



ORIGINAL RESEARCH PAPER

Education

THE ATTRIBUTIONS OF PSYCHOPEDAGOGUE IN SCHOOL INCLUSION: STUDY OF CHILDREN WITH SPECIAL MOTOR NEEDS

KEY WORDS:

psychopedagogue, education, school.

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ABSTRACT

The purpose of this paper is to understand the role of the psycho-pedagogue in the school inclusion of children with motor needs, since in day-to-day observation it is noticed that it is increasingly necessary for schools to be prepared to receive children with special educational needs, this fact is due to the new laws implanted, where they expose the importance of the inclusion of such learners. For this, an analysis was made based on the specific literature on the subject. The results show that the psychopedagogue is of fundamental importance in the follow-up of students with motor needs.

INTRODUCTION

The institutional psychopedagogue works with the mapping of the institution for an institutional diagnosis. De Moraes (2018) there are concerns that a psychopedagogue should have in his or her work in an educational institution which follow:

Understand the student's learning process; Intervene for the solution of learning problems; Perform diagnosis and intervene psychopedagogically, using theories, methods, instruments and techniques; Monitor the relationship teacher and student in the subjective aspects; To mediate in the student's cognitive construction process and intervene to overcome.

Costa et al (2015) explains that the psychopedagogue must observe from casual conversations, interviews, documents, meetings of various types, workshops, the dynamics of the institution, and also listen to multiple types of participants of the institution.

In general, the psychopedagogue is identified by the role of dealing with learning, providing conditions for its occurrence, accompanying the student's process so that the student understands that he is taught and overcome his difficulties.

"The central objective of the study of Psychopedagogy is structuring around the process of human learning: its normal evolutionary patterns and pathological - as well as the influence of the environment (family, school, society), in its development" (KIGUEL, 1991).

There must be support for the family to guide them to better understand their role in the life and training of children, adolescents in schools and in the social environment in which they live, overcoming obstacles, difficulties and prejudices when facing the long walk.

Rubinstein (2017) affirms that this intervention has a greater reach when carried out in the environment in which the student develops his activities and through the people who daily relate to him, since the learning processes are directly related to the socialization and integration of the students in the socio-educational context in which they are inserted.

METHODOLOGY

This work is part of the theoretical research method, since it aimed to make a bibliographical survey, followed by a systematic participant observation, the analysis of a certain theory, always used theoretical basement to explain the research that was raised and the method of qualitative research for not worrying about numbers, but rather about the relation to self-doubt and how it will be understood by people.

RESULTS AND DISCUSSIONS

Every psychopedagogical intervention, in any space (office, school, hospital, etc.), whether with the faculty, student, administrative, support, family, has the objective "[...] to open subjective and objective spaces, where the authorship of thought is possible, is to say where the learning subject can arise (FERNANDEZ, 1994, p. 19).

Beyer (2005) highlights some intervention modalities: Recovery of school contents that are deficient (re-examining school contents and learning habits); Study orientation - (organization, discipline, etc.); Jokes, rules games, dramatizations - (aim to promote affection, personality); Referral by the school to the professional who will attend clinically, if necessary; Search for instruments that can aid the process of learning and development, with regard to intelligence and affectivity.

Para Da Silva et al (2016), therefore, the psychopedagogue occupies an extremely important role, because through its own techniques and methods, it enables a psychopedagogical intervention aimed at solving learning problems in institutional spaces, together with all school staff. By mediating the learning process, offering a support for teachers and contributing to the development of these students and when necessary, it is sent to professionals from other areas.

CONCLUSIONS

Learning disabilities, if not diagnosed and resolved at the beginning, tend to worsen and lead to the need for clinical care;

The importance of institutional psycho-pedagogical work is highlighted as a way to prevent learning problems that may hinder or even exclude students from school.

When the Psychopedagogue finds consonance and partnerships in the school, very positive effects can be promoted to minimize the difficulties that emerge in the school context;

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