

# Social Issues of People with Special Needs in Modern Mass Media

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**Abstract:** This research paper discusses the problem of social issues, especially the issues of people with intellectual disabilities and how modern mass media supports. Mainly one case study was represented from aspects working with people with ID.

This study aimed to examine how the press represents people with intellectual disabilities and how it helps people with this problem. The study was conducted using the method of qualitative content analysis. The material for the report consisted of research. The survey covered the year 2016.

The purpose of this qualitative study was to produce an overview of topics and practical recommendations that have been presented for teaching for students with intellectual disabilities.

To represent the richness of this research area, the topic was purposely left broad, and the outline was made by focusing on the practical implications of research articles. These recommendations were identified, classified, synthesised, and evaluated. The implications for practice and research are presented based on the findings of this study

This research is of significant value, as a contribution to the journalism science policy not only in Kazakhstan but abroad as well. It demonstrates that social issues of the problems of people with ID in modern mass media are widely discussed and are of great importance from the sight of an audience.

**Keywords:** Journalistic, social issues, mass-media, communication.

## INTRODUCTION

It is true to say that the media is an essential part of our everyday life and as an industry has been critical in the dissemination of information to the mass population.

In many countries, ID is a crucial issue because an essential part of the working-age population is either in poor health or disabled. Therefore, the question regarding social protection of people with ID is urgent and considered as a social problem in the country [1].

It has been reported that more than 10% of the population in the world suffer from ID. Of these people, 80% live in developing countries, and one third are children. The ID is a complex, dynamic and multidimensional phenomenon. Their problems depend on the strength and efficacy of coping methods, especially social support [2].

The purpose of this research paper is to examine how mass media supports people with intellectual disabilities, as well as to produce an overview of the research concerning teaching students with intellectual disabilities. Instead of focusing on why inclusion is necessary, this study explored how integration could be

implemented, which is also convenient with the revolution in understanding intellectual disability. [3]. Research on how these students can be better supported in practice is needed based on the emerging support paradigm and the finding that students with intellectual disabilities are not included in general education classrooms as often as students with other disabilities. The research questions of this study were:

- 1) What topics are covered in intellectual disability-related educational research?
- 2) What kinds of recommendations are given in existing intellectual disability-related educational studies?

This study can be seen as one response to the challenge of developing useful ideas for using research in practice.

## METHODS

The method of this qualitative study is original. The sample of research articles was sought, and practical implications were identified, analysed, and synthesised. The study procedure, selection of the items, identification of possible consequences, and the method of analysis are expanded upon. The validity of the study method assessed as well.

This part of the manuscript presents the methods used in the study. This includes the description of the

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chosen method, processing of data, study's limitations, and ethical standpoints.

Survey method was used in the study. The subjects were administered a questionnaire in which they were asked to answer questions related to their mass media.

Descriptive and inferential analyses were conducted to get a more in-depth insight into the research questions. The time limit was 90 minutes for the survey.

## RESULTS

Disability is more based on social, rather than medical aspects. Lack of attention and social support may impact on the participation of people with ID in various aspects and their return to normal life in society.

### Instrument

The instrument used for this study was the assessment test adopted from Interview Booklet [4]. The assessment test was designed for abled students. It was however observed that the assessment test might be difficult for the children with mild intellectual disability to solve; hence, aspect of learning skills (LS) was adopted and modified to suit this study. The questions consisted of fifteen items, and two rated scales were administered on the instructional model. The test was tested to students with mild intellectual disability in a structured way because these students are to be directed, assisted and motivated before they can produce an answer to each item of these questions. On each of the test items in a test using instructional models, a score of one was given for a correct answer while a zero score awarded for a wrong answer.

## Analysis of Data

The data analysed by using both the descriptive statistics and independent t-test techniques. The software utilised for the data analysis was the statistics package for social scientists (SPSS) Version 18. In the descriptive statistics the percentage scores for two instructional models estimated for all the respondents. This will assist in identifying the aspects of LS where these students are strong and where they are weak in term of performances.

Furthermore, it will also assist in comparing the performances of the students according to gender. The test was carried out at 0.05 level of significance (i.e. alpha value of 0.05). The results of the t-test will form the basis for accepting or rejecting the hypothesis of the study. Therefore, the result of the analysis of the research presented below.

### Results Descriptive

Statistics on test using instructional models in answering research question one of the studies.

Table 2 shows the percentage scores on LS using n+1>n rule instructional mode. It can be seen that n+1>n rule 4 obtained the highest mark (86.7%) followed by n+1>n rule 2 and 8 (80%), n+1>n rule 6 (76.7%), n+1>n rule 10 (63.3%) respectively. From Table 2 too, it can be seen that the average percentage of the correct answer is 77.3%.

Table 3 shows the percentage of corrects responses across LS using model. It can be seen that rule 8 had highest score (90%) followed by rule 5, 6 and 7 (86.7%), rule 9 (83.3%), rule 2 (80%), rule 1 and 4 (76.7%) and rule 3 and 10 (73.3%). The average percentage of corrects responses across LS using rule is 81.3%.

**Table 1: Survey Results**

Item	AG	DA	U	SD
1. strategy on how to work with people with ID?	92%	4%	1.76	0.70
2. Integration of people with ID?	15%	50%	3.5	0.97
3 Providing training and education?	58%	24%	2.56	1.09
4. Social support for people with ID?	76%	6%	2.13	0.75
5. Working life of people with ID?	78%	4%	2.2	0.66
6. recommendations on arranging practical training to people with ID?	15%	73%	3.69	1.15

**Table 2: Percentage of Correct Responses Across the LS Using n+1>n Rule**

Skills	Correct (%)	Wrong (%)
n+1>n rule 2	80.0	20.0
n+1>n rule 4	86.7	13.3
n+1>n rule 6	76.7	23.3
n+1>n rule 8	80.0	20.0
n+1>n rule 10	63.3	36.7
Average Score	77.3	22.7

**Table 3: Percentage of Corrects Responses LS Using the Rule**

Skills	Correct (%)	Wrong (%)
Rule 1	76.7	23.3
Rule 2	80.0	20.0
Rule 3	73.3	26.7
Rule 4	76.7	23.3
Rule 5	86.7	13.3
Rule 6	86.7	13.3
Rule 7	86.7	13.3
Rule 8	90.0	10.0
Rule 9	83.3	16.7
Rule 10	73.3	26.7
Average	81.3	18.7

**DISCUSSION**

Students with mild intellectual disability performance on this LS test using instructional models increased dramatically. Results from this study show that these students do not have great difficulty using instructional models in LS. Understanding instructional models for LS as shown with the low scores (approximately 63.3%) which is the least using the two instructional models namely: n+1>n rule the highest score (86.7%); the highest score on rule is (90%), and the average scores on n+1>n rule are (81.34% and 77.34%) which indicate that students with mild intellectual disability have mature understanding of instructional models. This result is similar to the research which revealed that both male and female students with mild intellectual disability understand the basic rules of LS, they also believe that LS must involve succession; that is, skipping around during the learning is not acceptable. Although, this finding observed that

students have an immature understanding of certain instructional model which makes them frequently commit errors.

On the other hand, finding of this study also surprisingly revealed that female students have a higher mean score on n+1>n rule than the male students. This finding was found consistent with the statement female students understand the "N + 1 > N rule," which is when the skills later in the sequence, symbolises the more significant amount compared to male counterpart with mild intellectual disability [5]. Previous research noted that male and female students with a mild intellectual disability come to understand that skills later in the count list have larger quantities than earlier quantities [6] which disagreed with the finding of this study.

During the content analysis process, we managed to answer all questions formulated at the beginning of the research process.

**CONCLUSION**

Difficulties in the process of LS is significant characteristic for children with intellectual disabilities; but in the same time can lead to learning new cognitive skills through a structured approach, changing information system of the child and systematically practising them. For example, through the effects of similarity-difference operations – so, through the comparison made between objects - the child's mind with intellectual disabilities who participated to the cognitive development program succeeds, even if partially, to put them in relationships and correspondences, thus constituting substructures of the future operations of thinking. The exterior universe ordered in partial and general sets of knowledge, together with the development of psychological structures corresponding to these operations. A student with intellectual disabilities should be trained permanently in action with the learning material (concrete, iconic and verbal), acting in the zone of proximal development and being exposed systematically to educational influences. The existence of multiple intuitive elements on the same theme, but different in representation helps students with intellectual disabilities in forming concepts. Also, the presence of several intuitive images helps students through comparison-opposition operations, to achieve a clearer understanding of the idea. Are useful the groups that help the child to grasp, and then set the recurrence relationship, uniquely complementary one

**ANNEX 1: Questionnaire Bow Mass Media Supports Disability People**

Questions	AG agree	DA disagree	U undecided	SD strongly disagree
Age				
Education				
Place of living				
How often do you get information on mass media?				
What do you think about the discrimination of people with disabilities?				
Do you think these people provided training and education?				
Social support for people with disabilities?				
Discrimination in the field of employment?				
The working life of people with disabilities?				
Formation of tolerant relation to people with disabilities?				

of operations of thinking. Through numerous exercises of this kind an association created which then helps correct use of micro-operations of thinking in any context. All these knowledge and skills acquired by the child with intellectual disabilities are significant in terms of adaptive only to the extent that enables them to operate whenever necessary, from here resulting particular importance of the continuous development of new plans, programs and teaching methods to improve the education process. We believe that students with intellectual disabilities become functional when they succeed to apply them in everyday life and concrete situations of life.

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Received on 28-03-2019

Accepted on 22-04-2019

Published on 07-05-2019

DOI: <https://doi.org/10.6000/2292-2598.2019.07.01.4>

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