

The role of the teacher and parents as guides in the learning process of students with educational needs

El rol del docente y padres de familia como orientadores en el proceso de aprendizaje de estudiantes con necesidades educativas



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Abstract

In this context, the purpose of this article is, firstly, to make a personal reflection on the actions taken in the role of a teacher in front of a group of students and to detail the actions taken together with the parents. Secondly, based on the reflection that was made, a proposal of simple activities to improve the school guidance processes is presented. In order to fulfill the main purpose, a documented review was made, as well as the use of additional bibliography that compiles the relevant aspects in guidance for children or students with educational needs (SEN), or simply to improve the learning conditions of the students.

Keywords: teacher, parent, educational needs, educational needs

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Resumen

En ese contexto el presente artículo tiene como propósito; en primer lugar, realizar una reflexión personal en cuanto a las acciones tomadas en el rol de docente frente a un grupo de estudiantes y se detallan las acciones en conjunto tomadas con los padres de familia. En segundo lugar, en función de la reflexión que se realizó, se presenta una propuesta de actividades sencillas para encaminar la mejora en los procesos de orientación escolar. Para cumplir con el propósito principal se hizo una revisión documentada, además el uso de bibliografía adicional que recopilen los aspectos relevantes en la orientación para niños o estudiantes con necesidades educativas (NEE.), o simplemente que permita mejorar las condiciones de aprendizaje de los estudiantes.

Palabras clave: docente, padre de familia, necesidades educativas

Introduction

In recent times, we are witnessing a social, political, economic and cultural transformation that is having an impact on educational institutions. From being a place limited exclusively to the transmission of content, the school has now become a place that must train for life. Faced with such a change in perspective, both the family and the school must redefine their roles. In coherence with the above, it becomes necessary to establish a dialogue between the various socializing agents (school-family-society) in order to achieve a common goal: the integral development of the student body (Parody , Santos , Fernández, & Alarcón, 2019).

The Declaration of Human Rights states that "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups" (United Nations, 1999); to this end, four basic characteristics are defined: availability, accessibility, acceptability and adaptability.

(UNESCO 2006) conceives "Education as a factor of cohesion as long as it considers the diversity of individuals and human groups and avoids being a factor of social exclusion". When we talk about educational inclusion, we are aware of the respect that must be

shown at all times for the differences that students may have and the responsibility that EI has to make them an opportunity for educational development, participation and learning.

(Montero, 2017), "The teacher must be responsible for transmitting to each of his students the joy and the necessary desire to enjoy the activity and acquire the knowledge that is traced for the activity", although it is true that the teacher must be prepared to work with SEN students, They receive guidelines from professionals in educational needs, they take ownership of what they do, giving their best, showing predisposition, enthusiasm, enthusiasm and giving their all in the classroom.

In this sense, the teacher is the main part of the educational evolution, since he has the commitment to identify the techniques that can be used in the classroom for teaching and learning, and thus guide them in the best way without excluding anyone, because many students have learning problems, especially in the area of mathematics, usually due to lack of memory attention, lack of retention, dyscalculia, and other times due to family or personal problems, and also due to lack of educational resources or inadequate methodologies during teaching.

According to the author (López, 2021) indicates "that one of the actions that should be taken for a better orientation and psycho-pedagogical counseling is: The relationship that should be had between the child and the parent, Encourage new teaching techniques and reestablish in children and young people the possibilities of learning, Have learning spaces in order to get out of comfort". Intellectual, pedagogical, social, cultural and religious aspects could also be identified, since these also often interfere or harm learning at the individual, group and institutional levels, and therefore in the community.

The teacher must be flexible in the design of his or her class, as this will allow the students' interests and responses to guide the direction of the sessions, determine the teaching strategies and alter the content. It is important to mention that this flexibility does not refer to the student deciding what will or will not be done in class; rather, it focuses on taking advantage of the moments in which students are more receptive to certain topics in order to delve deeper into them. Education is an intentional activity that involves both the subject who learns and the object to be learned, it takes into account several participants in the mentioned phenomenon and has a social scope

from the links that arise with other people, in this sense there is a relationship that is generated between different agents in which there is a social space of coexistence, it has the pretension of positive acceptance of the other, the social dynamics is present at all times and seeks the inclusion of all learners through a process that requires active and democratic practices for the acquisition of meaningful learning.

As stated by the author (Felipe, 2022) that "School guidance tries to make a student able to move forward and solve the obstacles that hinder him/her, which can be in the educational, labor and family part". Where we can also say that it complies with some general aspects such as: guidance is for everyone (teachers, students, parents, educational community), this should always be a cooperative task and should also cover the aspect of student development. This school orientation can be helped by the UDAI, DECE and the Support Pedagogue, allowing the correct development of the student through the personalization of the teaching-learning process and advised with the support of the families from the home in which they reside.

In this context it is very important the role of teachers and especially also the work team of the educational center, work together; however, if we do not work together we can not have good students in academic development, that is why it is also essential the role of the educational counselor, which can support from the classroom in the process of teaching - learning. The pedagogical counseling is a teaching activity where the teacher and the student must be linked in a direct communication, and that must take actions such as: Knowing how to observe and listen to what happens to advise, Having the necessary knowledge to respond to educational needs, Knowing how to apply innovative methodologies or resources, making synthesis in order to carry out again the pedagogical counseling to each student. Education should be a collaborative work between the different entities of the educational community. As a teacher, I would like to make an analysis from the point of view of students with special educational needs, i.e. those who present some learning problem throughout their school education, which demands a more specific attention, so it is necessary to approach them with a special educational interest since they demand more educational resources; This type of students throughout their education present a number of difficulties, the same that not only teachers are at a crossroads but parents and children for this reason should generate strategies that

combine with certain agencies and laws that support and direct the integration of their children. Families who have children with special needs should have full knowledge of the duties, rights and obligations as parents of students with special educational needs.

In this context, (Albán-Martínez, 2020) states that "the success of inclusive education is subject to a favorable disposition of the educational actors, specifically that of the teacher", the teacher is the one who works directly with students with special educational needs, therefore the progress within the IE depends on him, work that requires team effort with the parent who from home will also contribute to the education of their children, and why not say the student since it also influences the willingness to learn. (García, 2018, p. 149), hold the idea that: "The training of teachers in inclusive education is a key condition to move towards an equitable and quality education for all students", it is very important to train teachers to work with SEN students, since adequate knowledge is required when carrying out activities with students, the inclusive teacher knows how and what to do at the right time, considering and taking into account everyone equally, including them in all aspects in the educational field. Therefore, it is considered:

- It is important to consider the mental age of the student when planning activities.
- Develop shorter and slower work, i.e., the degree of complexity should be reduced.
- Include the student in group activities, facilitating their participation by making the necessary modifications, where the student is an active part of the learning process.
- Perform activities involving daily living tasks.
- Organize activities that do not take too much time so that the activity does not become tedious or tiring.

When considering the whole context in the present investigation we can indicate that the knowledge of the different factors that arise between an educational establishment, the environment arises the permanent relationship that should exist between parents, teachers and authorities so that there is a permanent improvement of methods, techniques and strategies that approach a real life, in many occasions it is necessary to motivate parents to provoke an interrelation since there are cases in which they do not recognize a reality and are self-conscious, moving away from their obligations and rights for their children, denying them the support to education. Consequently, it is

also necessary to work with the parents, since parents and teachers become fundamental nourishment for the child's behavior. These last two parameters become a social reference. In this regard, Miranda (2007) points out the "importance of the joint participation of teachers, members of educational institutions and, above all, the integration of parents" (p. 25).

Families need the advice of a counseling professional to play the role of educator in the school life of their children (García, 2016). As pointed out by Velásquez, et al. (2020), psychologists and educational psychologists should work together with teachers to intervene with families through prevention, thus avoiding the proliferation of cases and making assertive decisions on the application of improvement strategies. Therefore, it is considered that the activities to be carried out with parents are training on the situation and thus, they can teach their children by practice and example; likewise, the family bond is strengthened. In addition, families collaborate with educational reinforcement activities, which improve the student's ability to reach the appropriate learning level.

Materials and methods

This article makes use of both empirical and theoretical methods. Empirical methods are applied at the beginning of the investigation and provide an overview of what is happening, during the first observations and conversations with those involved in the problem. Behavior is analyzed and these methods also help towards the evaluation of the root cause of the problem. Theoretical methods are those methods that will reveal the essential relationships of the object of investigation, which are not directly observable. They participate in the stage of assimilation of facts, phenomena and processes, and are basically based on the processes of induction, deduction, analysis and synthesis; the methods used are described below.

Results

A survey was applied to 32 teachers and 24 parents, and the following results are shown below.

Teachers make curricular adaptations and cater learning to students' needs.

75% of teachers mentioned that they sometimes make curricular adaptations for the learning of their students with SEN, while 25% of the teachers responded always. It is evident that teachers are not working adequately with children with SEN.

100% of teachers consider that the participation of parents of students with SEN is helpful for the development of their learning, which affirms the feasibility of the development of the research in which it is desired that their caregivers actively contribute to the learning of the students.

50% of teachers consider that the parent always communicates with you as part of the academic and behavioral follow-up of their student, while 50% of teachers respond sometimes; the responses affirm that there is a lack of active participation on the part of parents in terms of student learning.

50% of teachers respond that the criteria of the DECE professionals or Inclusion Support Pedagogue on the assessment of the student with intellectual disabilities are always correct, while 50% of teachers indicate that sometimes the criteria of the DECE professionals or Inclusion Support Pedagogue on the assessment of the student with intellectual disabilities are always correct.

65% of parents indicate that their child is always motivated to learn, 20% sometimes, while 15% never. The responses are related to children with SEN who have difficulties in learning, and need more attention and help.

40% of parents indicate that their child never tries to solve a task and does not succeed, 30% try again, 30% sometimes, while 30% always. The responses show that parents are aware and notice the learning problems of their children, which is positive because it can be achieved through lectures and workshops that they support and integrate into the cognitive process of children in order to improve their quality of learning.

In the opinion of parents, 60% of parents consider that they always and 40% of teachers sometimes do influence the development of logical thinking in their children's classes, so it is considered that the indicator is not affected in the opinion of parents.

Conclusion

The main actors involved in the application of psycho-pedagogy in the educational environment are the family, the DECE, the teacher

and these fulfill specific roles to help the spontaneous performance of the student in the school coexistence, these fulfill specific roles to resolve any type of situations that often occur in the school coexistence, where we only seek to manage actions that strengthen the integral development of all children and adolescents of our noble institution.

Parents, teachers and staff of the DECE department are direct mediators and are the ones who evaluate the student at home and in the classroom, with this we can maintain the emotional and socio-cognitive stability of our students, it is a hard work, but certainly very nice, because we try to reach them in the best way and this makes an emotional bond is formed with the family and the student. The role of the teacher is fundamental for the development of skills, personal growth, meaningful learning and motivation to learn. The classroom is the learning environment par excellence. It must be a context according to what is to be achieved, to the objectives that a teacher wants to achieve, therefore, it is important to create an atmosphere of security with their students, in order to lose the fear of ridicule and embarrassment, in addition to promoting a climate of acceptance and mutual respect, respect the student if he does not want to answer about the subject during class, as he may feel intimidated by not knowing how to answer correctly.

It is imperative that teachers take a position of awareness regarding the importance of their role in the educational process, their professional solvency when intervening and accompanying those who require it, working in harmony with the DECE to make possible an equitable, equal and inclusive access, capable of making recommendations to identify learning styles of those students with special educational needs, absent of prejudice and nurtured by dynamism, objective and generator of positive responses, to recognize the importance of evaluating in a differentiated way and applying curricular adaptations according to the degree of affectation, all this with the knowledge, support and involvement of parents and legal representatives of the learning subject, to carry out a true attention to diversity in specificity, It is clear that this does not refer to distinguish inferiority or superiority traits, but the tacit intention of enabling an adequate teaching with a suitable didactic that when executed by the educator guarantees an educational process of quality and warmth.

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