

## STUDENTS ALSO HAVE SPECIAL NEEDS

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### Abstract:

When working with students with special needs, there are no shortcuts and miraculous recipes, but only patient, understanding, knowledgeable, cooperative and positive attitudes that have an eye for the students' specialties. In the article, I will discuss the importance of the teacher's attitude towards students with special needs, as I believe that some professors, especially in secondary education, may lack in the personal approach to working with these students.. The primary task of the primary and later secondary schools, including grammar schools, is the development of each student in accordance with their potentials. In order to realize this task at school, we must consider the human factors that are most important in the pedagogical process. These are students, teachers, their mutual relations and communication, motivation and interests. For the optimal development of each student and for creating a healthy atmosphere, a complex network of relationships in school must work in harmony. I am thinking of an inclusive school that can respect and take into account the diversity of students and whose success is important to them. The relationship of the teacher and the student with special needs indirectly influences the parents and, consequently, the relationship between the teacher and the parents. Conflicts arise when professors look at the pupils from the perspective of the deficit, disregarding their strong domains, desires and abilities. Relationships between all participants in education determine the success at school, the development and the well-being of these students. Professor's life-style and approach are vital. Students must feel a supportive attitude of the teachers, because they represent a safe and stimulating learning environment, a sense of acceptance, emotional stability, active participation, motivation for achievements, which are all the necessary conditions for successful learning. Of particular importance is the development of social competences, which are of key importance in their work-life integration later in life.

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