



ORIGINAL RESEARCH PAPER

Education

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN HIGHER EDUCATION STUDENT EDUCATION

KEY WORDS: teaching, deaf, technology, education

Dreisy de Oliveira Lobato

Teacher at Center for Technological Education of Amazonas – CETAM, street Pedro Teixeira, nº 2354 - Dom Pedro, city Manaus, Brazil

ABSTRACT

This research investigates the relevance of using technological resources to assist teachers in higher education in the teaching-learning process of deaf students. The methodology used was a bibliographic survey in indexers, examining works by authors who search in the same perspective. For analysis and understanding of the research results in general, an integrative literature review was used. The results demonstrated that a learning proposal for deaf people using technologies is necessary, which takes into account the needs that these individuals need. It is concluded that currently the discussion about deaf virtual accessibility is still in its infancy, very little has been experienced. As a result, it makes clear the importance and the need to work on special education, together with technology and higher education inclusion.

INTRODUCTION

The development of new integrated technologies in the field of inclusive education creates the need to discuss the benefits of using these technological tools in knowledge building.

The problem is that despite the inclusion of technologies in schools, many teachers do not know how to properly use these technologies to serve students with special needs or deaf students. The main question is: how to insert technological resources in the teaching and learning process of deaf students in higher education?

Assistance to special students needs specialized assistance, as the number of students is increasing daily. Inclusive education requires innovative actions, search for new resources, materials and attitudes of professionals working in the field of education, seeking to adapt the school environment, teachers' curriculum, and the entire teaching-learning process. –

By accompanying some work developed with deaf people, it can be noticed that the hearing impaired person is at a disadvantage, because the disability contributes to their living in isolation.

Technologies have much to contribute as they offer increasingly diverse tools for subjects to actively participate in the teaching-learning process.

Deaf students take ownership of the world through visual experiences and technological resources make great contributions, favoring the practices of their mediators, as well as promoting new ways to build knowledge.

Information and Communication Technologies have wide acceptance by the community. deafness and the use of these tools by teachers motivates them to interact with the group of listeners.

METHODOLOGY

This is a systematic integrative literature review because it is linked to the problem at hand. The study used, above all, the works of experts in the subject, thus, with connections based on the works of these authors.

The collection was located in the following databases: Scielo, Google Scholar and Biblat. We used research that covers the years 2015 - 2019. The language of the articles published was English.

The descriptors used were: information and communication technology, technology and education, technology in higher education and technology and learning of deaf people in

higher education. This methodological path was chosen in view, selection, analysis, describe, highlighting and presenting the possibilities of future investigations.

RESULTS AND DISCUSSIONS

A learning proposal for deaf people using technologies that takes into account the needs that these individuals need is fundamental to developing quality learning.

For the development of quality learning, it is necessary that the teacher acts as an amplifier of the possibilities offered to the student, so that the student is directed to the construction of knowledge in a reflexive way. The student must be prepared to use the technology, so it is up to the teacher to guide how to make use of these technological resources.

In this sense, it can be said that information and communication technologies provide interaction with a world of pluralities, where there are no geographical and cultural boundaries and the exchange of information is something constant.

Thus, the training spaces are no longer concentrated in one place, branching out to several virtual environments, which enable dialogue, learning and the relationship between people from different realities.

According , the use of visual, auditory and audiovisual resources should be done in a way that meets the need to facilitate learning. Besides, there are several computer programs that facilitate this process, programs that transform textual format files into audios, translators, programs that facilitate access to information through study groups, enabling chat, video lessons, forums and other tools that maximize access to information.

In this context, the use of the computer and the internet as a pedagogical tool, teacher-oriented contact can accelerate the development of deaf student learning.

It also says that it will not only be the computer that will achieve this goal, but that it brings the motivational element to all those involved in the educational process, as well as contributing to their intellectual and cognitive development, logical reasoning and ability to find solutions to problems. –

CONCLUSION

To minimize the inclusion of special students in higher education, it is necessary to formulate inclusion policies, addressing democratization with regard to inclusion, training of education professionals, the infrastructure of the educational environment and awareness programs against prejudice. Together, special people with people with no

Submitted : 23rd June, 2019

Accepted : 19th August, 2019

Publication : 15th September, 2019

special needs, no rejection and no discrimination can build knowledge and a better world.

Communication and information technologies today constitute a reality that cannot be ignored, under penalty of disregarding the changes that the media are bringing and the effectiveness of their applicability in society. With the rapid technological advancement and the advent of the Information Society, institutions have been seeking to adapt their way of operation to new communication technologies, aiming to make them a powerful ally in the process of facilitating learning.

Communication and information technologies open other didactic and methodological possibilities for teaching and learning, since these technologies favor forms of interaction, communication, access to information, which become an interactive and active means in the process educational.

With technology people communicate, research, acquire information, expand, subsidize and improve knowledge. Given this, there are still many challenges to be overcome by institutions, the government, families and teachers. As a result, it makes clear the importance and the need to work on special education, together with technology and higher education inclusion

REFERENCES:

1. DA SILVA, D. N. et al. Optimización del Proceso de Innovación para Proyectos Internos en las Empresas. *Informacion Tecnologica*, v. 27, n. 3, p. 119–130, 2016.
2. FRANCISCA, K. et al. ORIGINAL RESEARCH PAPER CONCEPTUAL ANALYSIS OF INCLUSIVE GURGE. *Cassandra*, n. 6, p. 168–169, 2019.
3. HUDA, M. et al. Empowering children with adaptive technology skills: Careful engagement in the digital information age. *International Electronic Journal of Elementary Education*, v. 9, n. 3, p. 693–708, 2017.
4. LEE, A. R.; SON, S. M.; KIM, K. K. Information and communication technology overload and social networking service fatigue: A stress perspective. *Computers in Human Behavior*, v. 55, p. 51–61, 2016.
5. MILLER, A. et al. The use of smart glasses for lecture comprehension by Deaf and hard of hearing students. *Conference on Human Factors in Computing Systems - Proceedings*, v. Part F1276, p. 1909–1915, 2017.
6. NASIBULLOV, R. R.; KASHAPOVA, L. M.; SHAVALIYEVA, Z. S. Conditions of formation of social successfulness of students with disabilities in the system of continuous inclusive education on the basis of value approach. *International Journal of Environmental and Science Education*, v. 10, n. 4, p. 543–552, 2015.
7. NURSING, A. Review Copy Review Copy. 2011.
8. PETERSSON, F. On the issues of digital competence in educational contexts – a review of literature. *Education and Information Technologies*, v. 23, n. 3, p. 1005–1021, 2018.
9. ROZTOCKI, N.; SOJA, P.; WEISTROFFER, H. R. The role of information and communication technologies in socioeconomic development: towards a multi-dimensional framework *. *Information Technology for Development*, v. 25, n. 2, p. 171–183, 2019.
10. ZOLGHADR, M.; ESMAEILI, R.; NAZARI, H. The Use of Teaching Aids and Their Positive Impact on Student Learning Elementary School. *International Academic Journal of Social Sciences*, v. 2, n. 11, p. 22–27, 2015.