



ALPINE SKIING LEARNING IN PERSONS WITH EDUCATIONAL NEEDS, BY USING THE ICT MEANS

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Abstract:

The work with persons having special educational needs supposes a well-structured approach explicitly oriented by the teachers.

In learning skiing, ICT favors the individual feed-back and the group interactivity. The electronic instruction means will be used in the educational program both synchronically and a-synchronically.

The ICT use by the teachers provides better learning because the subjects are totally involved into action and the instructor can identify most of the technical errors.

Key-words: ICT, learning, disabilities, adapted physical education and sports, skiing, educational needs

1. Introduction

Romania's integration into the European Union requires the elaboration of new programs compatible from the conceptual, structural and functional points of view therefore physical education and sports fields must also adopt new orientations.

That is why for the social protection, integration and inclusion of the persons with educational needs it is necessary to provide modern adapted physical education and sport programs for each disability.

All these affect the person's process of integration and adaptation in the educational environment, at his workplace and in the community.

2. Content

The basic stimulus of the psycho-motor development is represented by movement, which is performed either under the multitude of natural and adaptive forms or under the form of physical exercises, including here the special ones.

The new orientations in the psycho-motor education and in the re-education through movement have in view the child's whole personality, because their purpose is to permanently associate action and knowledge.

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ICT IN EDUCATION: REFLECTIONS AND PERSPECTIVES – Bucharest, June 14-16, 2007

Children manifest their behavior in many directions:

- if the number and the variety of experiences are compatible with the self-image increase then the number of behaviors increases, too;
- the number of behaviors that weren't compatible before with the self-image and were disapproved, diminishes;
- the subject perceives himself as being more able to control his behavior.

When self-knowledge and personal development are encouraged, the person's way of structuring his attitude towards himself is modified, his right to self-assertion and to work for the improvement of his image is stimulated, and his personal abilities are developed.

The virtual school uses active instruction methods that become references and criteria taken into account by the teacher when organizing the lesson.

The educational process is efficient when the person with special needs acquires physical and psychic qualities that make him able to have an integrated life, namely:

- to reach personal autonomy, within the limits determined by his degree of handicap;
- to have a job, a profession allowing him to live decently;
- to adopt behaviors proper to different social situations;
- to get the communication capacity;
- to understand the others and to make himself understood in his relations to the others and to the environment;
- to have as many interests as possible;
- to have feelings of personal responsibility and self-control;
- to get the capacity of evaluating and anticipating future situations;
- to acquire locomotor abilities and manual dexterities.

By integrating the new technologies into the action structure specific to the teaching method, the subject's activity gets a reactive and pro-active character, according to the vehicled information, to the real learning time or to the formative value of the assimilated knowledge.

ICT makes reference to a learning environment that functions within an informational network, where the main notions are those of teaching and learning. These electronic learning environments contain a series of common elements, respectively of organization and communication (one-to-one or in group), as well as the administrative tools.

In subjects' activity, it is necessary to apply the principle according to which they learn better if they are totally involved into action, the virtual instruction environment having to lead to the accomplishment of those situations that favor an increased information retention.

2.1. ICT use in learning skiing

In learning skiing, ICT favors the individual feed-back and the group interactivity. The electronic instruction means will be used in the educational program both synchronically and a-synchronically.

The work with persons having special educational needs supposes a well-structured approach, explicitly oriented by the teachers.



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Learning is the process by which individual and collective cognitive, affective, moral, professional and social behaviors are acquired and developed.

The support and the understanding that children with learning difficulties receive, both at home and at school, play a significant role in their educational progress. It is important for us to understand that, if they can be described as having general learning difficulties, most of them have also strong points in the learning process.

Persons with physical disabilities may have communication difficulties. For some of them, speaking can be developed through regular therapeutic sessions, but for others there might be necessary material aids meant to support communication, such as computers, and the ICT evolution allows even the development of the written language. Some softwares make possible the creation of personalized dictionaries and anticipate words and phrases, requiring thus less typing; synthesized speaking, created by the computer, progresses more and more, and this evolution might allow pupils who have serious communication problems in the normal schools to have access to the curriculum.

In the education for persons with disabilities, during the latest years there have been registered three **fundamental trends**:

- the reformulation and change of the main conceptions and terms used in the field;
- the reconsideration of the specific education and assistance models, with an emphasis on the progressive approach of the education place and conditions in persons with disabilities to the opportunities provided by the diversification of the social and professional forms within the community;
- the complex action of modifying the social attitudes and the legislation concerning the general problems of disabilities and, in a broader context, concerning the interhuman diversity and differences.

2.2. The tutorial trend (computer-assisted learning):

- considers that computers and softwares are a „pedagogue-mediator”, with a role in keeping and strenghtening subject’s motivation and in adapting the learning process to the learner’s level;
- is an automatically programmed learning by means of the computer and is based on sets of programs/ softwares (systematic exercises, pedagogical dialogues, evaluation programs etc.).

The use of the symbolic-visual language in the learning process will determine the person with special needs:

- to acquire pertinent information in relation with the aimed task;
- to make the difference between the informative and the emotional or conative elements of the message;
- to analyze and valorize the expression means that allow the message discovering;
- to have a critical attitude towards the received symbolic information;
- to develop his capacity of selecting new communication sources and channels;
- to integrate the received information into his set of personal experiences.



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Learning through imitation is thought to be a form of social learning, by emphasizing that it consists in the observer's reproducing, under certain conditions and with certain characteristics, of a model's behavior. Many specialists recommend this sports branch due to its effects upon the subjects' social integration and motor rehabilitation.

Skiing favors social integration because it is practiced in the same places and at the same time with persons without disabilities, but also the development of the psycho-motor components, mainly of the space-time orientation.

Skiing practice in this category of subjects is different, because it requires an accompanying person's presence, who takes their responsibility. While practicing, the accompanying person either goes ahead or remains near the skiers and gives them verbal clues about the performing techniques and the ground particularities.

The distance between the two of them has to be minimum and they must wear special coats, in order to be identified on the track and protected by the other skiers.

The teacher or the accompanying person generally represents the model to be imitated, that's why, when organizing the instruction, the emphasis will be placed on clarity, enthusiasm, flexibility, task-orientation and the opportunity of practicing. Those who lead the activity must be models of behavior and competency, because the observers tend to imitate the resources that are worth to them.

e-Learning is the type of education expressed as a teaching-learning planned experience, organized by an institution which immediately provides materials that are to be assimilated in one's own way, sequentially and logically.

e-Learning concept interferes with a multitude of terms that refer to:

- the variety of teaching experiences, technologically supported;
- the assisted instruction/ computer-mediated instruction;
- the digital/ mobile tools;
- the on-line learning/ instruction through multimedia.

By using images or films, children are made to understand that:

- they are supported and encouraged to learn;
- they are given real possibilities to succeed;
- their achievements are appreciated.

The ICT use by the teachers provides a better learning, because the subjects are totally involved into action, most of the technical errors are identified and the progress made is noticed, and thus the next step to be performed can be planned.

When teaching the winter sports to persons with educational needs, the emphasis must be placed on the forming of their motor abilities and skills – on the sensory-motor learning that has to include the direct contacts among children from different education systems, the school and extra-school activities for children learning in normal and special institutions.

These children have a profile that reveals a particular level of their motor development, because they present a retardation in reaching the motor standards and thus it appears a different sequence in their acquiring of the basic motor skills. If the type of given assistance is proper and personalized, after a while the life of the persons mentally retarded may improve. Their participation in physical education, sports or leisure activities provides them the opportunity of experiencing some original life situations, of obtaining an increased



ICT IN EDUCATION: REFLECTIONS AND PERSPECTIVES – Bucharest, June 14-16, 2007

autonomy degree, of having access to new cultural activities favoring their social integration.

Winter sports represent a category of activities with a restricted area, although the social integration indicators are fulfilled (interaction individual/ group and social environment).

These sports provide the disabled with:

- their fitness level improvement;
- relaxation-recreation;
- special movement sensations;
- the creation of premises for independent activities during school holidays;
- social adaptation.

During the observation, explanations must place the emphasis on:

- the demonstration accuracy;
- the execution simple rules;
- the permanent encouraging and reinforcing of the successful performances;
- the programming of a reduced volume of actions, structures, exercises.

The objectives to follow during the practical experiments are:

- security and accident prevention;
- fitness;
- growth and development;
- participation in each programmed practical session and competition;
- analysis of the risk management for each practical session and competition;
- trainers' and accompanying persons' evaluation.

Evaluations aim at determining:

- what went right;
- what can be improved;
- how the subjects responded;
- what can be done differently in the next session;
- how the training session is carried out and how a secure environment is provided;
- subjects' reasons to train;
- the behavior code.

3. Conclusions

Specifically structured, according to the subjects' needs, movement is a drug and, at the same time, a stimulus for the motor and psychic functions or for the achievement of the socialization objectives. In this context, the elaboration of some long-term strategies can re-equilibrate and re-harmonize the deficient functions. The equally distributed influences upon the psychic, the physical, the thought, the action, the language and the non-verbal expression, represent the qualitative specificity of physical exercise that no other activity can more obviously prove.

Persons with disabilities have the same basic needs in their growth and development as any normal person:

- the need for affection and security;



ICT IN EDUCATION: REFLECTIONS AND PERSPECTIVES – Bucharest, June 14-16, 2007

- the need for appreciation and positive reinforcement;
- the need for responsibility and independence;
- the need for self-confidence.

But they also have particular, individualized needs, because they have disabilities that prevent them from participating in the existent education, that's why the educative act must be specific, differentiated, adapted to the individual particularities.

Such an approach is closer to the future education ideal that needs to adapt itself to the variety of educative exigencies expressed by people.

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