

Interaction between the relay display the image film fixed and mobile multimedia-based programs on digital video and its impact on the development of life skills in children with intellectual (mental) disabilities

The film images fixed and mobile multimedia-based programs on a digital video technological learning resources which, if properly used and employed, they contribute a great deal in achieving the educational goals of learners. In spite of the multiplicity of research and studies that dealt with the production of multimedia-based programs on digital video and its role in the educational process, but it did not address the fundamentals and Almtgierat design of these programs for those with intellectual (mental) disabilities, in particular, as well as the effectiveness of display fixed digital video versus video mobile digital accompanied by an audible language or the contrary. That was the impetus to study the effect of variation relay View photo film fixed and mobile multimedia software based on digital video tutorial (photo film fixed first and then the picture film animation versus language audio - 's film animation first and then the picture film Fixed versus audio language) for children with intellectual disabilities .

Fixed picture film of great importance in achieving the educational goals are, for example, is working to focus on the important parts or elements in the scene or event; also working on the transfer of sensations and emotions, feelings, and thus working on development trends and changed.

The film's animation it is also of great importance in achieving the educational goals are, for example, works on display in the movement and continue to emphasize the important of stages, and view things entirely.

Consequently, all of the film's fixed or mobile is of great importance in the educational process in general and with intellectual disabilities in particular, because they need her. But the question remains if we need them, whichever displays before the other, and whichever regulator preliminary explainer of another.

The current research aims to answer the following main question: What is the interaction between the relay display the image film (animated-A) in a multimedia-based programs on digital video education and its impact on the development of life skills in children with intellectual disabilities?, thus establishing the independent variable as follows: (1) the moving image first and then fixed, accompanied by an audible language; (2) the fixed image first and then moving accompanied by an audible language.

And adopted a researcher on the theories of behavioral and cognitive and entrances to clarify the interaction between (all vs. Part-section versus total) through the picture film (fixed / mobile) and its impact on life skills development, relying on the extent of those with the ability of intellectual disabilities to realize picture film pollutant content the animation and the ability to interpret the elements.

And applied researcher examined on a sample of twenty children with intellectual disabilities, their wits between 50-70 degrees in the range on the test Stanfod aware fourth image, and used test cognitive photographer to measure the educational content and life skills, and note card to measure the performance of students in these skills, distributed two experimental, the first experimental group used a digital video program based on the motion picture first and then fixed, accompanied by an audible language, the second experimental group used a digital video program based on the static image first and then moving accompanied by an audible language, through a multimedia program. Among the most important findings of the current study, promote the use of detailed sequences fragmented (photo film fixed first and then the picture film animation versus audio language) for (photo film animation first and then the picture film fixed versus audio language), in which the terms of coherence and logical retail available in the media program multiple based on digital video, to give children with intellectual disabilities and life skills.