Since the results of our survey have shown a low perception of self-efficacy among the students with SEN, we wonder how successful the education system is in the implementation of one of the fundamental tasks of early education: i.e., appropriate development of the learning-to-learn competence. It is necessary to develop motivation and a positive self-concept in all participants for the next stages of education; however, students with SEN deserve even more attention in this area. When including students with SEN in schools, it is necessary that they are provided with more than just physical inclusion and the formally required adaptations and support. Teachers who teach students with SEN in secondary schools need to have appropriate qualifications for work with a heterogeneous population of adolescents with SEN. In order for teachers to be able to effectively teach students with SEN in secondary schools in the future, systematic training on inclusion and the characteristics of students with LD and SEN, strategies centered on the student, the development and learning evaluation methods should be offered. The teacher must try to establish an inclusive climate in the classroom as well as recognize and allow for the diversity of each individual, i.e. achieve social-emotional integration (Forlin et al., 1996, Loreman, 1999, Schmidt and Čagran, 2006).

The task of vocational and technical education is to ensure professional and general competences that will allow the individual to follow developments in their profession, participate in such developments and upgrade or change vocation if necessary. In addition, students should be familiarized with various cognitive and metacognitive strategies and systematically trained to reflect on and evaluate their own study process. By making them reflect on their own learning process, we allow weaker students to become successful and to experience success as a consequence of their own activity, while experiencing themselves as subjects with an impact on their learning and learning outcomes. We believe that teachers and other professionals in schools should be aware that by learning, teaching and developing the skill of self-regulation, self-directing and self-efficacy and by using these in various situations (in school and beyond), we can prevent social exclusion and interruption of schooling for students with different learning problems.

References:


