

THEORETICAL ASPECT FOR DIFFICULTIES IN TEACHING TO CHILDREN WITH SPECIAL NEEDS INCLUDED IN REGULAR EDUCATION SYSTEM

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Abstract

Failure in learning has never been so important to children, as it is today in developing countries. I can say that care for success, efforts to this, the fear of failure, issue is increased in a child's social life and his family. Success in school is a reached which opens many possibilities and becomes the basis of a better life. For this it is understandable the significance of the child's success or failure in school and the wider community. Failure would mean poor grades, repeating the year. For relative failure to speak when the student's achievements are not within the expectations and demands of parents and school environment, although grades are not bad and weak. The theoretical topic approach in learning difficulties in primary school teaching contents are found in humanity, philosophy that accepts human nature as the highest value. Among many such students who have learning difficulties. International statistics that emphasizes Vichok (2007), show that the total number of pupils in the school, the percentage of students with learning disabilities move from 3-5% to 15-25%. According to Fisher and Cummings, 2008, there are seven types of learning difficulties, difficulty in speaking and listening, difficulties in reading, difficulties in learning mathematics, writing difficulties, difficulties in organizing skills, difficulties with social skills, difficulties with skills motor.

Key words: *learning difficulties, reading, writing, math, organization*

