

Motivation in the classroom for the educational inclusion of students with special educational needs

La motivación en el salón de clase para la inclusión educativa de estudiantes con necesidades educativas especiales



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Abstract

In this research work it is important to mention the work that has been done to know exactly the problem presented in the research and to give the respective solution to the problem raised through a proposal that facilitates the participation of all those involved. The general objective is to determine the influence of motivation in the classroom for the educational inclusion of students with Special Educational Needs with Down Syndrome. The approach of this research is mixed, since it involves combining and integrating qualitative and quantitative data with a descriptive and field research, information was collected through surveys to teachers, interviews to the DECE and classroom observation of students about the performance of the teacher and how he/she applies motivation as

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part of the inclusion of students with SEN with Down Syndrome, This made it possible to determine the lack of strategies that teachers have to attend to and include these students in the classroom, which is why a workshop guide with didactic strategies for the process of motivation in the classroom is presented as a solution to the problem posed, aimed at teachers, since it is important to reinforce and improve the work they do in the classroom to strengthen the inclusion of students and improve participation.

Keywords: Inclusion, Motivation, Special Educational Needs, Down Syndrome

Resumen

En el presente trabajo investigativo es importante mencionar la labor que se ha realizado para conocer con exactitud la problemática que se presenta en la investigación y dar la respectiva solución a la problemática planteada a través de una propuesta que facilite la participación de todos los involucrados. El objetivo general, es determinar la influencia que tiene la motivación en el salón de clases para la inclusión educativa de los estudiantes con Necesidades Educativas Especiales con Síndrome de Down. El enfoque de esta investigación es mixta, ya que implica combinar e integrar los datos cualitativos y cuantitativos con una investigación descriptiva y de campo, se realizó la recolección de información mediante encuestas a docentes, entrevistas al DECE y observación áulica a los estudiantes sobre el desempeño que viene realizando el docente y como aplica la motivación como parte de la inclusión a estudiantes que presentan NEE con Síndrome de Down, con lo que se pudo determinar las falta de estrategias que tienen los docentes para atender e incluir a dichos estudiantes en el salón de clase, por lo cual se presenta como respuesta de solución a la problemática planteada una guía de talleres con estrategias didácticas para proceso de motivación en el salón de clase dirigida a docentes ya que es importante reforzar y capacidad la labor que realizan dentro del aula para fortalecer la inclusión de estudiantes y mejorar la participación.

Palabras clave: Inclusión, Motivación, Necesidades Educativas Especiales, Síndrome de Down

Introduction

Motivation in learning is one of the factors that should be considered very seriously, students need to be cared for in their classrooms and at the same time be motivated by their teachers since they are the first link in experiencing the cognitive, social, affective and behavioral processes, being a process that must be internalized for students to achieve their goals or objectives. Motivation is also a reference in the inclusion of students with Special Educational Needs (SEN) who require a permanent accompaniment, especially to be attended in the required dimension according to their difficulties to ensure access to a participatory and inclusive education for the proper development of their learning skills. Motivation in learning means to awaken the interest and passion for what you want them to learn and have the predisposition to work together with others, therefore, giving sufficient and timely attention to students is synonymous with educational progress. Motivation is one of the very important variables in the development of learning, however, many of these expressive components are not adequately addressed, on the other hand, the moods of students should be considered by those who perform the educational work and provide quality care is essential in the life of the student who positively to perform their school activities requires a stimulus which must be generated before, during and after school activities. Affection encompasses emotions, which become decisive factors in learning, especially for students with SEN, who must be taken into consideration in an equal manner so that their educational progress has positive advances. The United Nations Children's Fund (UNICEF) mentions that lack of motivation is one of the causes of deficiencies in the inclusion of students, which causes them to lose interest in their studies and leads to difficulties such as learning difficulties. Also, the Ministry of Education of Ecuador (MINEDUC) has promoted policies aimed at strengthening motivational activities within educational institutions as a means to serve students with SEN. As it has been mentioned, the importance of motivation in the activities that students develop should be addressed as a strategy to help develop learning so that their knowledge construction process is more viable, making it possible for children to have the necessary space to be stimulated, guaranteeing that their activities are carried out with motivational

processes. Learning difficulties are constantly presented at the level of educational institutions and one of the main causes has been the lack of motivation during learning where teachers do not apply adequate strategies during the activities they develop in the classroom, from this perspective, it can be considered that teachers lack strategies to generate spaces for interaction, participation and mainly to provide the student with the ability to feel confident. ³ This situation has been detected at the Minerva Basic Education School, where it has been observed that there are middle school students with learning problems, including children with Down Syndrome, and the main triggering factor has been a lack of motivation for their studies, due to a lack of optimism and self-interest, making it difficult to develop and carry out activities carried out by the teacher in the classroom, creating an environment that is not encouraging for academic progress. To achieve a communicative approach where a good motivational educational environment is achieved, teachers must redirect their adaptive and individualized learning activities with good didactic strategies for learning, in this sense it is necessary to provide adequate attention to each student for their difficulty, in this case addressing students with SEN with Down Syndrome. For this reason, the teacher becomes an instrument of motivation to impart meaningful learning and general knowledge, in the search for self-interest that allows the student to integrate an unforgettable and meaningful learning for life, as teachers should motivate and strengthen those interpersonal links where each student is the one who builds his own space of knowledge within the classroom enriching and stimulating their learning according to the educational need that arises. Likewise, the difficulties of teachers at the Minerva School of Basic Education in not providing sufficient motivation before, during and after their learning activities are mentioned. This is due to a lack of knowledge about Down Syndrome because of insufficient training by authorities related to students with SEN, generalizing or specifying their condition or little experience and making it difficult to be an investigative teacher because they generally question the beliefs, prejudices and culture about how students with SEN should be treated. That is why it is necessary to provide teachers with the knowledge and tools necessary to create active motivational strategies that help them to fulfill their role with a cooperative and competitive work training and to foster values and

critical thinking that will make their students with Down syndrome build their own learning.

Motivation in the classroom has become a very important reference for the development of learning and mainly in the inclusion of students with SEN, in this aspect different works are presented that precede the research those with Down syndrome. For Alegre (2016) where he mentions that a bad demotivation has a negative influence on educational, value and human processes, therefore, these authors agree that the principle of normalization recognizes the right of every person with special educational needs to integrate into society, and achieve their independence to live a life as normal as possible, adapting the means and services to their needs taking into consideration the context in which they develop. In the thesis work done by Gomez and Martinez (2020) at the University of Guayaquil with the topic "Teacher motivation in the face of special educational needs in the educational unit Rafael Mendoza Avilés" refers that it is important to understand that students who present SEN with Down Syndrome since they require to be adequately attended and one of the roles that the teacher fulfills is to motivate the student so that their learning construction process is benefited. The Educational Development Program (2019). Interprets standardization as: Normalization of the educational conditions in which children with special educational needs (SEN) are served, to achieve the most normal education possible, of course with excellent motivation will improve the physical, social and emotional well-being. This means to generate the educational fact in accordance with the provisions of the Department of Education, both children with SEN and those who do not manifest them in the current educational reality". Likewise, there is another principle that should be considered as an alternative to incorporate people with special educational needs into society. This principle is that of integration, which is closely related to standardization. In the research conducted by Saltos (2022) at the Universidad Laica Vicente Rocafuerte of Guayaquil with the topic "Motivation for learning of students with special educational needs in Higher Basic Education" refers to the importance of motivation in the learning process, emphasizing the work of the teacher in motivating by adapting knowledge according to the difficulty or SEN of each student for a more efficient inclusion.

Materials and methods

The contribution to this research has served as a basis to obtain information on how classes are developed in a motivational environment, as is the attitude of the teacher in the teaching-learning process, with a deductive method within the quantitative approach, collecting data from the sample and questionnaires of questions that give reliability to the instrument. The methodological tools implemented to respond to diversity, where educational quality is a key criterion is equity, i.e. taking into consideration motivation as a resource for the inclusion of students with SEN with Down syndrome. The research work has a mixed approach since a combination of quantitative and qualitative aspects was carried out to highlight the research process where the specific cases were deepened to describe the phenomenon to know more reliably the results of the problem posed in the research. Quantitatively, a survey was elaborated for teachers of the Minerva School of Basic Education, who responded to each one of the questions posed according to each one of the variables of the research, and also quantitatively, an interview was conducted with the director and DECE and observation of students to learn how to manage motivation in the classroom as a resource for the inclusion of students with SEN with Down Syndrome.

Deductive method: It was applied from the premises found in the research with the application of the different instruments for the collection of information that allowed clarifying the problem posed and knowing how teachers apply motivation in the classroom as part of the process of inclusion of students to adequately address SEN with Down syndrome.

Analytical method: A general analysis of the information obtained was elaborated with which it was possible to verify how motivation influences the inclusion process in the classroom with which the respective conclusions on the research topic were established.

Results

The proposal of the work is to dynamize the process and to support students with special educational needs as the main part of the motivation in the work done by each of the teachers, it will determine

that there is no exclusion and that there is awareness that we are all equal.

- What is achieved primarily is a real change, a good training of teachers and then that this teaching-learning process is using various viable strategies for the work of students. All this involves a good collaborative and cooperative environment of teachers practicing inclusion who are more familiar with it.

- By using an active methodology in this interactive teacher-student process, it is possible to improve and promote clear precepts to students, which reflect that effort and cooperative work is very productive in their learning.

- Any change or improvement process in this educational field requires great perseverance and a commitment of the entire educational triad, good planning, excellent curricular adaptation, and flexibility in planning, taking into account a large number of factors in favor of inclusive education.

Discussion

The proposal established in the research seeks to provide teachers with strategies that help motivate students in the classroom to achieve the inclusion of students with SEN. As suggested in the curriculum, it is important to adopt activities that the teacher in charge can gradually adapt, starting with the importance of teaching through play and the continuous development of the child's perception throughout life. SEN require inclusion for which the student requires that the activities to be developed within the classroom provide the facility for the development of activities more easily in a collaborative manner, therefore the proposed activities provide such an alternative for teachers to adapt activities with their students guiding a participatory work and together to achieve the construction of new learning with simple but feasible tasks in those students who have learning difficulties.

Emphasize the educational and socialization sensitivities of the series of activities presented, enhance the implementation and raise awareness of the importance of developing fundamental skills for the development of children from birth such as: 62 Guide to motivational teaching strategies for students with SEN in the classroom 1. Adapting the environment. 2. Making curricular adaptations. Establishing visible rules and instructions in the

classroom 4. Allowing support material during learning. 5. Allow students to develop in different areas: music, art, singing, etc. Implement an integral development that allows children to increase their abilities and skills, as well as their adaptation to the environment and their interactions with the members, towards physical development and their intelligence. Likewise, it is required that teachers have continuous training, volunteer to meet the needs of children with special educational needs and be able to attend them in an educational center.

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