ABSTRACT

Learning difficulties are increasingly evident in educational institutions, this research focuses on studying didactic strategies as innovative action in learning problems, for this investigation it was necessary to know learning disorders and problems possessed by students with educational needs. The applied methodology was based on the bibliographic study with a qualitative approach, where the contribution of several authors allowed to analyze, describe the relevant aspects of the methods. As a qualitative result, it is evidenced through the study of theories that teachers require strengthening, teacher training and that they take over the role of inclusive educator for the development of the learning of these students and the strengthening of skills and abilities. Educational institutions must support teachers in the application of new techniques, so that they are adapted and used for children and adolescents who have the same right to learn as all children in the world.

INTRODUCTION

Learning problems are disorders that affect the ability to learn, this article will show the difficulties that affect in the care of children and adolescents, these disorders do not affect intelligence, but they must receive a specialized education, so that they can acquire knowledge according to their faculty.

According to studies carried out at the University of San Pedro, on the organizational climate and academic performance of primary school students and learning problems, it is assumed that it is a necessary exercise for the teacher, which constitutes an institutional concern, which responds to the application of strategies in the classroom (Millan, 2017).

The organizational climate that the teacher estimates in the classroom, helps the academic performance of students, even more so when they suffer from learning problems, given this didactic strategy, will strengthen knowledge, allowing them to acquire new knowledge in an interactive way. the faculty it possesses.
The methodological strategies used to students with learning problems must be regulated by the support advisor, the curricular adaptations prepared by the teacher must be approved, to be later taught, the management of techniques and instruments must develop the skills and abilities in the diverse areas, allowing them to be critical and reflective; the teaching-learning process must be in accordance with the needs of each student (Arcentales, 2018).

While learning strategies are true, they must be linked to innovative trends, creating interactivity adapted to students, the guides must support the study process and the orientation of illustrations, so that the knowledge acquired is spontaneous and according to the need.

Substantive contribution to this study is made up of the Mayo Clinic page (2019), where they mention that the teachers, parents, guardian, doctor or other professional of the child or adolescents must be on the sidelines of the problems or learning disorders, in order to be subjected to exams and the difficulty they suffer can be identified, determining the type of need, so that according to this they improve their academic performance.

The personalized education of the student with learning needs must be evaluated by a specialized professional, where the necessary reports are sent to the educational institutions so that the teacher can establish what type of learning should be imparted to the boy, girl or adolescents.

In this way the study of the educational needs of students emerges, having, as a primary objective, knowing the types of didactic strategies as an innovative action in the learning problems of students with prioritized teaching.

It is appropriate to highlight that the methodology applied in this bibliographic study has a qualitative approach, with the application of inductive-deductive methods and vice versa, this study process will focus the necessary information described, by authors who give a necessary outline on the types of learning problems.

Learning disorders impede the development of skills and abilities, however, it is not a factor that hinders students from acquiring meaningful learning despite difficulties, letters, sounds can generate didactic strategies based on strategies that strengthen acquisition of new knowledge, therefore, this study will strengthen the needs of the students, strengthening the techniques of activities of the teachers so that they are taught in the classroom.

MATERIALS AND METHODS

The materials and methodology applied in this study led to a necessary strengthening in learning problems; This research had a qualitative approach, with a bibliographic process, where authors showed how fundamental didactic strategies are for the learning of students with special needs in education.
In this way, the use of inductive-deductive methods emerges, which allowed us to know information from the particular to the general and vice versa; analytical, which led to know the importance of didactic strategies in education: descriptive when studying the types of learning disorders.

**ANALYSIS AND DISCUSSION**

**LEARNING DISORDERS (LD)**

Learning disorders occur due to the abnormality of the nervous system of the person, it needs a comprehensive evaluation that helps in a psychological and educational way, the evaluation results determine the child’s need, determining an effective therapy for the situation you are suffering from. There are factors that attribute to the causes of learning disorders, affects people with average or higher than average. It is also defined as the difficulty of the academic area (reading, mathematics or written expression).

Boix & López (2017) state that learning disorders are incompatible with ordinary schooling, since they require specialized education, persist throughout life, medium-long-term prognoses depend on detection, treatment and school adaptation. In figure 1 shows the causes of learning disorder.

When this occurs due to a family history, there is a gradual risk that the child will also suffer from it. When they are prenatal and neonatal, it occurs in deficient intrauterine growth, it can be due to the exposure of alcohol, drugs before birth. Due to psychological trauma, it is caused by abuse in childhood, affects brain development and increases the risk of learning. When it comes to physical trauma, it is related to infection of the nervous system, and finally, environmental exposure, they are due to high levels of toxins such as lead.

Signs of learning disorders occur when:

- You are not proficient in reading, spelling, writing, or math You have
- difficulty understanding something or following some type of instructions
- You do not remember easily You
• lack coordination when walking, playing sports, or holding a pencil
• Constantly loses objects such as books, notebooks
• Does not capture concepts in time
• Resists performing tasks that involve reading, writing or mathematical processes.
• Misbehaves or shows some kind of opposition.

Disorders are associated with learning problems that are commonly known in education, they are classified according to the types of difficulties they suffer and must be subjected to permanent diagnosis, evaluation and control for school life.

**LEARNING PROBLEMS**

Problems are disorders that affect the child or adolescent’s ability to understand, whether in spoken or written language, as well as in mathematical processes, coordination of movements or attention, the assessment of difficulties will depend on the diagnosis of a specialist.

Deep conceptual theoretical content is revealed by Molano and Polanco (2018) where they state that learning difficulty is constituted by a heterogeneous group of problems of central nervous diagnosis dysfunction, which are manifested in the linguistic field, taking cognitive factors of attention, perception, memory and disciplines such as mathematics.

It is appropriate to highlight that learning problems affect 1 in 10 children, who are of school age, several of the disorders are detected from 5 years of age, considering the difficulty in performance and even in interpersonal relationships. A usual diagnosis is concentration, that is, they lack to capture, process and master the tasks sent by the teacher. Fig. 2 shows the main learning problems.

![Fig. 2. types of learning problems](image-url)
They affect the school performance of students, which allows a descriptive sketch of each of the disorders that hinders the teaching-learning process.

Dyslexia is a literacy learning disorder, children with this difficulty do not present physical, psychological, or sociocultural problems, but if they have neurodevelopmental impairment to master the alphabet, they have comprehension deficits. People who suffer from it have a problem in the speed of motor skills processing that makes it difficult for them to read and write.

Barba et al. (2019) state that dyslexia is considered as a language disorder that manifests itself in multiple ways such as phonological, sensory-descriptive and linguistic alterations, as a learning difficulty is characterized as a limitation in the acquisition of the associations between letters, sounds and reading fluency.

Dysgraphia is a functional disorder that affects the individual’s writing, whoever suffers from it confuses, omits, joins and inverts the syllables or letters, the number is more frequent in boys than girls (Scrich et al., 2017).

Dyscalculia is a learning disability that refers to the process of studying mathematics, it is difficult for them to solve simple exercises, it is more common in girls, among the main causes of dyscalculia are: Genes and heredity; brain development.

This type of problem specifically hinders learning; however, they are not considered as disabled people, they have skills that allow them to be motivated, they simply learn differently (García P & García C, 2019).

Dysorthography is a disorder of the ability to write, it manifests itself in the child when transferring words, it is linked to other disorders of oral and written language. It develops in childhood and it is necessary to contact a professional to help you in the condition, during growth.

ADHD (Attention Deficit Hyperactivity Disorder) is a common behavior disorder, those who suffer from it find it difficult to pay attention, listen and follow instructions, sit, wait for a turn or stay still. The main characteristics are inattention, that is, they are easily distracted, hyperactivity represented by restlessness, they get bored easily; These children are quite impulsive, interrupt frequently, inadvertently annoying others.

TEL (Specific Language Disorder) is difficult to diagnose and even treat, children who suffer from it have problems with normal cognitive skills. Infers in the understanding of the expression; This neurodevelopmental disorder exclusively affects language, development is slow and delayed and is considered to be of two types: TEL, predominantly expressive, and TEL with expressive-receptive alterations. The first type has normal memory, recognizes problems and understands meaning, but they are expressed incorrectly; the second type have difficulty recognizing phonemes and words, that is, phonetic memory is limited, but the expression is much better (Mas, 2019).
TANV (Nonverbal Learning Disorder) is a neurodevelopmental disorder, it affects the functions of the right brain. It shares similarity with Asperger Syndrome and with ADHD. They have problems facing new situations, they have fine and gross motor difficulty, and psychomotor coordination.

**Specialized**

Education Special education in Ecuador is a modality of flexible care of a transversal and interdisciplinary type, it is directed exclusively for students with special educational needs associated with disability, it ensures diversity and compliance with the principles for a quality of learning (Villón & Valverde, 2018).

At present, inclusion is necessary in all educational institutions, it is considered as a challenge that aims to incorporate children and adolescents with special educational needs associated with disability into the educational system so that they have equal rights with counseling and methodological accompaniment by teachers, attention and monitoring, permanent guidance of parents; dissemination and permanent awareness of the community.

Cruz (2018) alludes that there are three possibilities of providing attention to students with disabilities, first they must be given adequate attention, have trained teachers and have an adequate facility.

While it is true not all teachers are trained, they need to strengthen techniques that contribute to specialized education, for this there must be continuous training to be implemented in the educational institution. In addition, they must be supported by a specialist who accompanies the teachers in the planning and information necessary for curricular adaptations.

From this perspective, it is recognized that inclusive education focuses an important context on learning so that it guarantees access to education on equal terms with others. In inclusive educational institutions, they must implement pedagogical strategies that address special needs to strengthen inclusion.

**Inclusion**

MINEDUC (2016) defines inclusion as the process of identifying and responding to the needs of students through the contents, strategies, and appropriate approaches to the learning of children and adolescents in a diverse way to interdisciplinarity. The principles of inclusion are:

- **Equality.** - Faced with all the opportunities to access quality education, respecting individual differences, achieving integrated citizens in the social context.

- **Comprehensiveness.** - In obtaining a long-term basic and common curriculum, to attend to the diversification of students.
Globalization. As a vision to face the problems of life, expanding a different discipline adapted to the needs.

The inclusive teacher must be fair, have empathy with students, be kind, cooperative, creative, always be motivated and predisposed to support students, without confusing overprotectiveness. In addition, it must face special educational needs, monitoring and implementing didactic strategies according to the need of each of them. On the other hand, the family plays a fundamental role in the development of student learning.

The inclusive teacher must generate a climate of trust giving security to the student. The process of transformation towards an inclusive school must contain six stages, the first being initiation, which seeks change and a culture of improvement. Diagnosis, develops the initial evaluation that must be improved, which can be of two models such as the inclusion index or inclusive evaluation model. The third planning process of change, where they define the objectives and goals, the strategies and activities, the responsibility and the resource, to later be evaluated.

The fourth is development, where the change process is launched, in the fifth step the monitoring and evaluation, where the necessary decisions are made, which allow the learning improvement plan, participation and satisfaction of the educational community. The sixth step is institutionalization that consolidates the change process with a good structure, personalized education, collaborative work and commitment from the professional team.

The inclusive teacher must know the special educational needs both associated and non-associated, in table I, the special educational needs are shown.

Table I. Educational Needs Special

<table>
<thead>
<tr>
<th>TYPES</th>
<th>CLASSIFICATION</th>
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<tbody>
<tr>
<td>NEEDS SPECIAL EDUCATION NOT ASSOCIATED WITH A DISABILITY</td>
<td>Dyslexia</td>
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<td></td>
<td>Dysorthography</td>
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<td></td>
<td>Dysgraphia</td>
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<td>Dyscalculia</td>
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<td></td>
<td>Giftedness</td>
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<td>Learning Disabilities</td>
<td>High capacities</td>
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<td></td>
<td>Talent</td>
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<td></td>
<td>Disorder Attention Deficit with or without hyperactivity (ADHD)</td>
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<tr>
<td>Endowment Intellectual</td>
<td>Conduct Disorder</td>
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<td></td>
<td>Other Disorders childhood, childhood or adolescence behavior.</td>
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<td></td>
<td>Catastrophic diseases</td>
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<tr>
<td>Disorders Behavioral</td>
<td>Human mobility</td>
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<td></td>
<td>Adolescent offenders</td>
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<td></td>
<td>Migration and / or refuge</td>
</tr>
<tr>
<td>Other</td>
<td>Deafness</td>
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</tbody>
</table>

EDUCATIONAL NEEDS ASSOCIATED WITH A DISABILITY
Table I shows the classification of special educational needs that the inclusive teacher must know, and it must also be focused on which strategies they can apply.

The didactic intervention must have a holistic character so that it includes the didactic components of both ability and affectivity. The theories of strategies for special education must be focused on didactic models, which are adapted to the cognitive structure of the student according to the skills and abilities.

**Didactic**

Strategies Didactic strategies is a planned process for the teaching-learning process, where the teacher chooses techniques and activities considering the needs of the student to achieve the objectives and goals in the educational environment.

Orellana (2017), assumes that a didactic strategy consists of applying a technique that defines the appropriate contents for the development of learning, which can be through a structured program, or the adapted curriculum. Theoretical paradigms must adopt a learning process according to the student's needs, diagnosing the faculties of each student.

To apply didactic strategies to children and adolescents with special educational needs, you should consider the following to apply:

- Rehearsal
- Strategy Preparation
- Strategies Organizational
- Strategies Reading comprehension
- Strategy Support
- Strategy Concept workshop
- Strategies Stimulation
- Strategies Cooperative learning
- Strategies Children’s rounds
- Dynamic
- Strategies Learning corner strategies (Alvarado, 2016).

The rehearsal strategies allow to know if the activities are viable for the student's learning and it is an effective technique to give feedback to the student.

The elaboration strategy is based on creating unions between the new and the familiar, considering the relationship between questions, books, summaries according to the child's needs. Organization strategy, consists of grouping simple information to be understood, underlined by the student and guided by the teacher.

Reading comprehension strategy, which forms a basis for action in the student's thinking.

Support strategy must be observed by a specialized professional to strengthen the implementation of other activities in the innovative action of the study program.

Occupational workshops help develop the student's abilities and skills based on their behavior and the functionality of the activities. According to the bibliographic study, it is highlighted that this research is essential for the knowledge of readers and scholars on the subject, even more so when it is intended to strengthen an inclusive educational institution.

**CONCLUSION**

Finally, it is necessary to focus that the learning problems of children and students must be known by competent personnel, including teachers, so that they apply didactic strategies according to the need and can develop skills and abilities according to the condition.

On the other hand, educational institutions must provide information on the capabilities of students diagnosed by support staff, and then enter continuous training for teacher preparation.

Likewise, the teacher must be inclusive, self-educate to use new learning strategies according to the special educational need. Be aware of the student's progress, constantly communicating with the relevant authorities and parents.
Reference:


MINEDUC. (2016). *Pedagogical strategies to attend to special educational needs in regular education*. Retrieved from https://es.slideshare.net/matalote77/manual-de-estrategias-pedaggicas-para-attender-nee


