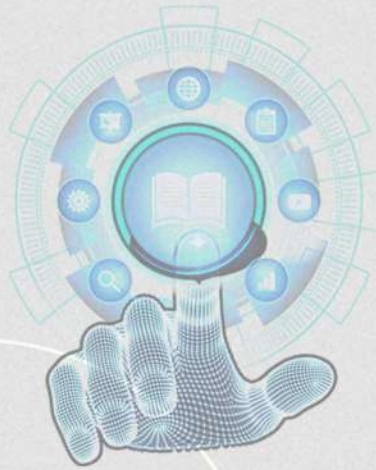


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How can we teach our children in times of crisis? Benefit
from the experience of city of Mosul
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How can we teach our children in times of crisis? (benefit from the experience of city of Mosul)*

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Abstract :

The idea of the article is summarized by its interest in presenting educational methods and teaching methods for children and was tried in the city of Mosul during the period of ISIS control for a period of three years, as the people of this city lived in situations that may be somewhat similar in the case of the spread of the covid-19 virus, and that is to say, the voluntary ban by not Sending their children to schools and families' dependence on home education. Therefore we wrote this article and mentioned some of these methods in teaching children to benefit from the experience and to draw attention to this city, which suffered silently and without anyone knowing about its suffering and its experiences.

Key words : education , teching , crisis.

ملخص باللغة العربية

تتلخص فكرة هذه الدراسة في اهتمامها بتقديم الأساليب التربوية، والطرق المبتكرة لتدريس الأطفال في مدينة الموصل العراقية، خلال فترة سيطرة تنظيم الدولة الإسلامية المعروف باسم داعش على المدينة لمدة ثلاث سنوات، وهي السنوات التي عاش فيها أهالي هذه المدينة أوضاعاً شبيهة إلى حد بعيد بتلك التي أقرتها أغلب دول العالم أثناء ذروة انتشار فيروس كورونا covid-19، حيث التزم سكان مدينة الموصل بالحظر الطوعي في عدم إرسال أطفالهم إلى المدارس، والاعتماد على التعليم المنزلي؛ لذلك كتبنا هذه الدراسة التي سعينا من خلالها إلى تقديم الفائدة للناس، وقدمنا من خلالها – كذلك- بعض أساليب تعليم الأطفال التي يمكن الاستفادة منها في الحالات الحرجة، كما حرصنا على لفت الانتباه إلى معاناة هذه المدينة التي طالما غرقت في الظلام بصمت ودون أن يعلم الكثيرون بمعاناتها.

الكلمات المفتاحية : التعليم، التدريب، الأزمات.

* The city of Mosul is an Iraqi city located in northern Iraq.

1.Introduction

At the moment, we are experiencing a disruption of students school education, because of the health ban, related to the Covid-19 epidemic . Children in this context greatly rely on being looked after and educated in their home environment. Here it may be surprising why we chose the city of Mosul as an example. We did so, because the city of Mosul possesses previous experience as it was subjected to a similar situation to the health ban, when terrorists of the so-called Islamic State (ISIS) controlled the city between 2014 and 2018 and children were cut off from the schools parents did not send their children to schools because of fear of their practices, such as transmitting the extremist ideology to children, kidnapping them, or recruiting children, from the age of 10 years on. Hence Mosul has a strong experience of voluntary home bans as well as drop out of education.

2.Article problem

Through this article, we seek to find an important experience in educating children during the voluntary embargo and try to answer these questions:

- 1.Is there a region or social group that experienced the voluntary ban before 2020?
- 2.What are the methods and methods of education in this period?
- 3.Were these methods feasible and useful?

Objectives of the article

3.

1.Explain the effectiveness of home schooling for children.

2.Benefiting from the research topic

3.Learn the most important methods used by parents in educating their children.

4.The importance of the article

The issue of children's education is an important and vital topic, and in the absence of schools in times of crisis and the lack of an effective role in the education of children,

as well as in the absence of the classroom learning environment, we have a need to find innovative ways of teaching and teaching outside the natural and appropriate educational environment, so it was necessary to create educational and educational opportunities for the child To receive appropriate education, as well as to continue the education process, either through communication with relevant educational institutions through e-learning and in any way, as well as through home education, which complements or supports school education or solves a substitute for it in the crisis of voluntary prohibition.

5. Article methods

1- The descriptive method was used to describe the methods that are used-1

2- The experimental curriculum was used, because all teaching methods were used and tested by the researcher's children and were used.

6. Methods adopted in education in the city of Mosul in 2020

1. Homeschooling by relying on parents, especially the mother, Educational practices of home schooling include:

The review of previous lessons children took in schools. _

Following up on the lessons they have not studied– complete the curriculum.

:E-learning, in communication with each child's school, which varies as follows 2.

_Create groups on Facebook to communicate with school teachers Teachers publish a video lesson and the child follows him under the supervision of one of the parents. Parents interact with teachers by sending a picture or video of children while they are doing their homework and documenting the results. One of the disadvantages of this method is the possibility of people joining who are not children joining. with pseudonyms - especially since most mothers have accounts with pseudonyms for social reasons..

_Create a group on WhatsApp to communicate with the teacher and publish video, and written instructions. This method is more secure because joining via a mobile number can be verified as belonging to one of the parents.

3. The Iraqi government has made a special broadcast on TV via an educational channel (Iraq Educational Satellite) broadcast by the educational television and the Media and Communications Authority, and the government has sent text messages through communications networks inside Iraq to all participants in order to promote these lessons. This method has proven to be successful because of its extensive reach: a high number of households possessing satellite broadcasting and TV. The programme is available and supports staying at home, especially for the low-income-classes in society that do not have a subscription to the internet service and thus suffer from the deprivation of electronic education.

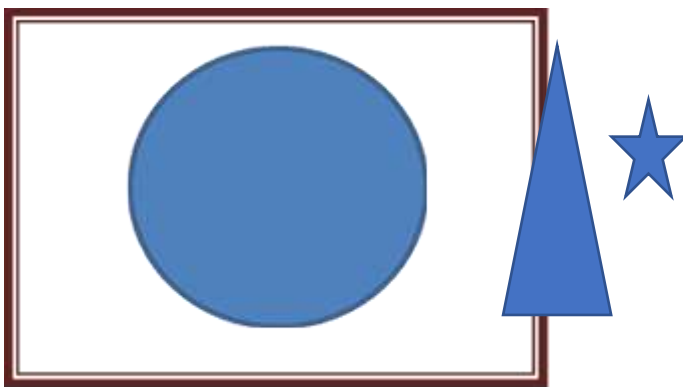
We would like to make it clear that the city of Mosul possesses experience in the methods of home education as its trapped residents for a period of three years (the period of the terrorist organization's control) sometimes voluntarily, sometimes secretly followed home educational methods. The situation was similar to the current prohibition, as citizens, especially women and children, did not leave their homes, except for the most urgent necessity. Therefore they did not send their children to schools because of fear of the aforementioned situation, in which the terrorists have also changed curricula to suit their extremist ideology.

The Mosulian people followed at that time methods of teaching - knowing that at the time the Internet was cut off, television broadcasting and electricity also – including:

1. Home education relying on exchanging books among them in a secret way to teach their children. Volunteers also taught children, especially from the same neighborhood. Especially teachers taught children of uneducated mothers in addition to their own children.
2. They designed cards (cardboard) to write letters and numbers for use as educational means, and also used toys and Lego to teach their children counting, as well as addition and subtraction operations.
3. Parents also used games for education, as for example games of drawing geometric shapes on a paper following the description of the shape by the child. In this game, the child is in far distance from the mother and has a paper and a pen. The child is then asked to draw a circle, and then to draw a triangle inside this circle on the condition that the angles of the triangle touch the circumference of the circle. This is done in order to test whether the child knows to define the angles of the triangle, and has the

ability to focus and then continue with this game. The game is extended with drawing a star to the right side of the triangle and inside the circle. This way, we may determine whether the child knows concepts like “inside” as well as the left and right sides.

According to the following design :



In this game we can teach the child geometric shapes as well as directions. Also we can stimulate the child's imagination through description.

4.The spelling and writing game: It is done by distributing blank papers to children and then asking them to write three words that all begin with a specific letter such as B and leave the freedom of choice for children. After the children finish writing, we read the words aloud and correct spelling errors Then we determine the parts of speech (name, verb or adjective). This way, children learn to spell, acquire vocabulary and reading skills, and also determine the type of words if they are a name, verb or adjective and so on.

According to the following picture :



5. In order to acquire number and statistics competencies, we write the number of family members, then add other families, for example, the neighbors' family, their family members' statistics, as well as the families of friends. We comparing numbers to distinguish the bigger number than the smaller number .

6. For combination of words: We choose, for example, three letters and ask the child to create as many words as possible that he can remember and write using these three letters only. Each child writes his words on his own sheet, then we collect the papers when the children are finished and read the words aloud as well as correct the dictation.

7. For Science Educaion: Every day we choose an animal and then explain it to the child in a likable way, what he eats, where he lives, the way it spawns, etc.

8. We can also teach children to count by counting the tiles of a particular room, counting home lights, or counting anything repetitive at home.

9. Learning by telling the story, i.e., asking the child to create a story from his imagination, no matter how unrealistic or ridiculous, we try to listen patiently and then correct the misconceptions that were mentioned in the story. Some children have the ability to write these stories and encourage them to write them. Then we correct the ideas as well as the spelling of the words mentioned.

10. When teaching children their school books, we start gradually and for a short period of time that does not exceed 20 minutes. Then have a break and then complete. We choose short topics or we divide the single topic into parts because the child at

home lacks interaction with the classroom environment and misses his colleagues and lacks interaction with his peers. These things have to be taken into consideration and the duration of the lesson is short because it is considered unpleasant for the child, so that he does not feel bored and does not lose his focus.

As we have discussed in this essay, the citizens of Mosul have a rich experience in educating their children at home. Having been forced to use homeschooling methods in order to protect their children from the influence of the terrorist group IS, parents can now use the acquired teaching methods and formats for bridging the period, where children are forced to stay in their homes for preventing the spread of the Covid-19 disease. Being partially supported by the Iraqi government, the more traditional pen-and-paper-based means are extended to media-based programmes involving social media as well as educative television programmes. In this manner, the Mosul area can serve as an example for the resilience of a population to overcome crisis situations – be it through epidemics or terrorist groups – and still provide their next generation to some degree with education desperately needed, for the time after.

7. Conclusion

These methods have proven effective in the Mosul experience when children drop out of schools and when they return again they were able to return and communicate and complete the rest of the curriculum without a major educational gap and even if it occurred it is a small gap, and the evidence for this when children undergo a sounding test provided by the Iraqi Ministry of Education was Passed by a large number of children and then the school years were completed without deficiency or return to previous years.

8. Suggestion

1. We recommend that you follow the methods mentioned in the article because it has been tried on children of different age groups, five years, six years, eight years, and nine years.

2. Devising methods or other educational methods similar or simulated for these methods to be used at the time of the voluntary ban.

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