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Individual differences in students with special abilities in the canton of San Vicente

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Abstract---The research was based on the individual differences in students with special abilities of the elementary basic school "12 de Octubre," of the canton San Vicente, according to initial inquiries and diagnostic tests it was possible to identify the problems, including individual differences and special abilities, which significantly affect the teaching-learning process, from this, relevant themes were established in the theoretical framework in relation to the variables, which allowed to analyze the causes and consequences of exclusion in the teaching-learning process. The aim was to determine how individual differences influence students with special abilities. The research had a mixed qualitative and quantitative approach, of a bibliographic type, was applied, survey, interview, and observation sheet to investigate the behavior of students and the processes of intervention by teachers in cases of exclusion. It was obtained as a result that individual differences and special abilities negatively influence learning, being necessary that teachers, managers, and students are prepared to undertake these situations. Each student has a different way of interacting, receiving knowledge and processing it in their life.

Keywords: Individual differences, special abilities, education.

Introduction

The purpose of the study of individual differences and special abilities is to identify the possible consequences that these may have on student learning due to the psychological conditions that students may suffer from their peers, it is necessary that the educational community knows more about this problem that

has existed in society for many years and although it seems likely to experience situations of this type in the community and often silently, what is more worrying. The interest of analysis of this problem, the cases of exclusion and school ridicule significantly affect the students, who are subjected to a state of psychological depression that ends up diverting their attention and interest in the studies, the investigation was treated in a way that allows contribute with preventive measures and knowledge protocols to face this difficulty within the educational institution.

The psychology of individual differences is one that gives individuality to each of the people, who are distinguished and differentiated from the rest in behavioral aspects such as temperament, level of intelligence, propensity to suffer from mental disorders and more characteristics associated with personality (Rubio, 2020).

The discipline that is responsible for studying why people are different from each other. People have the same characteristics if they belong to the same species, however, it is also indisputable that no two people are the same, not even those who are identical twin brothers. Each person has characteristics that differentiate them from the rest, making them unique and unrepeatable individuals (Martínez N., 2022). Individual differences are important because they are associated with the needs of students, these are related to learning times, cognitive styles and degrees of motivation, which must be taken into account in the teaching-learning processes (Matilde M., 2021).

Special educational needs are a legal definition and refers to children with learning problems or disabilities that make it difficult for them to learn more than most children of the same age (Nidirect, 2020). From the perspective of the Warnock report, the concept of special educational need constitutes, firstly, a recognition of equality in access to the formal educational system, secondly, the assessment of individual characteristics in accordance with specific educational needs and thirdly, the importance of education as an area for the socialization and development of people (Valencia & Rodríguez, 2019).

Method

The research was carried out with a mixed approach to describe the events of the study phenomenon based on individual differences and special abilities and their influence on student learning, for which a literary analysis was carried out through research bibliographic and descriptive to characterize a specific situation indicating peculiar or differentiating features. The mixed approach can be understood as a matter that collects, analyzes, and pours quantitative and qualitative data, in the same analysis (Tashakkori & Teddlie, 2003), cited in Barrantes, 2014, p.100). (Ocampo, 2019).

In recent decades, numerous researchers have pointed to a mixed method, which integrates both approaches, arguing that by testing a theory through two methods more reliable results can be obtained, its development has been important in recent years (Sampierie, 2014). The Data collection techniques are the different ways of obtaining information (Arias, 2016), a survey was applied to 17 teachers,

an observation sheet to 10 students and an interview to a director of the basic education school "October 12", taken as a study sample, as a data collection technique to investigate student behavior and intervention processes by teachers in cases of exclusion.

Discussion

The results were obtained through the application of a survey to teachers, observation sheet to students and interview to manager to determine the influence of individual differences and special abilities in the learning process of students, who suffer exclusion.

Individual

Differences individual differences have been considered as differences between people that went beyond the simple realization that people were independent organisms. The differences between people are multiple and have been established by very different knowledge and methodologies (Ral, 2022). Individual differences are the result of variations in behavior between individuals in relatively normalized situations (Melvin, 2022). The study of individual differences is according to four types of sanguine personality, melancholic, choleric and phlegmatic, for which it is considered important that the teaching process be adaptable according to the personality of the individuals, their temperament and their intellectual capacity (Gaitan, 2019).

Regarding the treatment of individual differences in the physical education class, it is considered that the teachers of this subject consider methodological tactics that help develop the efficiency and effectiveness of the class considering the motor and individual skills that the students have so that despite the physical and non-physical limitations they have, they carry out sports activities according to their possibilities (Tamayo & Echevarria, 2019).

Individual differences and learning in a very specific sense, the teacher's role is to help students learn, to facilitate and enable learning. Making this function effective necessarily implies recognizing that students are unique and diverse beings and that all learning necessarily passes through these individualities (Rubio, 2020).

Personality can be understood as the consistency of an individual's response to different situations and is close to the concept that people use to describe the behavior of others, that is, traits are theoretical constructs that are used to describe people. and compare one with the other (Pérez-García and Bermúdez, 2011) (Monge, 2014). A Penta factorial model is proposed by Zuckerman (2002). Precisely, after various investigations on how many and which are the main personality traits, he maintains that it is fundamentally made up of five factors, shown in figure 1.

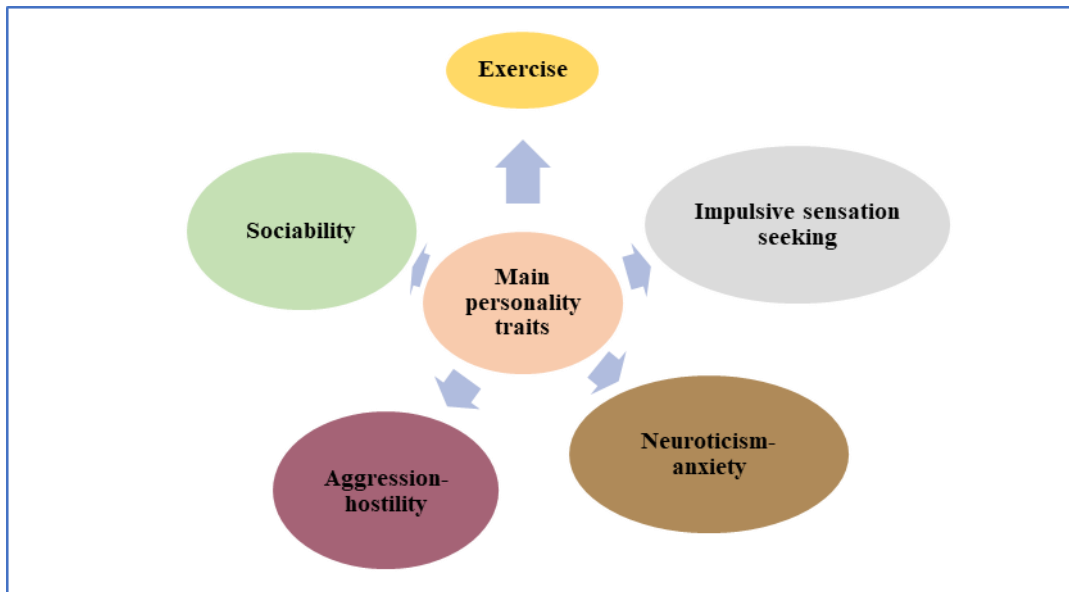


Figure 1. Main personality traits
Source: (Monge, 2014)

Special abilities

Page 2. Art. 1.- Persons with disabilities.- For the purposes of these Regulations and in accordance with the provisions of the Law, persons with disabilities shall be understood as those who, as a result of one or more physical deficiencies, mental, intellectual or sensory, regardless of the cause that originated it, is permanently restricted in their biological, psychological and associative capacity to carry out one or more essential activities of daily life, in a proportion equivalent to thirty percent (30%) of disability, duly qualified by the national health authority. CONADIS (2022) cited by Nelson, R. Martínez (02/28/2022)

Students have special or specific educational needs if they have learning difficulties, which make it necessary to have extraordinary educational resources to attend to such problems. The term special educational needs is introduced in the LOGSE (1990), for those students who, due to their personal characteristics, are at a disadvantage and have greater difficulties in benefiting from school education. It attempts to highlight the importance of the educational response that these students need and not their personal limitations (Bermejo, 2020).

The social model considers that the causes of disability are predominantly social, under this model children with disabilities should have the same opportunities for development as children without disabilities, therefore, education should tend to be inclusive, that is, adapted to the needs of all (Palacios, 2008). So we can say that the transition from exclusion to inclusion of people with disabilities has not been an easy process, its evolution has required a long period of time that is still under development. (Hernandez ME, 2016)

Special educational needs (SEN) are the needs experienced by those individuals who require help or resources that are not usually available in their educational context (Alberto, 2016).

By considering individual differences, we are educating in respect for diversity. And, secondly, because in this way we work in the classroom taking into account the needs and potential of each student (Matilde M., 2021). Warnock refers to SEN as those that refer to some learning difficulty. These can be transitory or permanent and require specific attention and educational resources (Alberto, 2016).

On the other hand, Foutoul and Fierro (2011), point out in their research that there is a series of discrimination and exclusion practices in school classrooms, where students do not receive fair treatment from their teachers, in relation to opportunities, learning and evaluation. Situation that increases social inequality and impact on the life of each student (Olavarria, 2015),

UNESCO clarifies the concept as follows: "Inclusive education, more than a marginal issue that deals with how to integrate certain students into conventional education, represents a perspective that should serve to analyze how to transform educational systems and other environments. of learning, in order to respond to the diversity of students" (Unesco, 2005: 14), (Olavarria, 2015).

Teachers strive to provide a comfortable classroom setting for all students to develop a desire to learn more effectively. Intentional planning and teaching is necessary to accommodate students with learning differences in the classroom, especially in the case of students with dyslexia, who need to consider teaching techniques specially designed for them (Myan, 2020).

Children with physical disabilities require physical activity which allows them to maintain good health, in addition to being considered vital in their development and learning, people with physical problems can exercise their muscles and play sports considering their limitations. Below are the benefits of performing physical activity (Medical, 2018), despite having physical restrictions:

- Increased physical and mental balance Increased
- Sociability and integration
- Develops the ability to concentrate,
- Improves stimulus and drive,
- Strengthens work as a team

Help in making daily decisions

The elaborated research was carried out to present the importance of school activities involving students with individual differences and special abilities of the "12 de Octubre" School of the San Vicente canton, in the elementary sublevel that includes children in second, third and fourth grade ranging from 6 to 8 years. Table 1 shows the results of teacher surveys, where they ask if they carry out activities that agree with students with individual differences.

Table 1. The teacher carries out activities that agree with the students with individual differences

Categories	Frequency	Percentage (%)
Totally agree	8	47
Agree	7	41
Disagree	2	12

The survey of 17 teachers regarding whether they carry out activities that are in agreement with students with differences indicated 47% that, if they agreed to carry out activities for students with individual differences, 41% agreed and 12% in disagreement, showing that there are still teachers who do not accept these activities for these types of students.

The results indicate a high percentage of teachers consider helping students with limitations, trying to develop material according to the students they have. It was inquired about the attention to individual differences by the teacher where all agreed that this activity enriches the entire educational community, which indicates the spirit of help, professionalism, passion for a good teaching-learning process, without considering race, religion, among others by the professors who are part of the institution and who collaborate in the investigation. The work of the District Inclusion Support Unit (UDAI) in responding to the special needs of students was also investigated, as shown in table 2.

Table 2. The work of the UDAI department in responding to the special needs of students

Categories	Frequency	Percentage (%)
Totally agree	3	18
Agree	13	76
Disagree	1	6

To the question about whether you consider the work of the UDAI department fundamental in responding to the special needs of the students, 76% if they agree with the support they give, 18% totally agree and 6% disagree.

Which indicates that the institution has a sense of welcome and equality to integrate students with limitations and teachers adapt to the circumstances faced by students and do a good job of inclusion, considers the work of the department vital UDAI in response to the special needs of students. Support for the participation of students with special abilities in the classroom was considered, the results are shown in table 3.

Table 3. Promotes the participation of students with special abilities in the classroom

Categories	Frequency	Percentage (%)
Fully of agree	15	88
agree	2	12

To the question regarding promoting the participation of students with special abilities in the classroom, the answers were 88% of the teachers who totally agree in promoting the participation of students in the classrooms and 12% who answered in agreement. This indicates the high degree of commitment that teachers have to help students with physical, emotional or mental limitations, which is laudable and indicates how important these students are to them.

The results achieved indicate the significance of maintaining the attitude of school inclusion to students with individual differences and special abilities of the "12 de Octubre" School of the San Vicente canton, which has been positive due to the support of teachers when designing strategies of insertion, which is observable in the behavior of colleagues with attitudes of empathy and respect. The elaborated investigation allowed to know the importance of the support from teachers and students without limitations to those who, if they have limitations, which has allowed an affective, effective, and inclusive school environment. Currently, the District Inclusion Support Unit (UDAI) helps students with special abilities so that they can obtain better psychopedagogical support, which will generate an environment of understanding, peace, and tolerance for those who need help.

Conclusion

The research carried out at the School of Basic Education "12 de OCTUBRE" of the San Vicente canton, studied individual differences in students with special abilities, demonstrating that each student has a different way of interacting, receiving knowledge and processing it. The study shows the guidelines required to carry out more research that analyzes in depth this problem that allows identifying the degree of involvement that teachers, directors and students, taking into account this, it is necessary to use curricular adaptations that will result in students with more opportunity to be included in the institutions and to emphasize individual differences, keeping in mind that each student has their characteristics, and it is the obligation of each teacher to work on these differences as potential and not as an obstacle.

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