

New Technologies as a Teaching Tool in Special Education and Training

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Abstract: This text focuses on the use of ICT for the education of pupils with disabilities and special educational mental or physical needs. Technology as a means of teaching aims to simplify it and its alternative polymorphic approach. Information and Communication Technologies (ICT) have been established in recent years in the field of education and the dynamics they have gained pave the way for even more important innovations. The consequence of ICT is that pupils with special needs should be taught with innovative methods, such as the use of the interactive whiteboard and the computer, achieving their goals by undertaking a student and professional career in the future. A prerequisite for this is the continuous training of teachers. ICTs form the New School with the capabilities and benefits of computational systems that contribute to the cognitive and emotional development of these students.

Key words: information communication technology, disabilities

1. Introduction

Education is a key lever for any form of development: social, economic, cultural. Investing in knowledge creates a quality education and training system. In recent years in education utilized in daily practice of Information Technologies and Communication. New technologies and modern applications that feature introduced in training new methods and enhance their research. New technologies aimed at quality education, not quantitative. The dynamic presence improves the learning efforts of children with disabilities and special needs (Zoniou Sideris, 1998). Alternative methods applied shall be possible to achieve significant results and should not exclude the knowledge of any student. Computer systems enhance cognitive and emotional development of students with disabilities and adapt easily and quickly to the particular pace of student learning. The benefits are especially apparent when applied correctly programs - such as combining video, audio and text, easy access to libraries). All this for what should be done can be implemented for example in the course of history, when a certain time period is taught, along with the facts, the persons, the dates, coexist maps, blueprints, parallel events in neighboring countries with picture and sound. These programs attract the interest and love of students to participate effectively in teaching and in this way renewed and changing the education system, acquiring new bases and new data. The teacher chooses appropriate programs, organizes, directs and explains his students. Of course, stereotypes and prejudices give this even, and under these conditions, hindering the application of technology. Priority continues to be given to “normal” students, leaving in obscurity students with disabilities and special needs (Matsagouras, 2008).

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2. The Use of Computer in Special Education

The computer as a cognitive tool, has the role of sidekick because the variety of computer systems that provide help to involve all the senses of even the weakest students, either physically or mentally. The reality is quite different and painful. The special schools and integration classes in their majority do not make use of computer systems. Not exploit the knowledge available to them, such as educational software, which are specially designed for disabled groups. The supporting material is not utilized by teachers who know how to exploit or can not due to poor logistics. Consequence of this inaction are students with disabilities to remain helpless (Zoniou Sideris, 2012). ICT in SNE theoretically is more than necessary, but on what action to take its implementation is lacking. The liability of carriers of general education and public SNE is great. Educational applications disclose that there are appropriate pedagogical approaches if implemented achieved the impossible possible outcome, providing the opportunity of knowledge each student (Rapti, 2001).

The interaction of the individual with the computer, is direct and as a valuable educational tool guides the student knowledge. The students at different speeds. The educational software restores any physical weaknesses that exist (fine motor, visual impairment) and enables each student to have access to knowledge. Physically handicapped, it is obvious that need additional support and assistance. The difficulties of implementing the technology related to the recognition of the learning problem and the ineffectiveness of teaching instruments, but also the knowledge of the handling computer by the teacher and will bring a solution to the problem of student learning (Kossyvaki, 2006).

3. Use Interactive Table

The use of interactive table as a new method interactive whiteboard, acts catalytically on completing the learning process. Meets fertile ground in special education, as it helps to access difficulties. Students with visual impairments have a large screen projection wall and through the projector it is possible to learn. Students with disabilities, make training being required to move them from one part of the display to another (Bouzakis Georgogianni, 1981). Particular ease acquires text composition, a painting and communication with the environment. Learning in this way becomes a game and a student with disabilities acquire and improve skills and knowledge. Both the P/C, and the Interactive Whiteboard is motivational point even for the most skeptical student. Virtual reality facilitates many aspects of learning (Vosniadou, 2006).

4. Behavioral Approaches

The pedagogical practice supported by theory and the theory takes effect when reconstructed through practice. There behavioral pedagogical approaches (Pavlov, Watson), stemming from scientific assumptions. There are students with mental retardation or autism, learning is achieved by ICT and interest of the learner reinforced. This aid is tied to the feedback. In any case, the content of knowledge should be specific and structured, according to the goals set by the teacher (Stassinis, 2016). The approach of the provided knowledge due to skilled designers of computer applications in which organized. Essential is the guidance and instruction system, because with practice and practice students with special needs and disabilities are active (Angelides, 2011).

Concerning the pedagogical use of ICT in SNE, a key role is the cognitive content of teaching, the teaching process and the teaching course of an investigation, as also the means used and the teaching principles are followed. Each student develops skills through interactive learning environments, exploring and discovering knowledge practically and symbolically. All students are progressing, there is a stepwise progression from the lower to the upper. Students with disabilities conquer different levels and reach a special way. These skills are divided into four categories, are the four types of learning:

A) The first level is the learning information. It refers to the collection of information through the senses and memory functions.

B) The second level is called organization. Comparing and classifying ICT use activities that help in data processing has.

C) Third level in the series, is analytical. Includes the ICT activities. information

D) organized through processes contemplate Last stage of learning is productive.

Encourages each student to make explanations, interpretations and assessments. The knowledge available in a way that resolves problematic situations. All four categories reflect the creation of new crises, completeness of information, expression generalizations and problem solving. Moreover, the production knowledge is prerequisite critical, reflective and creative thinking (Matsagouras, 2005).

5. Integration and development of ICTs

These reflections on the pedagogical use of ICT in SNE, intensified over time. The integration of ICT in the educational process enhances learning and propose new pedagogical methods of exploitation activities followed (Breeches, 2013). The teaching process that promotes learning, organized groups. Creates a cooperative process mostly experiential and sensory. Created flexible teaching activities, approaching the knowledge-driven social interaction of peers. Develop all involved students their critical ability and acquire cooperative skills (Matsagouras, 2009). The joint observation and solution of a problem, before the pupils, increases cognitive and social interaction. Moreover, understanding and analysis of concepts, such as “diversity”, “stranger” sensitizes students and shaping attitudes to solve social problems. The main goal is to connect the school with society and life (Kossyvaki, 2006).

6. Conclusion

The resulting conclusion is that new technologies are useful and helpful in education. The various applications favor the development and shaping infrastructure network to digital educational content (Angelides, 2011). The steps are technology education, stimulate educational modernization and lay a solid foundation for the development of learning disabled. All this could not exist without the important role of the teacher. Teachers must be trained or even better trained. They are called daily to face difficulties and to impart knowledge to their means. It depends on us how to solve the multidimensional problems of people with disabilities so they do not talk about theories, but actions speak with teachings (Vosniadou, 2006).

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