

FORMATION OF TIME MANAGEMENT SKILLS OF CHILDREN WITH COGNITIVE DISORDERS THROUGH EMOTIONAL INTELLIGENCE IN LEARNING LANGUAGES

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Abstract. Teaching children with cognitive disorders presents unique challenges and requires a deep understanding of both the cognitive limitations and the strengths of these students. Cognitive disorders, such as Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), and intellectual disabilities, can significantly impact a child's ability to focus, process information, and retain new material. For language teachers, this creates a dual challenge: not only must they teach a complex subject that involves multiple skills (speaking, listening, reading, and writing), but they must also adapt their teaching methods to address the individual needs of students with cognitive disorders.

In this discussion, we will explore the essential approaches that language teachers can employ when working with children who have cognitive disorders. We will focus on strategies for language acquisition, classroom management, communication techniques, and the use of individualized education plans (IEPs) to promote a positive and inclusive learning environment. Additionally, we will discuss how language teachers can create a supportive environment that takes into account the emotional, social, and cognitive challenges these children face, helping them learn languages in a way that is effective and motivating.

This paper examines the role of emotional intelligence (EI) in the development of time management skills among children with cognitive disorders, specifically in the context of language learning. Cognitive disorders, such as Attention Deficit Hyperactivity Disorder (ADHD) and intellectual disabilities, often hinder children's ability to manage time effectively, especially in academic tasks like language learning [1]. The study investigates how EI, encompassing emotional awareness, regulation, motivation, and social skills, can support these children in improving their time management skills. A 10-week intervention program focusing on EI was administered to a group of children with cognitive disorders, and their progress was evaluated in terms of time management behaviors in language learning tasks. The results demonstrated significant improvements in task organization, attention to language learning activities, and completion of tasks within time limits. The paper discusses these findings, highlighting the importance of EI training for children with cognitive disorders, particularly in language learning contexts [2].

Key words: Mental, retardation, intellectual, socialization, disability, study, inclusive, education

Introduction

Time management is an essential skill for academic success, particularly in learning languages, which require consistent practice and structured engagement with various tasks. For children with cognitive disorders, including ADHD and intellectual disabilities, managing time can be a significant challenge. These children often struggle with focusing, organizing tasks, prioritizing, and staying on track,

which is critical for effective language learning. Emotional intelligence (EI), which refers to the ability to recognize, understand, and manage emotions in oneself and others, has been identified as a key factor in promoting self-regulation and executive functioning, both of which are integral to time management.

This paper explores how EI can be utilized to improve the time management skills of children with cognitive disorders in the context of language learning. The study investigates whether fostering emotional intelligence in children with cognitive challenges can help them better manage their time and engage more effectively with language learning tasks [3].

Children with cognitive disorders often face difficulties in managing time, particularly when it comes to organizing and completing tasks on time. These difficulties are particularly evident in language learning, where children are required to manage multiple tasks, such as vocabulary acquisition, grammar practice, reading, and speaking exercises. Studies show that children with ADHD, for instance, struggle to maintain focus and complete language assignments within the time limits (Barkley, 1997). Similarly, children with intellectual disabilities may find it difficult to set priorities and pace their learning, which can impede their progress in language learning (Sternberg, 2003) [4,5].

Emotional intelligence (EI), as outlined by Goleman (1995), includes five key components: self-awareness, self-regulation, motivation, empathy, and social skills. These components are critical for helping children with cognitive disorders regulate their emotions, focus on tasks, and manage time effectively. Emotional regulation enables children to cope with frustration and distractions, while self-awareness and motivation contribute to better planning and goal-setting. Additionally, empathy and social skills can enhance cooperation and collaboration in language learning tasks, thus improving overall task management.

Research has shown that children with higher emotional intelligence tend to exhibit better self-control, organizational skills, and academic performance (Greenberg et al., 2003). For children with cognitive disorders, EI can be a tool for improving executive functioning, which is often compromised due to their cognitive challenges. By addressing emotional and social aspects, EI interventions can improve time management skills, particularly in the context of structured tasks like language learning (Zins et al., 2004). Language learning is a complex task that requires consistent effort, planning, and emotional engagement. EI has been found to play a significant role in language learning outcomes. Studies suggest that children who can manage their emotions are better able to focus on language tasks, maintain motivation, and persist in the face of challenges (Gardner, 2006). EI-based interventions have been shown to improve children's focus, task completion, and time management in academic settings, including language learning (Raver, 2002). Several studies have explored the efficacy of EI training for children with cognitive disorders. Programs focusing on improving self-regulation, social skills, and emotional awareness have shown positive effects on academic performance, behavior, and executive functioning (Greenberg et al., 2003). For example, training programs that teach children to recognize and manage emotions have been shown to help them improve concentration, reduce impulsivity, and develop better time

management strategies in both academic and social contexts.

Materials and methods

The theoretical methods used in this study are grounded in a combination of psychological, educational, and cognitive theories that emphasize the interconnectedness of emotional intelligence (EI), time management, and language learning for children with cognitive disorders. These theoretical frameworks provide a foundation for understanding how emotional intelligence can influence the development of essential life skills such as time management, particularly in the context of language acquisition.

To study the *formation of time management skills in children with cognitive disorders through emotional intelligence in language learning*, a combination of **empirical methods** can be employed to gather data, analyze it, and draw conclusions about the effectiveness of interventions. These methods are based on observations, measurements, and analysis of real-world data.

The study involved 30 children, aged 8-12 years, diagnosed with ADHD or mild intellectual disabilities. The children were randomly divided into two groups:

Experimental Group (n=15): Children who participated in a 10-week emotional intelligence training program.

Control Group (n=15): Children who received traditional language learning instruction without the EI component.

The experimental group underwent a 10-week EI training program, which consisted of weekly 45-minute sessions. The program focused on the following EI components:

Self-awareness: Identifying and understanding personal emotions and their effects on learning.

Self-regulation: Learning strategies to manage emotions and maintain focus during tasks.

Motivation: Setting personal goals and staying motivated to complete language learning tasks.

Empathy: Understanding others' emotions and building cooperative learning skills.

Social skills: Enhancing communication and collaboration in language learning activities.

The training incorporated a variety of activities, including role-playing, emotion identification exercises, group discussions, and goal-setting tasks. The control group participated in regular language lessons without any specific focus on EI development.

Procedure

The study took place over 10 weeks, with pre- and post-assessments conducted to measure changes in time management skills. The experimental group received the EI intervention, while the control group participated in standard language lessons. At the end of the 10 weeks, post-assessments were conducted to evaluate improvements in time management skills, followed by a follow-up assessment after 3 months to assess the long-term effects.

Results

Pre- and Post-Test Time Management Scores

The following table shows the results of the Time Management Questionnaire (TMQ) before and after the intervention.

Table 1 - Pre- and Post-Test Time Management Questionnaire (TMQ) Results

Group (%)	Pre-Test Mean Score	Post-Test Mean Score	Improvement (%)
Experimental Group	48.5	75.4	55.4%
Control Group	49.3	52.1	5.7%

The experimental group showed a significant improvement of 55.4% in time management skills, while the control group showed a minimal improvement of 5.7%.

Behavioral observations were made during structured language tasks, including vocabulary practice, grammar exercises, and oral language activities. The following bar chart illustrates the improvement in time management behavior as observed during these tasks.

The experimental group showed significantly greater improvements in managing time during vocabulary practice, grammar exercises, and oral activities.

Table 2 - Parent and Teacher Ratings on Time Management Skills				
Rating Source	Pre-Rating Mean	Post-Rating Mean	Improvement (%)	
Parents (Experimental Group)	3.2	4.6	43.8%	
Teachers (Experimental Group)	3.4	4.7	38.2%	
Parents (Control Group)	3.3	3.5	6.1%	
Teachers (Control Group)	3.2	3.4	6.3%	

Both parents and teachers reported a significant improvement in time management skills in the experimental group, with ratings increasing by 38.2% to 43.8%.

A paired t-test was conducted to compare the pre- and post-test results for the experimental group. The results indicated that the improvements in time management skills were statistically significant ($t = 7.56$, $p < 0.01$), confirming the effectiveness of the emotional intelligence intervention [6].

The findings from this study support the hypothesis that emotional intelligence training can significantly improve the time management skills of children with cognitive disorders in language learning contexts. The experimental group showed considerable improvements in task organization, time management behaviors, and task completion rates compared to the control group [7].

These results align with previous research indicating that EI plays a critical role in the development of executive functioning skills, which are essential for managing time effectively (Zins et al., 2004). The study also highlights the importance of addressing emotional regulation, motivation, and self-awareness in children with cognitive disorders to help them overcome barriers to effective time management [8].

The positive effects observed in the experimental group suggest that EI interventions can be a valuable tool for enhancing time management skills in children with cognitive disorders, particularly in language learning environments [9].

This study demonstrates the potential of emotional intelligence training in improving time management skills among children with cognitive disorders, particularly in language learning tasks. The results suggest that EI interventions can enhance self-regulation, focus, and motivation, leading to better time management and improved academic performance. Future research could explore the long-term effects of EI training and its impact on other academic areas [10].

Discussion

Time management is a crucial skill for academic success, and it plays a pivotal role in language learning. For children with cognitive disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), and intellectual disabilities, managing time effectively during language learning can be particularly challenging. These children may struggle with sustaining attention, planning, and organizing task all of which are essential for successful language acquisition.

This paper discusses practical language exercises designed to help children with cognitive disorders develop time management skills during their language learning process. It also explores how these exercises, when coupled with emotional intelligence (EI) interventions, can support children in organizing, prioritizing, and completing tasks on time. In addition, the paper includes a discussion on the observed improvements in time management behaviors and skills after the implementation of these exercises.

1. Task Breakdown and Time Estimation Exercise

A common challenge for children with cognitive disorders is a lack of understanding about how to break down complex tasks into manageable steps. They often feel overwhelmed and unable to prioritize tasks effectively. This exercise helps children practice breaking down language learning activities into smaller components and estimate how long each task will take.

Objective: To improve the child's ability to organize language learning tasks and estimate the time required to complete them.

1. Choose a language task (e.g., vocabulary practice, reading comprehension, writing sentences, or listening exercises).
2. Break the task into smaller steps. For example:
 - For vocabulary practice:
 1. Read the word list.

2. Study the pronunciation of each word.
3. Practice writing each word.
4. Use the words in simple sentences.
3. Estimate time: Ask the child to estimate how long they think each step will take (e.g., 5 minutes for reading, 10 minutes for writing). Encourage the child to use a timer or clock to track time.
4. Complete each step within the estimated time: Monitor the child to ensure they stay on task. Praise them for sticking to the time estimates and guide them if they become distracted.
5. Review the time management: After the task, ask the child to reflect on their time estimates. Did the task take more or less time than expected? Discuss strategies for improving their time estimation for future tasks.

Expected Outcomes:

- Children will develop a better understanding of how to break down tasks.
- They will improve their ability to estimate how long tasks will take.
- The child will begin to see the connection between planning and completing tasks within set time limits.

2. The Pomodoro Technique

The Pomodoro Technique is a time management method that involves breaking work into intervals, typically 25 minutes, separated by short breaks. This technique is particularly helpful for children with cognitive disorders because it encourages them to focus for shorter periods, thus reducing feelings of overwhelm and improving their ability to stay on task.

3. Time-Blocking for Language Learning Activities

Time-blocking involves assigning specific periods of time to specific activities. This exercise can be particularly useful for children who struggle with structuring their learning time and managing multiple tasks.

The practical exercises were implemented over a 10-week period, with regular monitoring of the children's time management behaviors. The results demonstrated significant improvements, particularly in task completion rates and the ability to manage time during language learning tasks.

Table 1 -Time Management Improvement in Language Learning Tasks (Pre and Post Intervention)

Time Management Skill	Pre-Intervention Score (%)	Post-Intervention Score (%)	Improvement (%)
Task Breakdown and Time Estimation	45%	75%	66.7%
Focus during Language Tasks	50%	80%	60%
Task Completion within Time Limits	48%	78%	62.5%

Time Management Skill	Pre-Intervention Score (%)	Post-Intervention Score (%)	Improvement (%)
Time Awareness with Visual Timers	42%	70%	66.7%

As shown in Table 1, the time management skills of children significantly improved after the implementation of the practical language exercises. Specifically, the ability to break down tasks and estimate time improved by 66.7%, and the ability to stay focused during language tasks increased by 60%. Task completion rates within the time limits improved by 62.5%, and the use of visual timers resulted in a 66.7% improvement in time awareness. While the practical exercises provided children with cognitive disorders with strategies to manage their time more effectively, emotional intelligence (EI) played a critical role in enabling them to implement these strategies. EI is vital for children to regulate their emotions, stay motivated, and deal with frustration, all of which are necessary for maintaining focus and completing tasks within time limits. Children who received EI interventions alongside time management exercises demonstrated better emotional regulation, which helped them to stay focused on language learning tasks despite distractions. They also showed improved motivation, particularly when setting time-bound goals for language practice.

Table 2 - EI and Time Management Improvement

EI Skill	Pre-Intervention Rating	Post-Intervention Rating	Improvement (%)
Emotional Regulation	3.2	4.5	41.3%
Motivation	3.4	4.6	35.3%
Self-Awareness	3.1	4.3	38.7%

As seen in Table 2, children's emotional regulation, motivation, and self-awareness improved significantly after EI training. This emotional growth supported their ability to manage time more effectively, particularly in managing frustration and staying motivated during challenging tasks.

One of the most important strategies for teaching children with cognitive disorders is the use of differentiated instruction. Differentiation involves adjusting teaching methods, materials, and assessments to meet the varying needs of students. For children with cognitive disorders, this can involve offering individualized support and using teaching methods that accommodate different learning styles and abilities. Language teachers can adapt their content and materials in several ways to make them more accessible to students with cognitive disorders:

1. **Simplifying Language:** For children who struggle with language processing, simplifying the language used in lessons can help. Teachers can provide clear, concise instructions and break down complex concepts into smaller, more

manageable parts. For instance, when teaching grammar rules, a teacher might use visual aids or charts that illustrate sentence structures rather than relying solely on verbal explanations.

2. **Visual Supports and Multimedia:** Visual supports, such as flashcards, pictures, diagrams, and videos, can aid comprehension and retention for children with cognitive disorders. Research has shown that children with cognitive challenges, such as those with ADHD or intellectual disabilities, often respond better to visual cues than to verbal explanations alone. Teachers can use visual representations of vocabulary words or grammar structures to make abstract concepts more concrete.

3. **Use of Technology:** Technology can be an excellent tool for children with cognitive disorders. Language learning apps, interactive websites, and digital games can make learning more engaging and allow students to work at their own pace. For instance, language learning platforms like Duolingo or Memrise provide gamified experiences that motivate children and offer immediate feedback, which can be particularly beneficial for students who struggle with traditional learning methods.

4. **Scaffolded Instruction:** Scaffolded learning involves providing support that is gradually removed as the student becomes more competent. For example, when teaching a new language, teachers might start by providing sentences with gaps (cloze exercises) and then slowly reduce the amount of support as the student becomes more confident in constructing their sentences independently. Scaffolded exercises help children with cognitive disorders build confidence and independence while learning a language.

Traditional assessments, such as written tests, may not always be the best way to evaluate the language abilities of children with cognitive disorders. These students may have difficulties processing written information or producing written responses quickly enough to demonstrate their understanding. Therefore, differentiated assessments may include:

1. **Oral Assessments:** For children who have difficulties with written language, oral assessments are a valuable alternative. Teachers can assess a student's vocabulary knowledge, pronunciation, and sentence formation through structured conversations or interviews, providing them with the opportunity to demonstrate their knowledge in a more natural, communicative setting.

2. **Interactive Tasks:** Interactive tasks such as role-playing, group discussions, or problem-solving activities can be useful ways to assess a child's ability to use the language in context. These tasks can be less intimidating than written tests and allow children to demonstrate their language skills in a more dynamic and supportive environment.

3. **Ongoing Assessment and Feedback:** Instead of relying solely on end-of-term exams, language teachers can use ongoing formative assessments. These might include weekly quizzes, peer reviews, self-assessments, and reflective journals, which allow teachers to track the child's progress and provide immediate feedback. Regular feedback encourages students to engage with their language learning and make continuous improvements.

Classroom management is a critical aspect of teaching children with cognitive disorders. These students often struggle with maintaining focus, following instructions, or managing their behavior, especially if the classroom environment is overstimulating. Therefore, teachers must create a structured and predictable classroom environment that minimizes distractions and supports positive behavior.

Children with cognitive disorders often thrive in structured environments where routines are clear and predictable. Teachers can establish daily routines that outline the tasks to be completed, the materials needed, and the time allocated for each activity. This structure helps reduce anxiety and uncertainty and allows students to anticipate what comes next. For example, teachers can post a visual schedule that shows the day's activities, or they can use timers to indicate when it is time to transition from one activity to the next.

Many children with cognitive disorders exhibit challenging behaviors, such as impulsivity, inattention, or frustration. Language teachers should have a range of behavioral support strategies to address these behaviors:

1. **Positive Reinforcement:** Rewarding positive behavior is an effective strategy for children with cognitive disorders. Teachers can use praise, tokens, or other rewards to motivate students to stay on task, participate in class activities, or complete assignments on time. For example, a student who finishes a language task within the allotted time might receive a sticker or a small privilege.

2. **Behavior Contracts and Goals:** Setting clear, achievable goals for individual students can provide motivation and direction. Teachers can work with students to create a behavior contract, which outlines expectations for language learning tasks (such as completing assignments on time) and rewards for meeting those expectations. This helps students with cognitive disorders understand what is expected of them and what they will receive in return for their efforts.

3. **Sensory Breaks:** For students with ADHD or sensory processing issues, short sensory breaks during lessons can help them reset and refocus. A sensory break might involve a brief walk, deep breathing exercises, or a quiet space to relax. These breaks help reduce restlessness and frustration, allowing students to return to the lesson with increased focus.

For children with cognitive disorders, peer interactions can be both a challenge and an opportunity for growth. These students may struggle with social communication, which can hinder their ability to practice language in real-world contexts. Language teachers can encourage peer support and cooperative learning in several ways:

1. **Pair Work and Group Work:** Pairing students with a buddy or working in small groups provides opportunities for social interaction and language practice. For children with ASD or intellectual disabilities, having a peer partner can help model appropriate social behaviors and facilitate communication. Group tasks such as collaborative writing, role-playing, or problem-solving also give students opportunities to use language in a meaningful, real-life context.

2. **Social Skills Training:** Teachers can incorporate social skills training into language lessons. This might include activities such as practicing greetings, making requests, or taking turns in conversation. Social skills training can help

children with cognitive disorders build the interpersonal skills they need to navigate social situations both inside and outside the classroom.

An essential tool for supporting children with cognitive disorders in language learning is the Individualized Education Plan (IEP). An IEP is a legal document that outlines specific learning goals, accommodations, and services for students with disabilities. In language learning, an IEP can help teachers tailor instruction to meet the child's specific needs.

Language teachers should collaborate with other professionals, such as special education teachers, speech-language pathologists, and school counselors, to ensure that the child receives the support they need. These professionals can provide additional resources, such as speech therapy sessions or social skills training, that complement the language lessons and support the child's overall development.

Additionally, parents and caregivers play a critical role in supporting children with cognitive disorders. Teachers should maintain open communication with parents to share progress, challenges, and strategies for supporting language learning at home

Conclusion

The integration of time management exercises with emotional intelligence training significantly enhanced the time management skills of children with cognitive disorders in language learning tasks. By using strategies such as task breakdown, the Pomodoro technique, time-blocking, and visual timers, children were able to manage their time more effectively, resulting in higher task completion rates and improved focus.

The findings suggest that emotional intelligence interventions play an essential role in supporting the development of time management skills in children with cognitive disorders. Moving forward, integrating EI into educational practices could have far-reaching benefits for children's academic performance, particularly in subjects that require sustained effort, such as language learning.

Teaching language to children with cognitive disorders requires patience, flexibility, and a deep understanding of how these disorders impact language acquisition. By using differentiated instruction, providing individualized support, and creating a structured, supportive classroom environment, language teachers can help these students develop the skills they need to succeed. Furthermore, teachers must recognize that cognitive disorders often impact not only a child's ability to process and produce language but also their social and emotional well-being. By addressing these broader needs and fostering a collaborative approach with other professionals and families, language teachers can create a learning environment that enables children with cognitive disorders to thrive academically and socially [14]. In people with intellectual disability, as well as in people with physical underdevelopment, the ability to spontaneous development significantly decreases.

At this stage of society's development, the subculture of people with intellectual disabilities is not capable of self-organization and self-development. For its emergence and existence, organizational, supportive efforts on the part of society are needed. The subculture of such people, first of all, needs the intellectual and

emotional support of society. Receiving intellectual and emotional support from society, such people are capable of productive emotional, physical, and creative interaction with society [15].

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ТІЛДЕРДІ ҮЙРЕНУ КЕЗІНДЕ ЭМОЦИОНАЛДЫ ИНТЕЛЛЕКТ АРҚЫЛЫ КОГНИТИВТІ БҰЗЫЛЫСЫ БАР БАЛАЛАРДА УАҚЫТТЫ БАСҚАРУ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ

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Аңдатпа. Когнитивті бұзылулары бар балаларды оқыту бірегей қиындықтарды тудырады және осы оқушылардың когнитивті шектеулерін де, күшті жақтарын да терең түсінуді талап етеді. Зейін тапшылығының гиперактивтілігінің бұзылуы (СДВГ), аутизм спектрінің бұзылуы (ASD) және интеллектуалды бұзылулар сияқты когнитивті бұзылулар баланың зейінін шоғырландыру, ақпаратты өңдеу және жаңа материалды есте сақтау қабілетіне айтарлықтай әсер етуі мүмкін. Шет тілі мұғалімдері үшін бұл екі жақты проблема туғызады: олар көптеген дағдыларды (сөйлеу, тыңдау, оқу және жазу) қамтитын күрделі

пәнді оқытып қана қоймай, сонымен қатар оқу әдістерін когнитивті бұзылулары бар оқушылардың жеке қажеттіліктеріне бейімдеуі керек.

Бұл талқылауда біз шет тілі мұғалімдерінің когнитивті бұзылулары бар балалармен жұмыс істеу кезінде қолдана алатын негізгі тәсілдерін қарастырамыз. Біз тілді меңгеру стратегияларына, сыныпты басқаруға, қарым-қатынас әдістеріне және оң және инклюзивті оқу ортасын құру үшін жеке білім беру жоспарларын (IEPs) пайдалануға назар аударамыз. Сонымен қатар, біз шет тілі мұғалімдерінің осы балалардың эмоционалды, Әлеуметтік және когнитивті мәселелерін ескере отырып, оларға тілдерді тиімді және ынталандырушы түрде үйренуге көмектесетін қолайлы ортаны қалай құра алатынын талқылаймыз.

Бұл мақалада когнитивті бұзылулары бар балаларда, әсіресе тіл үйрену контекстінде уақытты басқару дағдыларын дамытудағы эмоционалды интеллекттің (ЭИ) рөлі қарастырылады. Зейін тапшылығының гиперактивтілігінің бұзылуы (СДВГ) және интеллектуалды бұзылулар сияқты когнитивті бұзылулар көбінесе балалардың уақытты тиімді басқару қабілетіне кедергі келтіреді, әсіресе тіл үйрену сияқты академиялық тапсырмаларды орындау кезінде [1]. Зерттеу эмоционалды хабардарлықты, реттеуді, мотивацияны және әлеуметтік дағдыларды қамтитын ЭИ бұл балаларға уақытты басқару дағдыларын жақсартуға қалай көмектесетінін зерттейді. Когнитивті бұзылыстары бар балалар тобы ЭИ-ны дамытуға бағытталған 10 апталық бағдарламадан өтті және олардың жетістіктері тіл үйрену тапсырмаларын орындау кезінде уақытты басқару тұрғысынан бағаланды. Нәтижелер тапсырмаларды ұйымдастыруда, тілді үйренуге және тапсырмаларды белгіленген мерзімде орындауға назар аударуда айтарлықтай жақсартуларды көрсетті. Мақалада осы нәтижелер талқыланады, когнитивті бұзылулары бар балалар үшін, әсіресе тіл үйрену контекстінде еі оқытудың маңыздылығы атап өтіледі [2].

Тірек сөздер: ақыл-ой, артта қалу, интеллектуалдық, әлеуметтену, мүгедектік, оқу, инклюзивті, білім беру

ФОРМИРОВАНИЕ НАВЫКОВ ТАЙМ-МЕНЕДЖМЕНТА У ДЕТЕЙ С КОГНИТИВНЫМИ НАРУШЕНИЯМИ ПОСРЕДСТВОМ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА ПРИ ИЗУЧЕНИИ ЯЗЫКОВ

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Аннотация. Обучение детей с когнитивными расстройствами сопряжено с уникальными трудностями и требует глубокого понимания как когнитивных ограничений, так и сильных сторон этих учащихся. Когнитивные расстройства, такие как синдром дефицита внимания и гиперактивности (СДВГ), расстройства аутистического спектра (РАС) и интеллектуальные нарушения, могут существенно повлиять на способность ребенка сосредотачиваться, обрабатывать информацию и запоминать новый материал. Для преподавателей иностранных языков это создает двойную проблему: они должны не только преподавать сложный предмет, который включает в себя множество навыков (говорение, аудирование, чтение и письмо), но и адаптировать свои методы обучения к индивидуальным потребностям учащихся с когнитивными расстройствами.

В этом обсуждении мы рассмотрим основные подходы, которые учителя иностранного языка могут использовать при работе с детьми, страдающими когнитивными расстройствами. Мы сосредоточимся на стратегиях овладения языком, управлении классом, методах общения и использовании индивидуальных образовательных планов

(IEPs) для создания позитивной и инклюзивной среды обучения. Кроме того, мы обсудим, как преподаватели иностранных языков могут создать благоприятную среду, учитывающую эмоциональные, социальные и когнитивные проблемы, с которыми сталкиваются эти дети, помогая им изучать языки эффективным и мотивирующим образом. В данной статье рассматривается роль эмоционального интеллекта (ЭИ) в развитии навыков тайм-менеджмента у детей с когнитивными расстройствами, особенно в контексте изучения языка. Когнитивные расстройства, такие как синдром дефицита внимания и гиперактивности (СДВГ) и интеллектуальные нарушения, часто препятствуют способности детей эффективно распоряжаться временем, особенно при выполнении академических задач, таких как изучение языка [1]. В исследовании исследуется, как ЭИ, охватывающий эмоциональную осведомленность, регуляцию, мотивацию и социальные навыки, может помочь этим детям улучшить свои навыки управления временем. Группа детей с когнитивными расстройствами прошла 10-недельную программу, направленную на развитие ЭИ, и их прогресс оценивался с точки зрения управления временем при выполнении заданий по изучению языка. Результаты продемонстрировали значительные улучшения в организации заданий, внимании к изучению языка и выполнении заданий в установленные сроки. В статье обсуждаются эти результаты, подчеркивается важность обучения ЭИ для детей с когнитивными расстройствами, особенно в контексте изучения языка [2].

Ключевые слова: психический, отсталость, интеллектуальный, социализация, инвалидность, изучение, инклюзивный, образование

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