INTERACTIVE METHODS FOR DEVELOPING MOTIVATION IN CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Editha, Coșarbă, student Ph.D.,
Faculty of Educational Science, Psychology and Social Sciences
"Aurel Vlaicu" University of Arad, Romania
ecosarba@yahoo.com

Abstract:

In the learning mechanisms, motivation is the basis on which the success of the educational act is built and at the same time it is the stimulating factor of the learning activity, favoring the achievement of successful results. In contemporary society, students' motivation problems are extremely diverse and most of the time the teacher's intervention cannot be based on recipes or rules, but must be adapted to each individual situation, especially in the case of students with SEN. The use of interactive teaching materials in the classroom has proven to be a success factor. It is often difficult to get the attention of students with SEN, but the use of diversified teaching aids can be a first step in transmitting and receiving the message, fixing and consolidating new notions. The laptop, the video projector, the flipchart, the colored pencils can turn the monotonous lesson into an interactive one for all children, not only for those with special needs. This article presents some reviews of active-participatory methods, which will attract all students in a class most often guarantees the success of a lesson.

Keywords: motivation, development, special educational needs

Theoretical forays:

Special educational requirements designate those specific requirements / needs for education (whether or not derived from a deficiency) that are both additional and complementary to the general objectives of any person's education.

Currently, the notion of "special educational needs" is interpreted as a unit in the child's development: in the pace of development; in the unique style of adaptation, of learning; in the individual level of physical and mental development with specific biological, physical, mental and social characteristics. The category of children with SEN includes both children with

disabilities, who have multiple special requirements, including education, and children without disabilities, but who have stable manifestations of maladaptation to the requirements of the school. Thus, the term special educational requirements - CES (special educational needs) refers to the educational requirements of certain categories of children, consecutive requirements for dysfunctions or deficiencies of an intellectual, sensory, psychomotor, physiological, etc. nature. or as a result of psycho-affective, socio-economic or other conditions that place the student in a state of difficulty in relation to those around him (Gherguţ, 2001).

This state does not allow him an existence or a capitalization in normal conditions of the intellectual and attitudinal potential that he has and induces a feeling of inferiority that accentuates his condition as a person with special requirements. Consequently, school and / or extracurricular educational activities require new ways of designing and conducting them in direct relation to the real possibilities of the students, so that they can meet the requirements that the respective students feel in relation to the country, professional and social. the educational act (Henry, Reinke, Herman, Thompson & Lewis 2021). That being said, the special educational requirements require the approach of the educational act from the position of the ability of the deficient or difficult student to understand and capitalize on the learning content and not from the position of the teacher or educator who carries out the instructive-educational activity in a homogeneous or pseudo-homogeneous class. of students.

Motivation encompasses all the internal stimuli of both needs, physiological impulses and more complex formations acquired during life as secondary needs, interests, aspirations, beliefs, ideal, conception of the world and life. (So, Vallerand, Pelletier, Ryan, 1991)

The whole learning activity of the students is supported by certain motives and oriented towards achieving some goals. Reason for learning can be a desire, an interest, an idea, an ideal, an aspiration, as a result of the reflection in their consciousness of reality, of certain requirements: family, personal, social, professional (Elliot & Dweck, 2005). The goal is found in the objective, in what it aims to achieve the subject through the learning activity. The goal is usually reason-oriented and, once set, reinforces the motivation that required it. When the goal is external to the learning activity, the effectiveness of learning depends on the significance of the proposed goal for the person in question. In this case, it is extrinsic motivation. If the purpose of the activity is internal, so he learns because learning as such gives him satisfaction, it is a superior form of motivation, namely intrinsic motivation.

The most important aspect of active instruction is that students become co-participants in their own instruction and education. In order to achieve the goals of education, the contextualization of teaching methods to the specifics of the educational approach is an important task of the teacher (Kopershoe, Canrinus, Fokkens-Bruinsma, & H. de Boer, 2020). It stimulates learning and personal development, encouraging the exchange of ideas, experiences and knowledge, ensures active participation, promotes interaction, leading to active learning with obvious results. It contributes to the improvement of the quality of the instructive-educational process, it has an active-participatory character, a real active-formative value on the students' personality. Specific to interactive methods is the fact that they promote the interaction between the minds of the participants, between their personalities, leading to a more active learning and with obvious results. That is why the teacher and the students are responsible for the results of the joint work (Holdevici, 2000).

Among the most interactive teaching strategies used in the classroom in primary education, in activities that include students with special educational needs, we mention (Mândru, Borbeli, Filip, Gall, Niculae, Nemţoc, Todoruţ, Topoliceanu 2010):

Braistorming - is the formulation of as many ideas as fanciful as they may seem in response to a stated situation, according to the principle of quantity generates quality.

Character network - is a graphical method of describing the characters and arguing the description. Students will write the character's name in a circle. In satellite circles I write words that characterize the character, and then quotes, reformulations;

The Sapphire Tree - Conflict in Daniel Sapiro's vision is associated with a tree. Each part of it represents a component part of the conflict:
• the soil - the social environment in which the conflict erupts (family, team, school);
• root - multiple causes of conflict;
• strain - the parties involved in the conflict;
• scurvy - the clearly defined problem of the conflict;
• flowers - own positive and negative emotions of those involved in the conflict;
• leaves - the concrete actions of those involved in the conflict;
• the fruit - the solution of resolving the conflict;

Idea tree - is a graphical method in which the keyword is written in a rectangle, at the bottom of the page, in the center. From this rectangle branches like the branches of a tree all the evoked knowledge about a certain subject. The sheet on which it is drawn the tree moves from one member to another of the group and each student has the opportunity to read what his classmates have written. This form of group activity is advantageous because it offers students a new form of organization and systematization of knowledge;

Diamond - is a modern strategy that is based on the intertwining of individual activity with that of group cooperation. By applying this method, the aim is to involve each student in the activity so as to participate in solving the given work tasks. It is a method that stimulates interaction between students, develops their communication skills and critical thinking. The method can be used successfully in civic education classes, Romanian language, history, etc.

The bunches - can be used especially in the stage of updating the previously learned structures, or in the stage of evocation, the students being put in the situation to establish connections between the studied elements, to be actively involved in the thinking process. In the center, the reference concept is noted, then the satellites are drawn with the related concepts and from each the derived ideas. Making the bunch involves comparisons, reasoning, classifications, rankings. As a practical application, this method can be used for all subjects in the primary cycle;

Dial method - is the method by which the content of a lesson is summarized or summarized. It aims to involve students in achieving the most appropriate understanding of information content. The workspace is divided into four quadrants and in each one a work task is proposed;

Starburst - a method of developing creativity, similar to braistorming. The goal is to get as many connections between concepts as possible. Write the problem whose solution needs to be discovered, then ask as many questions as possible related to it. Questions should start with "why?", "How?", "When?", "Who?", "Where?";

Venn-Euler diagram - involves the comparison by students of two elements: ideas, concepts, events, objects. Both the common elements and those that differentiate them are highlighted. It is represented in the form of two intersecting circles. In the first circle the elements specific to the first object are noted, in the second circle those of the other object, and at the intersection of the circles, the common elements. This method is used to help students to

systematize their knowledge, to differentiate similar information. Thus, students' knowledge is more accurate and is kept longer;

The pyramid method, or the snowball method, is a harmonious combination of individual activity and that of groups of students. It has the role of incorporating the activity of each student in an ample approach meant to solve a complex problem. This method involves organizing a structured activity: individual, pairs, groups of students, the whole class.

The R. A. I. method - is based on stimulating and developing students' abilities to communicate (through questions and answers) what they have just learned. The name comes from the initials Answer - Throw - Interrogate and it goes like this: at the end of a lesson, the teacher, together with his students, investigates the results obtained after teaching-learning, through a game of throwing a small and easy object (ball) from one student to another. The one who throws the ball must ask a question from the lesson taught to the one who catches it. The catcher answers the question and then throws it to another colleague, asking a new question. Obviously, the interrogator must also know the answer to the question asked. The student who does not know the answer leaves the game, and the answer will come from the one who asked the question.

The attitude and behavior of the teacher towards the whole class and towards the children with SEN (Fogelgarn, Burns, Lewis, 2021) is also important in stimulating the motivation for learning. It is important that the teacher empathizes with these children, provides them with unconditional support and facilitates their integration into the team. The way the teacher looks at them also depends on how they will be perceived by the whole class. The teacher is responsible for creating a favorable climate in the student groups of which they are part, and a favorable climate can contribute to the development of motivation for learning (Smets, De Neve, Struyven, (2020).

The success of the activities in the case of in-class training and of students with SEN is difficult and requires double effort, both in the case of children and the teacher. The teacher must find the middle way in which the training and evaluation have both an integrated and a differentiated character, adapted to the particularities of the deficiencies of the students with SEN, participating in the educational process.

References:

1. Deci, E.L., Vallerand, R.J., Pelletier, L.G., Ryan, R.M. (1991). *Motivation and Education: The Self-Determination Perspective, în Educational psychologist*, 26 (3 & 4), pg. 325-346

2. Elliot, A.J., Dweck, C.S. (2005) *Competence and Motivation. Competence as the Core of Achievement Motivation,* in Elliot, A.J.&Dweck, C.S., Handbook of Competence and Motivation (pg. 3-12), New York: The Guilford Press

3. Gherguţ, A. (2001). *Psihopedagogia persoanelor cu cerinţe speciale. Strategii de educaţie integrată*, Editura POLIROM, Iaşi

4. Kopershoek, H., Canrinus, E.T., Fokkens-Bruinsma, M. & H. de Boer. (2020). *The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: a meta-analytic review*, Research Papers in Education, 35:6, 641-680, DOI: 10.1080/02671522.2019.1615116

5. Holdevici, I. (2000). *Gândirea pozitivă. Ghid practic de psihoterapie raţional-emotivă şi cognitiv-comportamentală*, Ed. Ştiinţa Tehnică, Bucureşti

6. Henry, L., Reinke, W.L., Herman, K., C., Thompson, A.C. & Lewis, C.G. (2021). *Motivational Interviewing With At-Risk Students (MARS) Mentoring: Addressing the Unique Mental Health Needs of Students in Alternative School Placements*, School Psychology Review, 50:1, 62-74, DOI: 10.1080/2372966X.2020.1827679

7. Mândru E., Borbeli L., Filip D., Gall M., Niculae A., Nemţoc M., Todoruţ D., Topoliceanu F. (2010). *Strategii didactice interactive*, Ed. Didactica Publishing House, Bucureşti

8. Fogelgarn, R.K., Burns, E.A., Lewis, R. (2021). *Hinting as a pedagogical strategy to promote prosocial behaviour*. Educational Action Research, 755-771, DOI: 10.1080/09650792.2020.1743333

9. Smets, W., De Neve, D., Struyven, K. (2020). *Responding to students' learning needs: how secondary education teachers learn to implement differentiated instruction*. Educational Action, 1-18, DOI: 10.1080/09650792.2020.1848604