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ESTRATEGIAS METODOLÓGICAS DE ENSEÑANZA PARA NIÑOS Y NIÑAS DE 6 A
8 AÑOS DE EDAD CON DIFICULTADES EN EL APRENDIZAJE

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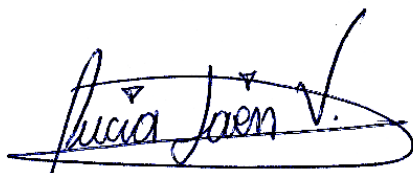
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Luego de haber leído y revisado en su totalidad el presente trabajo realizamos las siguientes observaciones y procedemos a:

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DEDICATION

This project is dedicated, first to God who has given me strength and dedication during my life and in fulfilling my goals.

Second to my parents have always been by my side giving me their unconditional support, advice and all your love.

Finally my family for their words of encouragement and motivation, they will always be in my heart.

GRATITUDE

My teachers have been able to motivate their knowledge every day in this exciting race which represents many challenges and demands much effort.

A mis compañeros con los cuales hemos compartido tantos años en perseguir un sueño en común nuestra profesionalización en Docencia

Finally the authorities and all administrative staff that has managed to efficiently perform their work for development of this institution.

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EXECUTIVE SUMMARY

This research has been carried out in order to find new methodological strategies for teaching children of 5-8 years with learning difficulties through the application of rules and principles that enhance the level of knowledge. This study enables the overcoming of learning problems that occur with children with difficulties in understanding, in turn, improving the academic performance of students, allowing them to feel motivated and confident in the development of the educational process. The development of this study has been performed through scientific research, data collection of books and websites that underlie aspects will continue to develop new learning strategies in the application of investigative methods such as inductive, deductive, analytic and synthetic. With the data obtained it has been determined in an actual research problem, its causes and consequences, something essential for this work. The results of the research determine the importance of using methodologies for teaching and learning in children from 5-8 years learning difficulties strategies also need to be stable all teachers of different public institutions or make private conscience and note the importance of providing new methodologies, as well as acquire the responsibility to upgrade and use this teaching and become educators of useful human beings for this society; which will enable the teaching-learning process to improve day by day.

This research used the following key words: Learning, Motivation, Cognition, Knowledge, constructivism, skills, strategies, language, techniques, methods; the conceptualization of these terms has the purpose to visualize the area of research.

INTRODUCTION

This investigation concerns the methodological teaching strategies for children from 6-8 years old with learning difficulties, it is very noticeable nowadays that teachers use strategies to reach students in all areas, that's the importance of understanding mechanisms that lead teachers to seek improvements in the teaching-learning process, especially when it comes to teaching children with learning problems, problems that will affect if it is detected early. It is for this reason that parents seek specialized help that will enable them as parents to better understand such difficulties or also seek strategies to help solve those problems.

Educators should organize projects, strategies and activities, that contribute to the students' knowledge, experience, and emotions and that determine their actions at the initial level and constitute its purposeful educational intervention. They start from the interests of the children, identify and respect individual differences and rhythms and integrate the elements of the environment that enable experimentation, invention and self-expression.

This theme was chosen because at the present time there are many children with learning disabilities and it is necessary to provide prompt assistance to this problem.

So it is required to provide teachers or guide the child with a number of strategies that might work during the study phase and thereby reduce the risk of learning difficulties and end slowly with this a reduction of the problems mentioned before.

Knowledge of learning strategies used and the extent to which effectiveness of the performance of different disciplines also allow the understanding of the strategies in those subjects who did not develop or do not implement them effectively, thus improving their job opportunities and study. But it is very important that educators have in mind that they are responsible to facilitate the teaching and learning, boosting the activity of the students, of parents and community members.

DEVELOPING OF METHODOLOGICAL STRATEGIES

According to (Cuadrados 1997) on education, would be the approach to set guidelines to follow in each of the stages of teaching and learning. The trial of the teacher is important.

(Mintzberg, 2002) asserts that "Strategies must be defined through the integration and complementarity of its various meanings: such as plan, guidelines, tactics such as position and perspective."

In this regard (Brandt, 1998) defined as "The methodological strategies, techniques andragogy learning and learning resources of prior learning capabilities of potential participants, and limitations of each of them.

It can be concluded that the methodological strategies are a set of methods for the purpose of teaching and enhance learning and make more routine and less didactic teaching.

It is relevant to mention that learning strategies are a set of content, objectives and evaluation of learning, which are key components of the teaching-learning process. Following this analogy, we could explain what it is and what it means learning strategies, from the distinctions between techniques and strategies.

Technique; Specific activities carried out by the students when they learn: repetition, stress in words, ask questions schemes, deduce, induce, they could be used mechanically.

"Methodology is the set of criteria and decisions globally organized being didactic in the classroom action, determining the role of the teacher, the students, the use of resources and educational materials, activities that are performed to learn the use time and space, groupings of students, the sequencing of content and the types of activities, etc. "(AMEI-WAECE) (Teaching)

In these aspects is required to know first is Methodology to give a clear methodological strategies concept, and as expressed in the Pedagogical Dictionary is a set with different opinions where they use resources or materials to facilitate teaching in the classroom.

Why should we teach methodological strategies for education?

As teachers we've all wondered many times that in the same class, some students learn more than other 'What distinguishes students who learn well from the ones that don't?'

Profile of strategies "modulator" The role of strategies is not just a plan or a vision of our classes but a subject in continuous learning in order to govern a process in which strategies and visions can follow and can be designed deliberately.

Dedication and experience are the personal touch, mastery of detail, a sense of harmony and integration of emotion and passion are the basic ingredients for the success of the strategies.

Methodological strategies for teaching sequences are integrated procedures and resources used by the trainer in order to develop skills in students for the acquisition, processing and interpretation of information; and the use of these in the generation of new knowledge, its application in the various areas where everyday life, thus promoting meaningful learning play. Strategies must be designed so that they encourage students to observe, analyze, review, formulate hypotheses, find solutions and discover knowledge for themselves.

For an institution to be generating and socializing knowledge is desirable that their teaching strategies are continually updated, meeting the demands and needs of the community where it is located.

(Freire)

Teaching methodological strategies is merely a means by which the student arrives, the teacher often requires knowledge of the child, not expecting everything step by step, as not all learn the same way, because every child is a different world, for that you need to understand the proper use that is due to give each element within the classroom.

TECHNICAL AND METHODOLOGICAL STRATEGIES

We remember what is a strategy and a learning technique: The strategy is a heuristic procedure that allows making decisions on specific conditions. It's a clever way to solve a problem. The strategies are always conscious and intentional, goal-directed learning related. A learning technique is an algorithmic procedure.

The strategies and techniques are always conscious and intentional, goal-directed learning related.

Examples of strategies-learning techniques

- Comprehensive reading of text fragments, news, lyrics, quotations, authors thought, dialogue.
- Analysis and discussion of lyrics of a song, a poem, a summary of a novel, etc.
- Text analysis using the technique of underlining, and answering questions alluding to content.
- Text analysis and critical comment thereof.
- Observation and interpretation of sheets.
- Development of summaries or synthesis.
- Preparation of drawings representing a topic.
- Use of marginal notation in a text.
- Synthesis of information on graphics.
- Conduct a Briefing.
- Conduct a bibliographic record.
- Reading and critical interpretation of images and illustrations.
- Reading and critical interpretation of images and illustrations first individually and then sharing in small groups.
- Read a text aloud using correct pronunciation, proper pacing and intonation.
- Reading a text aloud using pronunciation, rhythm and intonation appropriate, first personally, then in pairs, trios and in big groups.

- Reading and critical interpretation of computer graphics and statistical graphs.
- Reading, understanding of different charts: bar charts, line graph, pie chart or "cake" graphic pictorial pyramid.
- Construction of different charts: bar charts, line graph, pie chart or "cake" graphic pictorial pyramid.
- Reading and critical interpretation of humorous vignettes.
- Resolution of problematic situations.
- Solving mathematical problems of different complexity.
- Responses dialogued to inquirers and reflective questioning (heuristic)
- Interrogation and open dialogue based on questions, guide reflection or mark (heuristic)
- Simultaneous dialogues in pairs, trios conversations, small group (four).
- Oral presentations about content, taking a personal position.
- Oral presentations of students on a topic or experience.
- Research on an issue in person, in groups of three or four students.
- Thematic and intelligent Internet search content, images, videos and resources.
- Reading, interpretation and / or development of scales, profiles, maps and plans.
- Reading, understanding of timelines, timelines, summary tables, and family trees.
- Development of timelines, timelines, summary tables, and family trees.
- Development of conceptual frameworks, conceptual networks, concept maps, semantic maps, mind maps.
- Development of schemes content: subordination scheme, keying scheme or overview diagram scheme boxes, arrows outline, mixed scheme (boxes and arrows). (Methodological, 2013)

There are a number of methodological strategies that teachers can use, as long as it suits the chronological age of the child, the important thing is that know how to use and especially adapted to the subject as appropriate. These techniques will help children

to be best in class and unwrap some part exceeds its difficulty in learning, either read or write.

LEARNING DIFFICULTIES

Here are some definitions that have been given through the years:

Children with learning difficulties are those that show a significant discrepancy in educational terms between the estimated and actual intellectual potential level of achievement in relation to the basic problems in the learning process.

That may or may not be accompanied by a demonstrable impairment of the central nervous system and cannot show mental retardation or an educational or cultural deficit and no serious emotional disorders or sensory loss. (Bateman, 1965).

Children with special learning problems show an imbalance in one or more of the basic psychological processes, ranging understanding or using spoken or written language. They can manifest themselves in hearing disorders, speech thinking, reading, spelling or math. They include problems referred to as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, aphasia, etc. But not including learning problems due to delays visual, auditory, motor, mental retardation, serious emotional disturbance or environmental disadvantages (Kirk, 1968).

Learning Disabilities is a generic term referring to a heterogeneous group which is manifested in disorders and difficulties in the acquisition and use of listening, speaking, reading, and math reasoning skills. These disorders are intrinsic to the individual and assume they are due to dysfunction of the central nervous system. Although a learning disorder can occur simultaneously with other disabilities (eg sensory impairment, mental retardation, emotional and social disorders) or due to environmental influences (eg cultural differences, insufficient or inappropriate instruction, psychogenic factors) are not the direct result of such disorders or deficiencies (Valdiviezo, 1981)

Learning disabilities are beginning to be noticed in schools lately, when the child reads or writes, because it is from there when the discovery and interest in learning is clear, even some children that have difficulties in reading or writing are very intelligent and

it's complicated that only other areas with the help of the speech therapist, psychologist, teacher and family will be solved.

GENERAL LEARNING PROBLEMS

They are those that can manifest itself in various ways, but in all cases affecting the overall performance of the child, ie, damaging several areas of school performance also appreciate, slowness, lack of interest in learning, attention deficit schoolchildren stimuli and difficulty concentrating in performing certain tasks.

They may have different origins, both the child and the school system.

- the child: intellectual inadequacy, immaturity, sociocultural retardation, organic disorders sensory and / or motor, slow to learn and lack of motivation.
- Education; student and school shortcomings - limited in the classroom, inadequate methodology, rigid programs, poor relationship with teacher and resources. (Mintzberg, 2002)

The learning disabilities are disorders that affect specific skills required for school activities, such as reading, math, manual skills, attention and participation in specific activities. These difficulties do not mean that your child is not intelligent: learning difficulties usually occur in children with normal or standard intelligence.

Each child learns differently. The difficulty is when the child has problems with school work. They may be related to social, behavioral or even self-esteem.

Learning difficulties can delay the progress of your child in school. A common problem is dyslexia, a specific reading disability. The attention deficit disorder can also be considered a learning disability. Your child will be evaluated to an individualized education program to help you solve your problem learning is established.

TYPES OF PROBLEMS IN LEARNING

What types of learning disabilities exist?

Every child is different and happens the same with every learning disability because they are also different.

Some learning disabilities are:

Dyslexia. It's a specific inability to read. The child can read very slowly and incorrectly. You may have trouble picking out words and read printed material. But you can learn well when the same material is read aloud.

Dyscalculia. It is an inability specific for mathematical skills, in which the child has difficulty with or doing mathematical calculations. Children or people who present this learning difficulty may not be able to memorize facts or remembering the steps to solve problems. Some children with language difficulties or attention problems also have difficulty with math.

Agraphia . It's a specific inability to write.

Child writing is poor and weak and can be difficult to read. The child may have difficulty in organizing and expressing their ideas. The spelling may be found too difficult.

Dyspraxia. It's a specific inability of muscle control for thin and delicate movements. For these children it may be difficult to use pencils or scissors, tying shoes or even to use a keyboard. Therefore, others may have trouble using big muscles for example, the ones that are used to launch, kick or catch balls.

Deficit of attention or hyperactivity disorder (ADHD). It is a specific learning problem but causes many other problems, both at school and at home.

The child may have difficulty paying attention, sitting still or controlling impulses. Learning disabilities can affect many other areas, such as memory, language or social skills. Some children may have a learning disability. Other may have certain problems in one area, such as reading, can cause problems in many other areas on campus.

Besides learning difficulties, other aspects of the child's life may be affected. Feeling like a failure can cause the child anxiety or depression. Their self-esteem is diminished and the feeling of having no control over their life can be a very common problem.

What is the cause?

Usually you cannot find a specific cause.

There are genetic, medical, environmental, social and cultural factors that may be important.

What are the possible complications?

No educational interventions, children with this problem may be delayed in school. In the long term, failure and frustration can lead to problems with self-esteem and motivation.

What puts the child at risk for learning problems?

These problems are common. The United States Department of Education estimates that about 5% of all children in public schools have a learning disability. Possible risk factors include:

Genetic factors. Reading difficulties may be familial. Premature birth and other events at the time of birth. (Elsevier, 2007)

RESULTS AND CONCLUSIONS

After a little research on the methodology for teaching children from 6-8 years old with difficulties of learning is done we could observed that the importance of knowing how to use different strategies to improve teaching and learning in children is crucial, also it was seen that teachers should update their knowledge and prepare themselves to train these human beings who are the future of our society.

It is for this reason where it concludes that:

- If learning difficulties are caught in an early stage learning difficulties help can be sought early.
- The correct uses of methodological strategies or guides for the students are essential as a contribution to the development of the students' knowledge. Being this a prior factor for this purpose.
- The parents support is an important mitigating factor to the process of studying of children.
- The upgrade of methodological strategies will allow teachers to keep in pace with this XXI century needs which are already mentioned before.
- The collaboration that the society can bring or their support is a starting point for better performance of the process of the teaching-learning process.

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