

USING ICT IN TRAINING MATHEMATICAL SKILLS IN CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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Abstract

The paper highlights how to develop mathematical skills in children with special educational needs (SEN) in the context in which the dynamic character of the didactic approach led to the need to streamline the teaching-learning methods of mathematics, which follow the relation between theory and practice, facilitating the transition from concrete to abstract, removing rigidity, monotony and low efficiency. Based on the new discoveries in the field of genetics and neuroscience, more and more efficient recovery programs and systems are being developed. The corrective educational projects, respectively the individualized educational programs, through the cooperative work of some multidisciplinary teams aim to explore the psycho-cognitive potential of the student with special educational requirements. Also, aspects related to the importance of a differentiated curriculum are highlighted, in accordance with the potential and needs of each educator in order to acquire the knowledge and the formation of mathematical skills, as well as the role of the information and communication technology (ICT) in their development.

Keywords: ICT; mathematics for special needs; teaching strategies

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