



Cap sur l'école inclusive
en Europe



Best practice

The effectiveness of using active-participatory methods in working with children with moderate mental disabilities

Section of the module / D

Contact : CHERCIU IOANA
Schoolt –C.S.E.I. „Elena Doamna” Focșani Romania



Website : www.cseielenadoamna.ro

1 Context

In the context of special education, active-participatory methods are an important resource in the design of educational activities because they stimulate and develop cooperative learning (working in pairs or small groups of students), facilitating communication, socialization, collaboration and mutual support to solve certain problems or explore new themes. It promotes reciprocal knowledge, as well as the integration of children into the classroom. These methods, in addition to their effectiveness in the didactic activity, develop a range of skills and abilities related to the spirit of tolerance, active listening, decision-making, personal autonomy, social responsibility and participation, opinion formation and a correct understanding of reality.

Learning for children with mental deficiency, as a process of acquiring new knowledge and cognitive skills is much more effective if it is done in small groups, if it is active-participatory, partnership-based and involving, if possible . The variety of methods and techniques adapted to the program that can be applied in communication courses, reading-writing-communication, environmental awareness, mathematics contribute to the optimization of classroom learning.

2 Objectives.

By applying active-participatory methods to the classroom, we have sought to achieve certain goals, the most

obvious of which are:

- increase students' motivation for the learning activity;
- self-confidence based on self-acceptance;
- developed social skills;
- positive attitudes towards teaching staff, study disciplines and their use (using these methods, the content of the lectures is in most cases subject to a series of modifications and suggestions which favor the spirit of investigation, discovery of the new and cooperation between students of the class);
- improved relations with colleagues, more tolerant;
- increased psychological comfort, development of the ability to adapt to new situations, increased capacity for effort.

3 Development of the best practice

In order to ensure the development and use of the cognitive, emotional and psychological resources of my students in order to "instrumentalize" them in order to adapt them and optimize their insertion into the socio-professional environment, we considered it necessary to build strategies based on action, application, research and experimentation. We have created an opportunity for students to practice quality learning, make sustainable acquisitions that can be used and transferred in a variety of teaching contexts and beyond. The activation of teaching-learning implied the use of methods, techniques and procedures involving the learner in the learning process, the development of thought, the stimulation of creativity, the development of interest in learning. learning, as an active participant in the education process. Thus, the student has been able to understand the world in which he lives and apply what he has learned in different life situations.

During classroom activities, we used the following active / participatory methods:

1. I know / I want to know / I learned
2. The cluster
3. The LOTUS technique (water lily flower)
4. The Gallery Tour

4/Evaluation of the activity

Using active-participatory methods in class, I have been able to stimulate my students' interest in learning, to facilitate contact with the surrounding reality, to develop a range of skills and abilities related to the mind. tolerance, active listening, decision-making, personal autonomy, opinions and understanding of reality

Active methods have the advantage of transforming the student of the subject into an object of

learning, by participating in his own training, by being intensively involved in all the forces of knowledge, by ensuring that they constitute the Optimal conditions to assert themselves individually and in a team, developing critical thinking, motivation in learning, allowing the evaluation of their own activity.

5/Limits.

Active-participatory didactic methods require careful design and correlation of resources in accordance with the methods, techniques and organizational form of the students in the group, in order to maintain student interest in the activity for a long time. In the absence of this interest from the student to collaborate and work together, the methods of active participation do not meet the requirements of efficiency and desired profitability. Considering that the goal of interactivity is to stimulate participation in interactions and to find solutions through co-operation, the means of education must be factors that support group work and stimulate individual and collective learning. Lack of adequate material resources can lead to renunciation and discomfort with unwanted effects on learning.

6/Perspectives.

Active methods are very popular among students, interpersonal relationships are strengthened, team work capacity increases, as well as confidence in their own strengths and knowledge, consistency and spontaneity in expression, so that The student becomes aware not only of the content of a domain but also of the emotion, to study it, to motivate his choices and to make a deep learning.

BIBLIOGRAPHY

1. Cerghit I., *Metode de învățământ*, Editura Polirom, Iași, 2006
2. Gheorghe R., *Psihologie școlară pentru învățământul special*, Editura Fundației Humanitas, București, 1999
3. Oprea, C.L. , *Strategii didactice interactive*, Editura Didactică și Pedagogică, București, 2006
4. Sarivan L.(coordonator), *Predarea interactivă centrată pe elev*, Editura 2000+, București, 2005