ASSISTIVE TECHNOLOGY: TRAINING DIALOGUES WITH TEACHERS

Walmir Fernandes Pereira

MUST University, Florida, Miami, EUA

ABSTRACT

The present work has as main approach the formative dialogue in teaching on the topic of Assistive Technology TA and aims to promote a reflection on the part of education professionals, so that they understand the concept and incorporate it in their pedagogical practices within the common classrooms or in rooms, where Specialized Educational Assistance (AEE) takes place. The methodology used was the bibliographic review of scientific journals already published in the educational area, thus seeking to explain the arguments about these research areas. As the results discussed in the research, it is important to emphasize that there is a dialogue in teacher education with the resources, methodologies and possibilities of study on what is Assistive Technology, its contributions and its applicability within the school space. Therefore, from these discussions it is evident that with clarity and understanding of the methodology and resources, the teacher will be able to succeed together with his student in the teaching and learning process.

Keyword: Assistive Technology. Resources and Tools. Teachers' pedagogical training

1. INTRODUCTION

The present work aims to discuss the importance of Assistive Technology within pedagogical practices, showing its concepts, its use and resources dialoguing with updated teacher training, with a dialogical practice to be applied in a real school, in a social reality that needs to be inclusive and no longer exclusive.

When a dialogue is established with teachers about the importance of using technology as a resource that will support the teaching and learning process, the student will win, as the objectives set for the promotion of knowledge are achieved.

It is important to emphasize that the research presented deals with the themes of teacher training and Assistive Technology, because when analyzing a journal that has already been published with research and results, it is seen that there is little understanding by teachers of what TA is, of how to work in their classrooms. common classroom or Specialized Educational Service (AEE).

There are students who have difficulties in the learning process and who need new strategies, resources and tools to break through these barriers. Therefore, Assistive Technology has as its main fundamental help in these needs, and it may be through software, high or low cost equipment that used by teachers with a pedagogical intention to assist in understanding a certain content will bring success to their student in the classroom. class.

The use of AT within the common classroom and in Specialized Educational Assistance (ESA) is a resource that will facilitate the services provided to promote meaningful teaching. Within teacher education, it is necessary to discuss the insertion of technological pedagogical practices, their contributions to education.

The methodology used in this research is to review journals published in the area of Assistive Technology and Teacher Training and from these readings, arguments based on these sciences can be constructed, thus seeking to understand the importance of teacher training that dialogues and executes the processes educational activities in a collaborative and meaningful way in school spaces.

2. DEVELOPMENT

2.1. Assistive Technology - American With Disabilities Act (ADA)

Assistive Technology can be defined as an area of interdisciplinary knowledge, dealing with the
The provision of resources, services, tools, products, methodologies and practices that aim to promote functionality related to the activity and participation of people with disabilities assisting them in process of autonomy of their actions.

According to BRASIL (2007a, p.3) “… an area of knowledge, with an interdisciplinary characteristic, which encompasses products, resources, methodologies, strategies, practices and services that aim to promote functionality, related to the activity and participation of people with disabilities, disabilities or reduced mobility, aiming at their autonomy, independence, quality of life and social inclusion “.

The field of action for the use of Assistive Technology is broad, with the collaboration of several employees from various areas. The materials and services used as a resource of Assistive Technology demand a high financial investment, varying according to the complexity of its usefulness.

For Martins Neto and Rollemberg (2005, p.1) "Working for social inclusion means working for the achievement and practice of citizenship and, in this sense, Assistive Technology is an important instrument that cannot be ignored."

As the authors point out, Assistive Technology is an important factor for human development, because through its resources and services people with disabilities will be able to develop the skills and abilities necessary to be able to be autonomous in their lives.

The adoption of AT in academic life is a principle of social inclusion in exercise that will provide students with disabilities to learn from early childhood education to Higher Education.

It is important to understand within the academic world, the school universe, that technology is a support, a resource, a tool used within the teaching and learning process. It is assistive when used to assist in the functional performance of some activity and they can be represented by instruments or equipment.

As Souto (2004, p.2) he describes the main characteristics of Assistive Technology, he warns of the fact that it is only a support tool (very important, but still only a tool) for the process of inclusion of the disabled in society.

The production dynamics of an AT is different from other technologies, as it cannot be done in series and marketed, it seeks to meet a specific case for each person, therefore it is called as an individualized technology, as they can also change devices made in series.

As for the discussion of the use of AT within the school, it can be guided by the principle that it is the right of all people to Education and in the case of people with disabilities, it is necessary to think of effective alternatives that actually guarantee the right to learning.

In the school environment, it is known that the use of Assistive Technology can favor a better interaction between teacher and student, bringing transformations and changes in the teacher-student-environment relationship, making the teacher reevaluate his pedagogical actions, trace new paths that will be successful in the teaching and learning process of students with disabilities.

Assistive Technology is used in this school context as a support tool that will help the teacher include the pedagogical content according to the needs of the students, with the objective of promoting collaborative learning, inspiring the existence of pedagogical dialogue enabling the teacher to mediate accessibility and inclusion.

The resources used by TA comprise from the simple aspect to the most sophisticated ones, and the professional responsible for executing the resource can make adaptations to the use of the computer, in special software and programs that help in the accessibility and independence of people with disabilities.

It is necessary to discuss and present to teachers, in their education and school routine, that AT is an area of multidisciplinary knowledge and aims to eliminate existing barriers by promoting full participation in the functional life of their students with disabilities, disabilities and mobility reduced, with the main objective of greater autonomy and quality of life.

2.2. Teacher Dialogues and Training

There are laws that underlie the training process of teachers, explaining the objectives that should be achieved in the initial and continuing training of teachers. Within these formative legal frameworks, it is expected to improve life and fully exercise citizenship in the face of educational
changes that demand new challenges and proposals for the pedagogical action to be carried out in an inclusive school.

According to Garcia (1999, p. 2) “training can be understood from three aspects: as a social function of transmitting knowledge, know-how or knowing how to be, which refer, respectively, to concepts, procedures and attitudes “.

From this formative vision that leads the teacher to understand the social role that the school has and must play in the student's life, he will seek resources, tools and services that will help him to put into practice the knowledge he wants to share with his students. In the case of students with disabilities, the teacher is expected to think of strategies that will help to promote learning by adapting the resource and tool so that the skill and competence of that pedagogical action take place.

Universities should think about teacher training that embraces the breadth of pedagogical action, offering knowledge and discussions focused on science, not only discussing education, but promoting exchanges with other fields of study, as the teacher's action is social and transforming within society.

According to Gatti (2010, p. 1375), the teacher must “teach the new generations the accumulated knowledge and consolidate values and practices consistent with our civil life”.

Initial and continuing teacher training really needs to prepare teachers for social reality, so that they guarantee quality in the teaching and learning process for children, young people, adults and the elderly, whether they have a disability or a specific need.

The adoption of a research pedagogical practice needs to be the crucial point in teacher training, as the teacher needs to understand that in addition to knowledge mediated in the classroom, he needs to seek alternatives to promote teaching for all his students without distinction of their needs. For this to occur, the best alternative to be performed is the daily teaching research in its pedagogical actions.

From the research practice, the teacher will be able to bring new perspectives and improve his actions inside the classroom, clearly knowing the reality of the school, his student and his need to learn.

The insertion of technological resources, tools and services within education has an important role, which is to bring the school closer to the reality of the world, not promoting distances from what is taught, from which student to form for a technological society.

The teacher, after having this knowledge of what TA is, begins to understand that Assistive Technology should be seen as a resource of the user, in the case of the school, of the student with a disability, and not as a resource of the professional, of the teacher.

3. FINAL CONSIDERATIONS

From what was discussed within these themes of Assistive Technology and Teacher Training, it can be said that the most appropriate for the educational environment is that there is a dialogue always promoting discussions about the concepts, their approaches and applicability within the educational spaces.

Firstly, it is necessary to seek to know the term TA, to search for references to avoid possible misunderstandings, since having the knowledge, teachers will have a more conscious posture of their pedagogical actions with students with disabilities and students with some need that prevents mobility.

Therefore, all the work aimed to present contributions from Assistive Technology to the teaching and learning process in educational spaces and discussed the importance of establishing a dialogue in the training of teachers, solving the difficulties encountered and helping in the implementation of inclusive actions.

Social inclusion is the key to the discussion of these themes within the teacher training process, as many education professionals are unaware of the concepts and do not know how to use them in the classroom.

All the knowledge offered to teachers will be very beneficial for the promotion of learning, especially for the students included, as it is necessary to be open to know the resources, methodologies, practices, procedures and actions that can be done for the student with a disability to learn.

Contemporary society should no longer live isolated from the possibilities that exist to break the exclusionary and enslaving barriers, there is a lot to do for people with disabilities, in the case of
schools, from students unable to follow an educational system that sees the student model.

It is crucial, therefore, to understand that there are physical, communicational, geographical, resource and other barriers, but there are also mechanisms to break them and that making these changes is an inclusive duty of our society. Teachers need to adopt this inclusive stance within their classes, in their specificities, making students begin to be educated for a more empathic, more supportive and more inclusive world.

REFERENCES


