



UPORABA IKT KOT POMOČ DIJAKOM Z UČNIMI TEŽAVAMI

USING ICT AS A HELP TO STUDENTS WITH LEARNING DISABILITIES

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POVZETEK

Populacija otrok s primanjkljaji na posameznih področjih učenja v Sloveniji zajema približno 15–20 odstotkov osnovnošolske populacije. Večina teh otrok nadaljuje šolanje na srednjih poklicnih in strokovnih šolah. Nekateri od njih imajo tudi v srednji šoli z odločbo zagotovljeno dodatno strokovno pomoč, veliko pa je tudi otrok in staršev, ki zaradi strahu pred stigmatizacijo učne težave skrivajo. Ti dijaki so bili prej pogosto neuspešni, zdaj pa jim precej olajšamo učenje z uporabo IKT. Ker je teh otrok zelo veliko, so tudi redne učne ure temu prilagojene. Za dijake s primanjkljaji na posameznih področjih učenja so tehnični pripomočki zelo pomembni. Dijaki z bralnimi motnjami imajo možnost posneti razlago ali interpretativno branje odlomka. Dijaki s slabo avtomatizirano tehniko pisanja za pisanje uporabljajo računalnik, tisti s slabo avtomatiziranimi aritmetičnimi postopki pa imajo na razpolago različne odprtokodne programe, grafična računala, snemanje postopka ipd. Pri pouku se precej poslužujemo vizualizacije, da dijaki lažje usvojijo abstraktne pojme. Gradiva, ki jih uporabljamo pri pouku, so dijakom dostopna v spletni učilnici. Interaktivna tabla z dodatki (glasovalne naprave, prenosna tablica ...) zelo motivira in usmerja pozornost dijakov, pri obravnavi snovi pa omogoča boljše prepoznavanje, predstavljalnost in razumevanje snovi, hkrati pa omogoča takojšnje povratno informacijo.

ABSTRACT



There are approximately 15 to 20 per cent of primary school children in Slovenia who have a deficiency in specific fields of learning. Most of these children continue their schooling in vocational and technical schools and even there some of them have a written order for additional professional help. However, there are many students and parents who hide learning problems because they are afraid to be labelled. Such students were often unsuccessful but now, ICT usage has eased the learning. Since there are many such students, regular lessons have been adjusted to this situation. Technical devices are extremely important for students with a deficiency in a specific field of learning. Students with reading disorder can record an explanation or an interpretative reading of an excerpt. Students with poor writing skills can use a computer for writing, those with poor arithmetic procedures can use free access programmes, graphic calculators, a recording of procedures etc. We often use visualization in the class to ease learning of abstract terms. The interactive whiteboard and its tools (response system, wireless slate ...) motivate and attract students' attention, they enable better recognition, understanding, picturing of a subject and also give instant feedback.