

## Odkrivanje in prepoznavanje učnih težav ter strategije in ukrepi pomoči učencem z učnimi težavami pri matematiki

### Detection and identification of learning difficulties as well as the strategy and assistance measures for pupils with learning difficulties in mathematics

#### POVZETEK

K uspešnosti učenca pri doseganju pričakovanih dosežkov in ciljev pouka, poleg dejavnikov, kot so kakovost učenčevega življenja, spodbudno ali nesposobno domače okolje, njegove intelektualne sposobnosti, prispevajo tudi šolski dejavniki, tako organizacija pouka kot učiteljeva ravnanja pri poučevanju. Po zakonu o osnovni šoli ima vsak učenec z učnimi težavami pravico, da mu šola prilagodi metode in oblike dela, organizira dopolnilni pouk in druge oblike individualne in skupinske pomoči. Da lahko šola učinkovito izvaja ustrezne ukrepe pomoči, je potrebno učne težave učencev pravočasno prepoznati, odkriti vrste in vzroke težav ter na osnovi ugotovitev načrtovati ustrezne ukrepe pomoči. Za izvajanje učinkovite pomoči učitelj potrebuje veliko znanja, tako o vrstah in vzrokih učnih težav učencev kot tudi didaktičnega in metodičnega znanja za poučevanje učencev z učnimi težavami.

V osrednjem delu prispevka predstavimo pristope izvajana prilagoditev za učence z učnimi težavami pri matematiki, pristope pri odkrivanju in prepoznavanju učnih težav ter strategije in ukrepe pomoči za premagovanje učnih težav pri matematiki. Pri razvoju metodičnih korakov za delo z učenci z učnimi težavami smo izhajali iz splošnih načel in smernic, ki so opredeljene v konceptu dela za učence z učnimi težavami (Koncept dela, 2007), jih nadgradili in prilagodili za poučevanje učencev z učnimi težavami pri matematiki v osnovni šoli.

#### ABSTRACT

Apart from the elements such as quality of pupils' life, encouraging or discouraging home environment, intellectual abilities, etc., the pupils' performance and success in attaining the expected results and learning objectives is influenced also by the school factors, i.e., organisation of education and teachers' actions within the teaching process. The Law on Primary Schools provides that each pupil with learning difficulties has the right to the adjusted methods and forms of work ensured by the school, the right to remedial classes and other types of individual and group assistance. On order to ensure effective implementation of adequate assistance measures, it is necessary that pupils' difficulties are detected in time, that the type and the source of difficulties are identified and that the assistance measures are put in place on the basis of those evidences. Large amount of teachers' knowledge is required in order to perform effective assistance both in terms of recognising the reasons of pupils' learning difficulties as well as in terms of didactic and methodological knowledge for teaching pupils with learning difficulties.

In the main part of our article we present certain ways of adjustments to pupils with learning difficulties in mathematics, we show different approaches to detection and identification of learning difficulties as well as the strategies and measures for assistance in overcoming learning difficulties in mathematics. In order to develop methodological steps of working with pupils with learning difficulties we based our work on general principles and guidelines, determined in the concept of work with pupils with learning difficulties (Koncept dela (*Working Concept*), 2007), by upgrading and adjusting them for teaching pupils with learning difficulties in mathematics at primary schools.