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Pedagogical Synergy in the Inclusion Of Students With Special Educational Needs

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ABSTRACT

This article reports an investigation whose scientific concern addressed the importance of guaranteeing the inclusion of the student population with Special Educational Needs (SEN), since their disabilities and social, psychological and cultural characteristics need to be considered to minimize all forms of exclusion in the educational system. The general purpose of the study was to develop a pedagogical synergy through transformative actions for attention to diversity aimed at the process of inclusion of students with special educational needs built critically and collectively at the —Dr. Vicente Peña" of San Juan de los Morros, Juan Germán Roscio municipality of Guárico state, which was done in line with the pedagogical guidelines of the Ministry of Popular Power for Education and the Comprehensive Community Educational Project for the 2018-2019 school year. The study was based on Vygotsky's sociocultural theory and Freire's pedagogy of liberation. Assuming the socio-critical paradigm, the Participatory Action Research (PAR) method was used through interviews, participant observation, circles of reflection and systematization. The results revealed little pedagogical accompaniment of specialists during learning activities, lack of teacher training in addressing diversity, little participation of families and the community. It was concluded that the deployment of pedagogical synergy, with 85% participation, represented a collective construction of actions aimed at promoting learning opportunities that favored inclusive processes in 12 students with motor disabilities, autism, and attention deficit hyperactivity disorder.

Descriptors: Pedagogy, synergy, diversity, inclusion, special educational needs.

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