization skills, quantitative concepts, knowledge of the meanings and value of numbers, and other skills. (Ghazal, 2011, pp. 14-15).

4- The psychological and behavioral characteristics of people with learning difficulties: Most researchers agree that these children have normal mental abilities, but this does not prevent them from having problems in their thinking, memory and attention. With regard to academic achievement, it is considered their main weakness. Although specialists do not unanimously agree on a specific criterion for low achievement in order to diagnose learning difficulties, the literature usually points out that the low achievement should be at the level of two academic years as a minimum.

It is possible to identify a number of psychological and behavioral characteristics shown by people with learning disabilities: Hyperactivity . Cognitive-motor impairment. Extreme swings in mood. General weakness in synergy. Attention disorders. Recklessness

.Memory and thinking disorders. Specific academic problems in writing, reading, arithmetic, Speech and hearing problems (language problems). Neurological signs are not reassuring. (Al-Khatib, 1997, p. 82).

5- Diagnosing learning difficulties:

Indicators for diagnosing learning difficulties: The process of diagnosing learning difficulties, as mentioned by Kamel (2005) in (Khalaf Allah Ali, 2019, p. 359-360), depends on several Indicators, the most important of which are:

Behavioral indicators associated with or characteristic of people with learning difficulties: This approach is based on the fact that there are common behavioral characteristics that are commonly repeated among people with learning difficulties. Neurological indicators: This approach is based on the fact that people with learning disabilities can be identified in the light of simple neurological indicators that are associated with their behavioral patterns, as some of them show simple neurological signs represented in: perceptual disorders, inappropriate forms of behavior, and difficulties in functional performance. kinetic. The divergence index between the expected performance and the actual performance of the student: This approach is based on a comparison between the actual performance of the student and the performance expected of him in the light of his mental abilities. Therefore, learning difficulties can be diagnosed in cases where it is clear that the student's achievement level is less than the students' achievement rate. others of the same age.

Criteria used in diagnosing learning difficulties:

The criteria that have been used in determining learning difficulties are:

- Discrepancy criterion: This has been referred to by many definitions, which is the discrepancy between the real abilities of the individual and the performance. The discrepancy may be in psychological and linguistic functions, and it may grow naturally in one job and be delayed in another. For example, it may grow naturally in language, but it is delayed in the motor side, and it may be the other way around, so it grows in the motor side, but suffers from language deficiencies, and it means divergence of the student's achievement level in a subject from the level expected of him according to his condition. This divergence has two manifestations: - A clear divergence in the growth of many psychological behaviors (attention - distinction - language - visual motor ability - memory - awareness of relationships). - A divergence between general and specific mental development and academic achievement. In the pre-school stage, academic retardation is usually noted at different grade levels. (Soliman, 2003).

- Exclusion criterion test: It is the test that depends on the accurate diagnosis between learning difficulties and other disabilities, because the manifestations of learning difficulties and other disabilities such as mental and emotional disabilities are common.

The following cases are excluded from the diagnosis and determination of the category of learning difficulties: mental retardation - sensory disability - blind people - visually impaired - deaf - hearing impaired - people with severe emotional disorders such as impulsiveness and hyperactivity - cases of lack of learning opportunities or cultural deprivation. (Al-Quraiti, 2005).

- The test of special education: It is linked to the previous test, to the effect that people with learning difficulties are not suitable for them by the teaching methods used with ordinary students. The idea of the touchstone of special education is that children with learning difficulties find it difficult to learn according to the traditional methods used with children who do not have learning difficulties. Also, the methods for other disabilities used with the hearing, visual, and mentally handicapped may also not be suitable for people with learning difficulties, but rather they need special methods, so the criterion for special education is the criterion that can be used to define this category. (Al Qaffas, 2009).

The touchstone of problems related to maturity: where we find that growth rates differ from one child to another, which leads to difficulty in preparing him for learning processes. Alphabets read and write, which hinders their learning of the language. Hence, it is necessary to provide educational programs that correct the deficiencies in growth that impede learning processes, whether these deficiencies are due to genetic, formative or environmental factors, and then this test reflects individual differences in the ability to achieve. (Mustafa, 2012, p. 236).

6- The theories explaining learning difficulties: The theoretical approaches explaining learning difficulties and the reasons for their occurrence differed as a result of the different specializations of those interested in the field of learning difficulties such as doctors, psychologists, educators and others. Discovering and identifying the causes of learning difficulties is a necessary requirement, and it was mentioned that a number of scientists have contributed to the classification and identify these reasons. The researcher will present the most important of these theories in the light of addressing the following approaches:

The medical approach: The medical approach focuses on biological explanations such as brain damage or chemical imbalance and heredity. And physiological, especially in the nervous system and the brain, resulting from biological factors such as meningitis, poisoning, inflammation of cerebral cells, German measles, and lack of oxygen, or resulting from drug abuse, accidents, and malnutrition of the pregnant mother are among the main causes from the medical point of view of learning difficulties. (Al-Qasim, 2000). Recent technological developments such as CT scans, magnetic resonance imaging, and CT scans have helped to obtain evidence indicating the presence of (neurological defect) behind the emergence of learning difficulties. Studies conducted on the nervous system indicate that lack of word recognition skills is associated with less than normal activity in the left region. of the brain, and studies have shown that adults who suffer from poor reading have higher than normal activity in the superior and prefrontal regions of the cortex. (Lyon, 1996, p60)

The behavioral approach: the behavioral perception of learning difficulties stems from considering it a problem behavior that is manifested in the failure of the student to reach a normal, average, or standard level, or a failure to perform in the academic field, and then there is a case of low achievement that is overcome by raising the level. Achieving the student to the accepted and agreed-upon normal level educationally. Accordingly, we are facing qualitative learning difficulties that must be overcome. This approach relied on analyzing the task that gives the student behaviors related to education and social functions instead of treating with cognitive skills. He introduced the educational environment with methods of behavior control and behavior modification. Inclusion of students with learning difficulties in the regular educational framework. (Hafez, 2006).

The developmental approach: The owners of this trend in the interpretation of "learning difficulties" believe that they reflect a slow maturity in the visual, motor, linguistic aspects and attention processes that characterize cognitive growth, and that since each individual suffers from learning difficulties, he has different manifestations of aspects of slow maturity, each of them differs in The rate and method of passing the stages of development and because the curriculum exceeds the levels of readiness of students who suffer from the efficiency of the brain to some degree, these students fail in school. (Kamel, 2005).

Cognitive approach: The owners of this approach assume that many students with "learning difficulties" have sound abilities, yet their cognitive methods are not appropriate for the requirements of the classroom, and they interfere with the results they reach from learning, and they see that the child with learning difficulties differs from his peers in their methods In receiving and organizing information and training in remembering it, and that these children learn well when the school tasks suit their preferred cognitive styles, and when they are taught a better learning strategy, or where they enable their maturity to develop an appropriate strategy (. (Al-Shugairat, 2005).

The environmental approach: focuses This approach is based on theories that are based on learning conditions. These theories focused on the fact that many environmental factors contribute to creating learning disorders among ordinary students or exaggerating the weaknesses of students with learning problems, and environmental factors that may be responsible for difficulties. Learning: feeding, inadequate stimulation, social and cultural differences, inappropriate emotional climate, and ineffective training. (source, 2000). Through the previous presentation of the theoretical approaches that attempted to explain learning difficulties, it is clear that there is a discrepancy in their interpretation of the causes of learning difficulties. The medical approach confirms the presence of brain damage regardless of its cause (whether it is genetic, chemical imbalance, health problems, or others), and this is what came in the definition of learning disabilities (NACHE, 1968), which emphasized the existence of simple cerebral dysfunction. . As

for the behavioral approach, it considers that learning difficulties represent problematic behavior that appears during a state of decline in achievement that must be overcome in a procedural manner that facilitates therapeutic dealing with it through behavioral therapy. As for the developmental approach, which refers to a slow maturity in the visual, motor, and other aspects, meaning that there is growth in these aspects, but slowly, and this - according to the researcher's knowledge - is considered a degree of disability and is also within the scope of exclusion in the definition of learning difficulties. This approach also indicates that Learning difficulties disappear with age, while learning difficulties can last a lifetime. As for the cognitive approach, whose idea is based on (basic psychological processes) and that many students with learning difficulties have sound experiences, they learn well when taught to them with an appropriate strategy, and this is consistent with what came in the definition of learning difficulties. And finally, the environmental approach, which focuses on environmental conditions, that they contribute to the incidence of learning difficulties, and it is among the excluded explanations in the definition of learning difficulties. From the foregoing, it is noted that it is not possible to rely on only one reason and consider that it is the one that leads to the occurrence of learning difficulties due to this clear discrepancy between the theories that explain it. (Khalaf Allah Ali, 2019)

the applied side:

The study methodology: The researcher followed the qualitative descriptive approach to address the reality of the theories that explain learning difficulties.

Study population: The study population represents all first-year primary school teachers in El-Wadi city for the academic season 2020/2021, estimated at 520 male and female teachers, according to statistics received from the Education Directorate of El-Wadi state.

The study sample: first-year primary school teachers in the inspection district of Wadi 3, who numbered 49 male and female teachers, and the following table shows the distribution of the sample according to the educational inspection district and gender.

Table No. 1 Distribution of the sample according to the educational inspection district and gender

Gender	Male	Fem ale	Tota l
The inspection district of Umayya and Nasa1	08	08	16
The inspection district of Umayya and Nasa 2	6	12	18
The inspection district of Umayya and Nasa 3	05	10	15
Total	19	30	49

-Study tools:

- The free interview: which targeted the teachers of the first year of primary school in the inspection district of Wadi 3.

Focus groups: It is an informal communicative discussion in which (6-10) individuals engage in the purpose of generating and collecting qualitative information on a research topic led by an effective individual whose role is to motivate the rest of the individuals to freely express their thoughts, feelings, and the contents of their souls. The paragraphs included in these tools were confined to the following inquiries: - How is the diagnosis of people with learning difficulties in primary schools in El-Wadi state? What are the teaching strategies used with students with learning difficulties?

Are the theories that explain learning difficulties based on diagnosing and teaching people with learning difficulties?

Presentation and discussion of the results of the study: It will be presented based on the mentioned objectives of this research, which are as follows:

- There is no reliable mechanism for diagnosing learning difficulties among first-year primary teachers in primary schools in El-Wadi state, as the diagnosis process depends on the extent of the cohort teacher's knowledge of the problem of learning difficulties and its characteristics. If he is aware, he will refer the student to a competent authority. If not, the student will not receive his share of attention. In other cases, the parents notice that their son suffers from a problem. It is clear from this the lack of educational institutions in the state of El-Oued to the qualified staff that work to diagnose this category.

- The teachers' use and application of suitable teaching strategies for people with learning difficulties in primary schools in El-Wadi state is a personal jurisprudence based on guesswork, as we explained at the beginning of the research, and not based on scientific foundations represented in the attempt of some teachers to help students and early intervention before the problem worsens in later age stages. , although the

majority of teachers do not follow any kind of educational strategies and consider these students as educational losers who usually do not care about them.

- Reliance is made on the theories explaining the aforementioned learning difficulties, which are considered the reference for dealing with people with learning difficulties during their diagnosis and teaching in primary schools in El-Wadi state. Training and unfamiliarity of teachers with detection methods and dealing with people with learning difficulties in the primary stage.

Conclusion:

Finally, we conclude that the delay in identifying people with learning disabilities has dire consequences for the student in particular and for the family in general. In many cases, the problem of learning difficulties goes beyond the student's academic achievement to his private life and his relationship with others, especially his family members. Therefore, those in charge must Education must provide teachers with the knowledge that enables them to discover this category in a timely manner in order to take care of them and provide the best conditions for their education using educational programs and teaching strategies that are accessible and appropriate to their abilities. **Recommendations:** In the light of the research findings, the researcher recommends: - That the Ministry of Education adopt an approved mechanism for measuring and diagnosing learning difficulties, and work on the continuous survey in primary schools in Al-Wadi city, through coordination with researchers and those interested in the field, and provide the Ministry with these researches to benefit from them in development plans. Providing training courses and workshops for male and female teachers in primary schools in the city of Al-Wadi and introducing them to the concept, characteristics, reasons and strategies for teaching people with appropriate learning difficulties. Refer to the theories that explain learning difficulties and rely on them in everything related to this category, because they help in accurately identifying the educational problems they suffer from.

References:

- Al-Khatib, Jamal and others (1997), Introduction to Special Education, Al-Ain - United Arab Emirates: Al-Falah Library for Publishing and Distribution, first edition, p. 82.
- Al-Kurdi, Khaled Ibrahim (2005), Research Methods in Psychology, first edition, Afra Center for Printing and Publishing, Al-Neelain University,
- Al-Qamish, Mustafa Nouri (2007), The Psychology of Children with Special Needs, An Introduction to Special Education, Dar Al-Masira for Publishing and Distribution, Amman, Jordan, p. 179.
- Al-Rousan, Farouk (2001), Child Psychology Extraordinary - Introduction to Special Education, Amman - Kingdom of Jordan: Dar Al-Fikr for Printing, Publishing and Distribution, Fifth Edition, pp. 209-210 Publishing for Universities, p. 168.
- Al-Shugairat, Muhammad Abd al-Rahman (2005), Introduction to Neuropsychology, Al-Shorouk Publishing House, Amman.
- Bateman , B. D.(1965): An- Educators View of Diagnostic Approach To Learning Disorders , Journal of Hellmuth (ED) Learning Disorders , Vol. (1) ,pp219-239 .
- Coplin , J.W.& Morgan , S.B.(1988) : Learning Disabilities : A Multidimensional Perspective .L.D,Vol.21,No.10,pp614-622.
- Hafez, Nabil Abdel-Fattah (2006), Learning Disabilities and Remedial Education, Third Edition, Zahraa Al-Shorouk Library, Cairo. Hassanein, Hassan Mohamed (2002), focus group method, first edition, Majdalawi Press, Amman.
- Kamel, Muhammad Ali (2005), Academic Learning Difficulties between Understanding and Confrontation, Alexandria Book Center.
- Kawafha, TayseerMufleh (2003), learning difficulties and the proposed treatment plan, 1st edition. Amman, Dar Al Masirah for Publishing, Distribution and Printing, p. 156.
- Khalaf Allah Ali, Kawthar Jamal Al-Din (2019), the reality of the theories explaining learning difficulties (analytical study - the basic stage in Khartoum State), Al-Tariq Journal for Education and Social Sciences 6 (3) 346-369.
- Khartoum. Al-Lala, ZiadKamel and others (2011), Basics of Special Education, Dar Al-Masirah for Publishing and Distribution, Amman, Jordan, p. 168.
- Lyon, GR. (1996) : learning Disabilities, The Future of children Special Education for Students with Disabilities Vol. 6. NO. 1 .p60.
- Qahtan, Al-Zaher Ahmed (2008), learning difficulties. 2nd Edition, Dar Wael for Publishing and Distribution, pg.

- Source, Abdel-Azim Suleiman (2000), A study of some cognitive and emotional variables among students with learning difficulties in the primary stage, an unpublished doctoral thesis, Faculty of Arts - El-Neelain University, Sudan.
- Mustafa, Dr. Osama Farouk (2012), An Introduction to Behavioral and Emotional Disorders - Causes and Diagnosis - Dar Al Masirah for Publishing and Distribution, Amman, Jordan, p. 236.
- Suleiman, Abd al-Rahman Sayed (BT), Psychology of People with Special Needs, Part One: People with Special Needs (Concept and Categories), Zahraa al-Sharq Library, Cairo, p. 156.
- Suleiman, Sayyid Abd al-Hamid (2003), Learning difficulties - history, concept, diagnosis, treatment, second edition, Dar Al-Fikr Al-Arabi, Cairo.
- Trinity Plerodouh (2021), Strategies for taking care of people with learning disabilities, Approaches in Education Journal, Volume 4 (01), pp. 230-247
- Abdul Rahim, Fatima (2013), People with Special Needs - Introducing them and guiding them. Amman 6, Dar Al-Manhaj for Publishing and Distribution, pg. Skills and Disorders, 1st Edition, Dar Safaa for Publishing and Distribution, Amman, p. 57.
- Al-Qaffas, Walid Kamal Afifi (2009), Learning Disabilities and Cognitive Psychology, The Egyptian Library, Cairo.
- Al-Qasim, Jamal Mithqal (2000), The Basics of Learning Difficulties, first edition, Dar Safaa for Publishing and Distribution, Amman.
- Batayneh, Osama Mohammed (2005), learning difficulties, theory and practice. 1st Edition, Amman, Dar Al Masirah for Publishing and Distribution, pg. 31.
- Ghazal, Abdel Fattah Ali (2011), A series of studies and issues of special education and rehabilitation 2 Developmental learning difficulties for a child Al-Rawdah, University Knowledge House, Alexandria, Egypt, pp. 14-15.
- On me, Abdullah (2010), Learning difficulties in children, Journal of Educational Studies, Issue 10, Center for Educational Research and Studies, p. 152.