Journal of Asian Multicultural Research for Educational Study
ISSN: 2708-9703
Vol. 3 No. 1, 2021 (page 014-022)
DOI: http://doi.org/10.47616/jamres.v3i1.264

Comparison of Modern and Conventional Learning Methods for Children with Special Needs

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Received: February 15, 2022 Revised: March 16, 2022 Accepted: March 27, 2022

Abstract

When it comes to education, conventional and modern ways of learning are applied at all times. This, however, applies to students with special needs in order to meet their individual learning objectives. Based on the needs of students and the resources available in each region, conventional and new learning methods are used. Conventional and modern learning techniques will produce learning methods that are tactical, technical, and practical in the form of expository methods, demonstrations, panel discussion and debate, role-playing, and simulation techniques. A modern and traditional learning method's efficacy, efficiency, and quality can be measured by these three factors.

Keywords: Modern Learning, Conventional Learning, Special Needs, Disabilities

Introduction

The employment of teaching strategies is essential to the educational landscape's success. There are many different teaching and learning concepts that make up the learning technique. In both, students, their goals and the resources they'll need to achieve them are part of a learning process. Learning methods have a great deal of value if they are used in both modern and traditional ways. Modern and traditional learning methods have been found to be effective in achieving educational objectives in several studies.

Methods for individual learning include modules, cooperative learning, learning methods in pairs, and methods with classmates. These include brainstorming methods, Socratic seminars, inductive learning, games, instrumentation and mind maps.

The chosen learning strategy is operational in order to attain learning objectives, as are modern and conventional learning approaches. Teachers can utilize a variety of teaching strategies to improve the effectiveness and efficiency of the teaching and learning process by developing and introducing new ways to students (Harris et al., 2009). Tutorials, lectures, resistance, discussions, laboratory activities, and public works are six techniques of contemporary and traditional education that must be combined with proportional and urgent methods that are geared toward modern and traditional learning.

Teachers need to use current and conventional learning methods in the form of tutorials so that students and teachers may communicate effectively and quickly in adopting and sharing the teachings they get and deliver. Lectures are also essential for the development of oral communication skills and the transfer of knowledge from teachers to students (Saavedra & Opfer, 2012). Understanding the amount of acceptance and deepening in learning approaches is represented by this method.

A teacher's capacity to "listen" to pupils who are able to speak, read, practice, and engage in learning activities in a tentative and constructive manner is essential for creating a learning environment that is dynamic, easy, and attentive. Discussion learning is an additional technique that supports this approach, as it encourages constant verbal communication between teachers

and students in order to discuss, review, explore, and present a learning discussion material with a quality topic or title that is contextually and analytically meaningful (Vlachopoulos & Makri, 2019). For example, establishing laboratory activities that allow students and teachers to learn while practicing to grasp the interconnections between them as they watch, experiment, and test hypotheses based on observed events or facts. For students and teachers alike, it is critical to conduct a collaborative assessment and examination of the theoretical justifications in practice. Additionally, current and traditional learning methods often include homework assignments such as reading instructions, case handling exercises, or project assignments for various learning-enhancement activities in their programs. Students and educators can benefit greatly from the efficiency and effectiveness that can be achieved through the use of both traditional and modern teaching approaches (Schunk & Greene, 2017).

This perspective is critical for assessing the learning strategies used. For children with exceptional needs, there are permanent and temporary (temporary and permanent) groups. At-risk kids include those from low-income families, children living on the streets (anjal), children displaced by severe weather, children from border regions or isolated islands, and children infected with HIV/AIDS. Permanent include children who are blind, deaf, mentally retarded, physically disabled, autistic, ADHD (Attention Deficiency and Hyperactivity Disorders), Children with Learning Difficulties, Gifted and Very Intelligent Children (Gifted), and more.

An effective and efficient learning strategy is the right and optimal usage of all the components involved in the learning process including objectives, subject matter/media/methods/students/teachers/learning environment and evaluation. In determining learning strategies, there are a variety of factors to consider, including, but not limited to: (1) message processing; (2) message processing party; (3) teacher arrangement; (4) number of students; and (5) number of students as a basis for determining learning strategies. Deductive and inductive learning strategies are based on message processing. It is also possible to use alternative approaches, such as individualization and cooperative methods as well as approaches aimed at behavior modification. Gifted youngsters will do better in school if their learning tactics are tailored to their specific demands. In determining the learning strategy, the following considerations must be made: (1) Learning must be colored with speed and complexity; (2) not only developing intellectual intelligence but also developing emotional intelligence; (3) Oriented to process, content and product modification; (4) Service models that can be given to gifted children include service models for cognitive-affective development, values and morals; creativity and special fields.

Piercy et al. (2002) states Children with mild mental retardation who attend regular school will use different learning tactics than those of their mentally retarded peers who attend special education institutions. Individualized learning tactics, cooperative strategies, and behavior modification strategies can all be utilized to teach children with mental retardation. In reality, children with mental retardation face challenges and intellectual mental impairment that is considerably below the average, causing them to have difficulties in academic, communication and social tasks, and so necessitating special education services.

Methods

The demands of the needs, wishes, expectations, and learning activities that can be carried out in tutorials, lectures, resistance, debates, laboratory activities, and homework all influence the sort of learning method utilized in learning. When these approaches are integrated and mixed together, they create a source of creativity and learning productivity that develops new and traditional methods from current ones. To develop tactical, technical, and practical ways of learning in application, appreciation, and interpretation, modern learning methods use new ways with a variety of comparative combinations. In the classroom, conventional approaches are those that encourage teachers and students to be active learners, think creatively, and come

up with new ideas. Conventional and modern learning techniques will produce learning methods that are tactical, technical, and practical in the form of expository methods, demonstrations, panel discussion and debate, role-playing, and simulation techniques (Irwanto, 2021). An effective, efficient, and high-quality manner of studying the world of education is the goal with this current and conventional method. Using lectures as a teaching approach has the following drawbacks: (1) students become passive; (2) the learning process is tedious and students become drowsy; (3) students are compelled to pay attention. According to Nasreen (2014) Visual learners will be bored and unable to absorb information, whereas youngsters with aural learning styles may find this fascinating. In order to evaluate the learning process, there are no clear moments of accomplishment. As a result, the method of instruction devolves solely to the meaning of words. Some advantages of lecturing include: increasing student concentration; providing teachers with complete control of the classroom; providing students with comprehensive instruction; allowing a large number of pupils to follow along; and finally, being simple to execute.

Effectiveness, Efficiency and Quality of Learning Methods

According to this assessment, models, approaches and learning aims were used and attained in accordance with expectations. The effectiveness of a teaching and learning process can be measured by looking at how much time and money it takes to carry out various learning activities. It's important to note that educational outcomes are what determine how effective a teaching and learning strategy is. A modern and traditional learning method's efficacy, efficiency, and quality can be measured by these three factors.

Difference between Traditional and Modern Learning

The learning process will be successful if the real core of learning activities is known. Learner-centered versus learner-centered approaches to education will be examined in this section. Teachers have mostly controlled the learning activities thus far, which are based on behavioristic theory. Students are expected to learn and respond to the content being presented by their teacher, who does so through delivering lectures on the subject matter (Deslauriers et al., 2019). Teachers rely heavily on textbooks in the classroom to help students learn. The material is given in accordance with the textbook's content sequence. Students are required to share the textbook's perspective. No consideration was given to the possibility of various interpretations by scholars of complicated social phenomena. Students master lower-level skills by completing their workbooks each day, which they do alone.

Constructivist learning, on the other hand, aids students in internalizing and transforming new knowledge (Kayes, 2002). A new cognitive structure will be formed as a result of new knowledge being generated. As a result, it's more difficult to grasp the constructivist perspective. Called opposed to what students can repeat or imitate by answering test questions (as imitation behavior), this approach focuses on what they can produce, display, and show.

At the very least, there are seven main ways in which modern learning can be integrated into traditional education. Traditional learning (behavioristic) and constructivist learning have distinct properties, as follows.

Learning Center

Teacher-centered instruction is the norm in most educational settings. Learning in this setting is entirely dependent on the instructor. Teaching and transmitting knowledge is the responsibility of the teacher, while the students simply listen. Students, on the other hand, are passive since they are only interested in listening to what the teacher has to say. Only the teacher's knowledge is deemed to be the student's knowledge. When a student does not receive instruction from their teacher, the teacher assumes that the student does not know anything,

since the teacher is the primary source of knowledge for these students. Almost no time is given to students to pursue their interests and passions.

Modern education, in contrast to traditional instruction, has undergone a transformation from a teacher-centered to a student-centered focus. This group of students serves as a learning object. In today's classrooms, students are given the freedom to pursue their interests and develop their talents in a variety of ways. In this case, however, it does not imply that the teacher is simply a passive participant in the classroom. The teacher's primary role is to help pupils develop their ability to identify relevant information. Educators and students are both active participants in the teaching and learning process, with teachers serving as facilitators and students as active learners.

There are several models and approaches to teaching and learning when it comes to student-centered learning. Cooperative learning model, problem-solving model, project-based learning model, and so on are some of the models that can be used.

Learning Resources

A learning resource is anything that can be used to provide definitions, theories, concepts, or explanations linked to learning (Ziegler et al., 2017). Traditional education relies on the teacher's knowledge and a small amount of material from books to instruct students. Other educational resources, on the other hand, have gotten little attention, resulting in underdeveloped educational activities for students. The number of educational resources continues to rise in tandem with technological and scientific progress and the expansion of human inventiveness. Media refers to learning resources that are not human, but rather equipment created by humans that serves as a vehicle for the expression of human aspirations.

Learning can be accelerated through the usage of media. Messages or instructional materials to be conveyed, which are referred to as "software," and display tools or "hardware" are two components included in the learning media. Traditional education relies on a single media or a single media for all of its instruction. A single medium here refers to the employment of only one tool and method in the learning process. Traditional education relies heavily on the use of the instructor as a medium. The idea is that the pace of a student's education is influenced by the quality of the teacher. This conventional method of learning relies on teachers as the primary source of information for their students, and the teacher is both a medium and a source of information for students.

In today's classrooms, multimedia is used as a kind of media. Only focusing on one medium, but also using various other media that can help students reach their learning goals more quickly. Students are no longer solely reliant on their teachers in the digital age. Students have a wide range of resources at their disposal to aid in their academic endeavors. Books aren't the only source of information for kids today; they may also get their hands on the latest news and information by flipping through magazines and newspapers, watching television, or surfing the internet. There's a good chance the teacher left out a lot of important information. Additionally, teachers in the classroom have the option of delivering information both orally and in writing. As a result, there are a variety of methods for delivering knowledge that affects the speed at which pupils learn. Teachers can use computers and LCD projectors, as well as many other tools, to assist them explain and transmit information more clearly. In addition, the world of education is also adapting to the rapid expansion of digital technology. E-education or e-learning, a new learning model based on internet technology, is indicative of this shift. Specifically, instructional or learning activities via electronic media, such as via the internet. On the subject of educational institutions' usage of computer-based learning models and electronic-based learning.

Computer Based Learning

Learning with the use of a computer is referred to as computer-based learning. Computer media is used to make the teaching and learning process more exciting and difficult for students by providing them with teaching materials. Computer-based learning allows students to interact and deal with computers on their own terms, making each student's experience unique. The following are the three available methods for delivering computer-based educational resources: An interactive computer responds to pupils' answers with a series of questions or problems of its own; Computer-based tutorials, like this one, are designed to provide a wide range of learning materials, activities, and feedback. A simulation system is used to teach the content being studied in this learning approach.

Electronic Based Learning

E-Learning is a new method of education that incorporates the use of technology. Electronic circuits (LAN, WAN, or internet) can be used to deliver learning content (interaction, guidance, etc.) via electronic means. Some people think of e-learning as a type of remote education that takes place entirely online. In traditional education, the teacher is viewed as an all-knowing figure who has been entrusted with the task of imparting information to the students. E-learning focuses mostly on students. Because of the interactive nature of online instruction, students will be compelled to take an active role in their own education.

Teachers and students, students and fellow students, or teachers and fellow teachers can communicate relatively easily without being constrained by protocol matters when using e-learning services; (2) utilizing the advantages of computers (digital media and computer networks); and (3) using self-learning materials stored on a computer so that they can be accessible by teachers and students at any time and from any location.

Since students may develop their own competences and stay up with changing times by using technology in the classroom, it's fair to say that technology plays a significant part in education.

Form of work

Traditional education relies on the isolated work method. According to the author, solitary work is defined as a situation in which pupils learn by studying alone or in small groups. As a result, no information is sent between them. Students learn on their own, therefore they rely solely on their own talents. Be selfish and selfishly use your own ability for your own benefit, not for the benefit of your friends. It will be particularly difficult for kids with lower ability levels. Because group assessments may be perceived as unjust, the teacher does not have the energy to give group work. This means that the teacher has assigned an assignment that must be completed by a single student. There is no need for students to work together to solve difficulties. Because the abilities of each student can be easily identified based on the outcomes they acquire, the author believes that this strategy may benefit students who have high abilities. However, there are drawbacks for pupils with this level of skill. Because they are solely reliant on their own abilities, the results they get are often less than ideal, as we occasionally require input from sources other than our own. It's the same with students that don't have as much potential. To solve difficulties on your own without the assistance of others is difficult.

Modern educational reforms place an emphasis on teamwork. Teachers can use a variety of cooperative learning models to implement this type of learning. When students are expected to work together to solve an issue, it is called collaborative work. Discussion is the most straightforward strategy that teachers can use in the classroom. As a result, groups of two pupils or more are formed here. Afterwards, they are given an issue to solve, and they must do it in teams. It's a great approach to learn when each member of the group is able to balance or aspire to solve challenges. Even if just one or two youngsters participate, this strategy will be ineffective. There may be several children in a group who are unwilling to discuss issues and

prefer to turn to a single person for assistance in resolving conflicts. So that in the end, one person solves the problem and returns to individuality, not cooperation. From the outside, it appears that everyone is working together, but in reality, only a small group or even just one youngster is involved. Even worse, if a group contains individuals who are primarily motivated by self-interest, the collective will suffer.

As a result, coercion is the end result. As a result, the instructor in this situation must be both knowledgeable and adept at overseeing his students as they engage in group projects and conversations. In this way, the results of their learning are actually the consequence of their thoughts being exchanged. Not simply from a few of individuals. Additionally, kids who are often shy or nervous must be able to speak up in group discussions.

Information

One of the features of traditional education is the transmission of information, particularly the transmission of information from a single source. The teacher in this case is the offending party. So in traditional education, the instructor is the only source of information. Students receive and process teacher-delivered information regarding learning. As a result, kids are merely spectators while teachers take center stage. In traditional education, students are unable to communicate their ideas in the form of information because this information is entirely provided by the teacher. We can see from this explanation that information that only comes from the teacher has flaws.

This is due to the teacher's information not always being correct. Occasionally, a teacher who is also human will make a mistake that cannot be avoided. To put it another way, students who are given information will be incorrect in believing that it is true. Because of this, pupils will be left with a lot of confusion and ambiguity while they search for knowledge. Information exchange, or exchanging knowledge, is at the heart of contemporary education. In contrast to the traditional method of learning, in which the teacher is the only source of information. Teachers and students are constantly exchanging information in modern classrooms. Aside from the teacher, there are other sources of information. When teaching and learning, a teacher will supply students with information on a topic matter. Students are encouraged to share their thoughts and ideas with their teacher on this occasion, and the teacher will benefit from this as well. We have simple access to pre-existing knowledge in this global era because of the ease with which we can search for new information. The internet provides us with easy access to a wide range of useful information.

Alternatively, we may share information with our virtual friends, allowing us to expand our knowledge base. It's also important for teachers to have the ability to change with the times, as a developing educator. We teachers don't enjoy winning on our own. Teachers that, in my experience, don't like to be critiqued and insist that they are correct are those that should be avoided. Teachers must also keep up with the latest information in order to keep up with their students, who have access to a wide range of modern and high-tech resources. Teachers must also be open to exchanging information with their pupils and investigating areas of still-uncertainty in diverse fields of knowledge. Students' mental growth benefits greatly from this as well. Students should be taught to want to learn on their own, but yet under the guidance of a teacher.

Way of thinking

The conventional and modern approaches to education have diverged in their ways of thinking. Knowledge-based education is the norm in traditional classrooms. So here, the focus is on the fact that the knowledge we learn is founded on a prior understanding. In most traditional educational settings, the focus is solely on ideas that were first put out by ancient experts and hence predate us all by thousands of years. Textbooks are the primary source of information for

most students. Furthermore, only books with information from the old curriculum are used in the questions. As a result of this, knowledge is the foundation of learning. The only thing that matters is having access to information. The focus now shifts to the mental side. So, the evaluation is likewise based solely on the pupils' knowledge.

Isn't it more vital for students to be able to work through the book's challenges rather than how they get there? There are occasions when students just memorize what they read or what their teacher has written down. As a result, pupils' retention of information and knowledge is short-lived since they just memorize it without comprehending its significance. Even if understanding is more important than memorization when it comes to education, kids who don't memorize nevertheless retain what they've learned. When it comes to modern education, things are a little different. Critical thinking and making well-informed decisions are top priorities in modern education. This emphasis on critical thinking and decision-making in modern education is reflected in the emphasis on critical thinking and decision-making in learning in today's classrooms.

Students are expected to comprehend rather than simply regurgitate information. That's why pupils must be able to not only comprehend but also express themselves about a problem in learning that arises from their own thoughts. As a result, having a lively debate is critical to getting students to think critically about their work. Students can be given a problem to solve by their teacher. The teacher can then ask students to brainstorm a solution to the problem. In this case, the teacher has taught students how to think critically, as evidenced by this example. So that pupils are not solely reliant on textbooks or lecturers for solutions, but are also capable of devising their own Students' mental health depends on it greatly. In learning, not only are cognitive qualities taken into account, but also attitudes are considered.

Learning Evaluation

Traditional and modern learning methods use learning evaluation in different ways. The traditional approach to evaluating learning focuses more on outcomes than on goals. Student learning outcomes are assessed through a test, which is considered as an integral element of the learning process. Traditional education places a lot of emphasis on students completing assignments. Learning evaluation and learning evaluation are two important aspects of modern learning. To understand the learning process in terms of behavioral change, the importance of evaluation and assessment cannot be overstated. Identifying how well students have achieved their learning goals is done through an assessment process that involves gathering, analyzing, and interpreting data. Cognitive (knowledge and intellectual), Affective (Attitudes, Interest, and Motivation), and Psychomotor qualities were assessed in this case (Skills, Movement and Action). Additionally, this can be examined verbally, in writing and even in action.

Measurement and Assessment can be used in the learning evaluation process. An action that is part of the learning process, measurement is important to obtain quantitative facts that are adjusted to certain criteria depending on the thing being measured. In the context of education, assessment is a process that compares or applies the measurement results to assign the assessed object value.

View of Students

In conventional education, students are treated as "blank papers" on which the teacher can write whatever he or she wants. Teachers typically employ didactic approaches to communicate with their students. In today's classrooms, pupils are viewed as independent thinkers who can formulate their own hypotheses. Students need to be paid money in order to come up with a hypothesis, according to this explanation. To be able to function as a learning resource library.

Learning Strategies for Children with Special Needs

Introduction in the Simplest Form Is a method of imparting instructions or directions that follows a methodical, step-by-step framework. Self-esteem and motivation to succeed are boosted as a result of this method's beneficial impact. This technique has the advantage of being simple to set up and put into action. Developing critical thinking, interpersonal interactions, and group learning need a lot of work, and here is where most students fall short. This type of teaching is characterized by students working together in small groups to help each other understand the material. Study groups that get the most out of their time together are recognized and rewarded. It is hoped that this award will encourage students to become more engaged in their education and inspire them to do their best.

Peer-to-Peer Training In this strategy, a student is assigned to a friend who is having difficulties/struggles. As a result, kids with talents that fall below those of their peers receive more attention. For example, the tutorial's learning goals are to improve students' knowledge, abilities, and skills in problem solving so that they can help themselves, as well as their ability to learn on their own. There are a number of ways to help children with disabilities in the classroom, including integrated (integrated) education, segregated (separate) education, and structured learning environments. (4) Learning strategies for children with mental retardation.

The following techniques to provide services for children with hearing impairments; (2) behavioral model; (3) psychodynamic model; and (4) ecological model are all examples of biogenetic modeling.

Conclusion

Teacher-centered instruction is the norm in most educational settings. Modern education has undergone a transformation from a teacher-centered to a student-centered focus. There are seven main ways in which modern learning can be integrated into traditional education. Traditional learning (behavioristic) and constructivist learning have distinct properties. Teachers and students are both active participants in the teaching and learning process. Traditional education relies heavily on the use of the instructor as a medium. Students are no longer solely reliant on their teachers in the digital age. Learning can be accelerated through the usage of different media. Teachers can use computers and LCD projectors to help students learn more clearly. Computer-based learning allows students to interact and deal with computers on their own terms. E-learning is a new learning model based on internet technology that incorporates the use of technology.

Teachers and students can use e-learning services, computers and self-learning materials in the classroom. Traditional education relies on the isolated work method, where pupils learn by studying alone or in small groups. Teachers can use a variety of cooperative learning models to implement this type of learning. In traditional education, the teacher is the only source of information. Students receive and process teacher-delivered information regarding learning. As a result, pupils are left with a lot of confusion and ambiguity while they search for knowledge. Teachers and students are constantly exchanging information in modern classrooms. Students are encouraged to share their thoughts and ideas with their teacher.

We have simple access to pre-existing knowledge in this global era because of the ease with which we can search for new information. Teachers must also keep up with the latest information in order to stay up with their students. Students are expected to comprehend rather than simply regurgitate information. Critical thinking and making well-informed decisions are top priorities in modern education. Traditional education places a lot of emphasis on students completing assignments. Modern education places emphasis on critical thinking and decision-making in learning. In conventional education, students are treated as blank papers on which the teacher can write whatever he or she wants. Biogenetic modeling, Peer-to-Peer Training

and Introduction in the Simplest Form are some of the ways to help children with disabilities in the classroom.

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