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The potential of educational software to facilitate the correction of language disorders in students with intellectic deficiency

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Abstract. Communication seems to be confused with language. This is not the case. Language has other functions, aesthetics, for example, and communication can be done outside of language. The most common form of language manifestation is speech, ie the verbal realization of the communication process. The child with intellectual disabilities mainly uses foreign language. It is known that these children are affected primarily by cognitive and motivational areas, and manual coordination is poor. They have a low interest in learning, extrinsic motivation is predominant, which will make it more difficult for them to adapt to school. In a healthy educational environment, technology can help students: be able to use a new technology-based learning environment to learn, communicate, collaborate, produce, and develop their knowledge. The use of IACs can help people with disabilities to overcome their disability, become less addicted and enrich their repertoire of skills and abilities. In the current stage of development of our society, information technologies are successfully applied in various fields of human activity, including in the activity of recovery / education of children with SEN. The computer is a unique tool for individualizing and improving the learning process, which is especially necessary when working with these children. For people who do not have a disability, the technology makes it easier to perform tasks. For people with disabilities, technology makes things possible. Technologies are considered a key factor in making people with different disabilities independent.

Cuvinte cheie. Soft educațional, tulburări de limbaj, deficiență de intelect, psihopedagogie

Human communication is perhaps the most important way of being. The communication process is so important that it conditions the very development of human society. In the process of communication, individuals approach each other, armed with a set of assumptions about how each evolves, each adapts to the other and there is an adjustment of behavior to the other.

Communication seems to be confused with language. This is not the case. Language has other functions, aesthetics, for example, and communication can be done outside of language.

The most common form of language manifestation is speech, ie the verbal realization of the communication process. Man cannot think without the use of linguistic means, the thinking of the normally developed man is always a verbal thought and the verbal language is always loaded with a mental content.

The child with intellectual disabilities mainly uses foreign language. It is known that these children are affected primarily by cognitive and motivational areas, and manual coordination is poor. They have a low interest in learning, extrinsic motivation is predominant, which will make it more difficult for them to adapt to school. They cannot concentrate for a longer period of time and fail to adapt their volitional abilities to the requirements of the adult.

Phonetically and phonologically, the child with mental deficiencies encounters difficulties caused by his inability to observe exactly how to produce the pronunciation, necessary for a correct imitation.

Speech defects, speech disorders in general, can go as far as allergy, but the most common are cases of polymorphic dyslalia. Blurring in pronunciation can occur both in the pronunciation of consonantal words, diphthongs and triphthongs, and in the utterance of sentences and phrases that involve deep thinking and the transmission of complex information.

The existence of a large number of language disorders and the lack of thinking give the speech of the mentally handicapped child an almost unintelligible character, his reception being very difficult, and in terms of expression a simple, uniform verbal behavior.

Lexically, the vocabulary of the child with disabilities is limited, especially in terms of abstract notions. There is a big discrepancy between active and passive vocabulary. In spontaneous speech or in answers, the words with the widest circulation are updated first of all. However, if a word is required to be specified and the first or first sounds of that word are indicated, it may be updated.

Abstract words are misused in a different context than the one in which they were learned. The more supportive the speech, the more sporadic its use. There are thus great differences between the number of words understood and spoken, but also difficulties in organizing and structuring the lexicon. The most commonly used principles are sequential association, followed by paradigmatic association.

The mentally handicapped child often has difficulty perceiving the structure of a word or sentence. The analysis and synthesis of words is done with the little student with difficulty. The narrow field of vision causes many people with mental disabilities to read letters or syllables. Of the words, the easiest to make, read and even write are the bisyllabic words with open syllables (table, house, etc.). These are followed by the words monosyllabic and then polysyllabic. The most difficult ones are the ones that contain consonant clusters or groups of letters (ce, ci, etc.).

In children with mental disabilities, the semiotic function is poorly represented, which affects both the level of language development, communication skills, and the efficiency of thinking operations, memory procedures and imaging combinatorics.

To educate these children, teachers need to use special methods and techniques to find new, innovative ways to recover from deficiencies and to train the right motivational stimuli.

The treatment of language disorders from their very beginning phase creates the early premises for the elimination of some of the causes of school failure, namely the causes of a speech therapy nature. Therapy should be tailored to each child, to each individual case, to the appropriate pace and learning opportunities and to the degree of the disorder. Due to the complexity of the problems involved, the methods register in the therapy of language disorders a great variety. Specifically, the techniques used are based on exercises and include what the child must go through to achieve the proposed goal: to get correct speech.

Any practicing speech therapist recognizes that this technique of sustained repetition of the correct pronunciation of sounds, syllables, words, and sentences leads to a decrease in interest and motivation to practice, as it causes a certain monotony, fatigue, and regression in correction. That is why a combination of traditional techniques with the new logo-therapeutic information technology would stimulate the child's motivation for systematic practice and accelerating therapeutic progress. Through computer technology, the therapeutic relationship is improved in order to eliminate the frustration activated by the monotonous exercises of classical therapy, which indirectly determines the increase of children's self-esteem.

In order for computer technology to be fully effective, the development of these techniques must be done in accordance with the requirements of users - software created according to the frequency of language problems encountered in children.

The aspiration for new, selected technologies and their acquisition is just the beginning. For new technologies to bring full benefits to education, most schools need to broaden their managerial vision - the way administrators / managers, teachers, students and members of the county work together. Changes are needed in infrastructure, teachers, administrators / educational managers and students.

In order to live, learn and work successfully in an increasingly complex and informative society, students and teachers need to use technology effectively.

In a healthy educational environment, technology can help students: be able to use a new technology-based learning environment to learn, communicate, collaborate, produce, and develop their knowledge.

Multimedia use in the education system: - trains multiple senses, supports active learning and increases the value of lessons, adapts to the individual, allows the student to learn at their own pace, connects abstract knowledge to the real world, breaks down barriers between class and real life, allows time migration and space.

Multimedia is used effectively in the following conditions and situations: if visual information is important, when a combination of sound, image, text and / or video, animation is required, if it has to respond to different characteristics of learning situations: different skill levels , number of students in the group, different learning rhythms, independent learning, if quality programs are used.

In order to select a multimedia program for educational purposes, the program used must be: appropriate to the educational objectives, its content be appropriate to and focused on the school curriculum, be appropriate to time constraints, have desirable characteristics (appropriate framework for testing), contain key instructions.

Information and communication technologies allow access to many more resources than the traditional textbook, but more importantly, they allow for new, more stimulating and productive types of student activities. Through the use of ICT, the student has access to new learning environments that incorporate new strategies: student-centered instruction, multisensory stimulation, multi-path progress, collaborative work, information exchange, active learning, exploration, investigation, authentic, real context.

The use of multimedia means and related applications is a reality and a necessity, and the so complex logotherapeutic process becomes in this case the scene of three actors: the speech therapist - the child - the computer, who together try to ensure the success of the therapeutic approach.

Current guidelines in the field of psychopedagogy recommend the use in school of tools derived from professional software applied on the computer, such as modern writing and editing tools, which combine text typing and graphics. On the other hand, the new guidelines in the field of special pedagogy, call into question the functions that the "computer" and its programs have, namely the mediator - supports and motivates the child by adopting learning at his level, "protein" function (the computer provides a transcoding of a deficient sensory or motor channel into another well-controlled one, this type of application is useful whenever working with young people with different types of disabilities.

Another important component of language is hearing. In preschoolers and schoolchildren with mental disabilities, hearing (listening) also raises some specific issues. For a good hearing it is necessary that the receiver (the child in our case) be prepared to listen. This is difficult to achieve due to the lability of his attention; In general, the child with a mental disability does not make an effort to concentrate and when he does, it is often done involuntarily and is a consequence of the interest he shows at a given time. However, whether it is voluntary or involuntary attention, it is of short duration and depends, in most cases, on the interest that those listened to arouse in the child, on an event, a situation which, although familiar, also has an element of novelty, satisfy an immediate need of the child or the pleasure of playing.

Access technologies provide students with learning difficulties with the support they need to integrate into mainstream schools and participate in general curriculum classes. They help the student to transfer the tasks in the classic format to the electronic format, they allow the detailing, the organization and the editing of the writing tasks and, last but not least, they motivate the students to participate with pleasure in the completion of speaking, reading and writing tasks.

In order to capitalize on the real potential of each student with special needs, it is necessary to adequately evaluate and develop an individualized educational plan, which includes the use of access technologies and computer-assisted instruction according to the particularities and needs of each student with special needs.

Computer-assisted instruction along with access technologies do not exclude traditional teaching-learning methods, but only complement them so that the whole educational process can be adapted to the needs of students with special needs.

The current knowledge society, governed by the emergence of information technology, displays a new set of educational imperatives with which the school must constantly align its goals. This information society determines the emergence of a new type of student, the digital native, the young man born in a technology-dominated environment, who has an inherent understanding of digital technologies, which are integrated into his life since childhood.

Largely due to new technologies, the importance of skills and abilities - application, critical thinking, creativity, problem solving, communication, collaboration - to the detriment of verbal information is increasingly being confirmed.

The evolution of technological means not only requires the educational system to form the student's ability to use them, but, at the same time, provides all educational actors with a set of resources, tools and teaching methods, indispensable today to streamline training in all areas educational subjects.

The integration of these tools in the teaching activity brings with it a number of advantages, among which can be listed: increased motivation for learning, increased access to information presented in various forms, ease of understanding, more possibilities of application (direct or mediated), and the potential to realize, to a greater extent, the engaging, participatory, collaborative learning activities, molded on the interest and abilities of each student.

Education in the spirit of integrating new technologies, as natural working tools for an ever-widening range of activities, starts at an early age. Acceptance of technological tools is no longer a matter of choice or opportunity ("if" / "is it?"), But an adaptation, a repositioning and a natural situation in the current context. From this perspective, the usefulness (“for what?”), The relevance for the training objectives (“for what purpose?”) And the efficiency of the integration of the activities with technological support (“how do I make optimal use of the available resources?”) Are important (Pânișoară, Ion- Ovidiu, Manolescu, Marin, 2019, p. 600)

The computer fundamentally changes education, in the sense that teachers have to refer more often to the pedagogical repertoire in design, determined by the fact that they begin to integrate in the educational situation, to motivate and encourage participation, a series of elements such as movies, software educational, visual aids (multimedia) for the presentations they give; they must be placed in a pedagogical approach - they must make sense in the perspective of the precise role they play in achieving the learning outcomes in that discipline. "Conventional" lessons are a thing of the past, and new educators need to better master the techniques of design, development, and pedagogical assessment. Transmitting only verbal, repeated information, and expecting students to memorize it is not enough or acceptable, as society and labor market expectations are now different.

In the conceptual area and foreshadowing any discussion about the integration of new technologies in education, it should be noted that, from a pedagogical point of view, we place ICT in the sphere of "external learning conditions" - before trying to validate them as a new paradigm, as a new method, as a strategy or as a simple learning resource. ICT brings a number of important teaching resources and materials, can influence the time factor, supports teaching and assessment strategies, alters, to a large extent, the understanding of learning content, supports motivation, encourages participation, but "pedagogy" of reference and teaching practices remain, in essence, at least the same. Rather, we are witnessing a re-accreditation of the imperative of substantiating any educational approach on a solid pedagogical basis, demonstrated in recent years by many reports and research on programs for the implementation of new technologies.

Another important epistemological landmark is digital skills. The development of students' digital skills, in the current vision, is not done as a separate activity, but must be integrated in the context of significant activities for the learning path within the discipline, on the one hand, and for learners, on the other. ? ”). (Pânișoară, Ion-Ovidiu, Manolescu, Marin, 2019, p. 603)

The applications of new technologies gradually lead to beneficial infusions of innovation, visible at the level of learning outcomes.

Better design of educational situations, through the use of various training methods and strategies, by including the tools and resources available at the moment, is an essential condition for a better development of teaching activities, resulting in greater student participation. to better school activities and performance. Specifically, various and more and more teaching methods and means can be used today: a) digital educational resources: are those materials in digital format that can be used successfully in a learning situation to illustrate information. verbal, to promote understanding, to exercise a capacity. They do not have an educational purpose in themselves and were not created for use in education, but may be subsumed for an educational purpose. b) educational software - a program or application built on the framework of a teaching strategy, in order to achieve a series of educational objectives, most often starting from the aims, methodological and content suggestions of a school curriculum or a non-formal training program. These applications or virtual educational programs comply with the laws necessary to streamline human learning, including: the law of motivation, the law of reverse connection, the law of repetition or the law of transfer. c) virtual training environments - learning content management platforms and student groups - are software applications dedicated to the administration, organization of distance learning sequences, content delivery, monitoring and evaluation within an educational program. ? ”). (Pânișoară, Ion-Ovidiu, Manolescu, Marin, 2019, p. 608)

New technologies have created changes in the society in which we live and have positively influenced the activities of schools, becoming a favorable development environment in the education and social inclusion of people with disabilities. Using information and communication technologies in education, a major change was born in some teaching principles and teaching and learning strategies. In recent years, the adaptation of technologies for users with special needs has developed a lot, and these adaptations are known as access technologies. (Pădure, M., 2009, p. 65).

The term assistive technologies refers to the services and equipment used by people with disabilities, to compensate for the limitations imposed by disability and to strengthen and enhance performance in learning, communication, independence, mobility and to have greater control over the environment, (Assistive Technology Act, 1991, 2004), and the term access technologies (TA) refers to hardware and software applications, with the help of which a person with a disability, in our case, visually impaired, can use Information Technology and Communication (ICT), respectively the computer, with everything related to it, including the internet and related communication services (CATA, 2004, apud. Pădure M., 2009, p.66).

The characteristics of TA are as follows:

• facilitates the access of the disabled person to the information to which he / she previously did not have independent access;
• allows the formation of new skills that facilitate social and professional integration;
• allows tasks to be performed relatively independently and at a pace similar to that of a person without disabilities;
• provides support in educational activities and social interactions.

The term ICT has evolved from the concept of "Information Technology" (IT), which refers to the basic elements of computer technology: hardware and software components, as well as the skills required for efficient use of the computer. for example, the production of documents using a word processor, or in the case of the blind - the use of screen readers, Braille printing, etc.) The new concept "ICT" brings a new dimension - that of communication, which together with as ways of personal development.

In recent years, given the impact of ICT on socio-economic development and quality of life, this concept is subsumed in more comprehensive ones - "Technology - based society" and "Knowledge-based society". The concept of “information society” is synchronized with several highly current concepts, such as: postmodern society, generalized communication society, barrier-free society, technology for all (access technologies), global society (Glava, 2006, p.138).

Assistive technologies are also known as assistive technologies or adaptive technologies. However, we believe that the use of the term support technology (TS) can more clearly express the current role of TA. If in the early days of the field of TA, in the field of ICT, TA offered assistance and facilitated access to information, today they are perceived as mediating factors between the user with disabilities and the system, the system can be defined both by the existing nature of tasks and the social side of the environment.

Assistive technologies take into account the services and equipment used by people with disabilities to compensate for the limitations imposed by disability and to strengthen and enhance performance in learning, communication, independence, mobility and greater control over the environment (Assistive Technology Act). , 1991, 2004, apud Padure, M., 2009, pag.54).

Access technologies represent the totality of IT, hardware and software solutions, which allow users with sensory and / or mobility impairments to use computing and communication (ICT) technology more efficiently.

A formal, legal definition of access technologies was first published in the Technology-Related Assistance for Individuals with Disabilities Act of 1988 in the USA (The Tech Act). The term access technologies defines any item (item), equipment, product, or system, whether purchased off-the-shelf, modified, or adapted that is used to maintain or enhance the functional capabilities of persons with disabilities.

It also includes any service that directly benefits a person with disabilities in choosing, purchasing or using access technology. (IDEA 2004; PL 108-446), in Talas, 2011, p. 90).

The development of information technologies has had a direct impact on human activities, leading to major changes in the activities and interests of each person at the educational, professional and social level (Roșan, A., 2015, p. 499).

For people who do not have a disability, technology makes it easier to perform tasks. For people with disabilities, technology makes things possible. (Radabaugh, 1991, with Aitken, Fairley and Carlson, 2012, p. 251).

Access technologies have created the premise of access to information for a group of people with the potential to develop and uphold modern values, but this also requires society to adapt to the requirements of people with disabilities. The list of access technologies is not a fixed one, each technology is unique for each person with disabilities. At the same time, there is no scenario, template or formula that can provide clear solutions for the specialized education of people with disabilities, but combined methods, models and technologies can be used to highlight the active potential of the person. with disabilities and to achieve educational, professional and social goals. (Roșan, A., 2015, p. 499).

Specialized computer applications can lead to significant progress for the child with a disability. (Gherguț, A., 2013, page 372)

The teacher's intervention cannot be replaced by the computer, but the teacher can improve the reading ability of children and adults with learning difficulties together with the computer. The computer more effectively keeps their attention awake, practices reading, and correlates it with other aspects of language or intellectual activity. Of course, there may be limitations in the use of computers for this curricular area, especially those related to hearing

discrimination and the correct distinction of groups of letters, poor oculo-motor coordination and limited control of eye movements from left to right of the page, in the case of reading, I get to recognize a limited number of whole words that have the same length, the same letter at the beginning, the end, or the same placement in the sentence. (Gherguț, A., 2013, p.381)

Choosing an efficient educational software / program requires the teacher to find answers to the following questions:

1. Does the program develop a skill for the user, does it help the user to achieve something they want and could not do otherwise?
2. Does the program meet the objectives of the individualized educational program, can it provide access to the curriculum?
3. The program provides adequate guidance and reinforcement. For children with SEN, feedback is needed to achieve the goals.
4. Is the program adaptable? If the program is really adaptable, students will use it to solve their problems, and teachers will use it for different students.
5. Is the text of the program sufficiently large and clear? The large and distinctive shapes on the screen are essential for the learning success of those with disabilities.
6. Is the program easy to use, many commands need to be stored to use it? (Gherguț, A., 2013, p.383)

The recent introduction of information technology in almost all areas of contemporary society has led, on the one hand, to a considerable increase in the amount of information and, on the other hand, to the exponential expansion of its scope. Assistive and access technologies generically represent all hardware and software IT solutions that allow users with sensory and / or mobility impairments to use computing and communication technology on a similar level to users without disabilities. (Gherguț, A., 2013, p. 369).

Worldwide, a number of trends can be distinguished in the construction of computer applications for school adaptation and integration.

The tutorial trend considers the computer and its related programs as a kind of "meditator" or teacher. The role of the computer is to maintain, strengthen motivation and adapt the learning process according to the student's school level. Usually, the tutorial trend, also called computer-assisted learning, in the sense of self-programmed computer-based learning, is based on sets of programs (systematic exercises, pedagogical dialogues, assessment programs, etc.) (Gherguț, A., 2013, page 370).

The prosthetic trend is the trend according to which the computer and its specialized input / output interfaces become a tool capable of directly or indirectly replacing a deficient function in the disabled child. Used as a "prosthesis", the computer considers a transcoding of a deficient sensory or motor channel to a well-controlled one. This type of application is useful whenever working with young people with different types of disabilities. (Gherguț, A., 2013, p. 371).

The re-educational trend uses the computer, its software and specialized interfaces as real re-education environments. The re-education act is based either on the use of new and highly specialized tools, or on the use of ordinary computer tools. (Gherguț, A., 2013, p. 371).

The utilitarian trend uses the computer, writing and computing tools as valuable auxiliary elements during schooling. Without tools reserved only for children with severe disabilities, as in the case of the last two trends, spreadsheets or file “managers” and, especially, text editors can make the work of many children easier in the process of school adaptation and integration. (Gherguț, A., 2013, p. 371).

The instrumental trend makes the computer and its programs inducers of reasoning and creativity. The instrumental trend does not necessarily aim at acquiring new knowledge, but

rather at structuring thinking, developing strategies and the pleasure of inventing (it is about learning to learn and learning to create). The child is offered a universe in which he can operate by manipulating objects according to a certain number of rules. (Gherguț, A., 2013, p. 372).

In conclusion, the use of the IAC can help people with disabilities to overcome their disability, become less dependent and enrich their repertoire of skills and abilities. However, reality has shown that these beneficial effects have not been possible in all situations. Reference is thus made to the issue of concordance between the needs of beneficiaries and the demands of technology, a concordance that was overlooked when government or quality organizations thought of providing computers to schools that integrate children with special needs. (Gherguț, A., 2013, p. 382).

It is difficult to estimate the role of modern technology, especially computers, in our society. He is also the flight manager at the airport or train station, and the diagnostician in hospitals and clinics, we meet him in banks and post offices, in factories and enterprises. Computer speed and accuracy can solve many problems in record time. The computer stores a huge amount of information, which is incomparable even with that of libraries. Sometimes the speed of information processing depends on human life itself. It is also important to use the computer as an educational tool. Any 3-year-old can be taught to work at a basic computer level. And how many programs, educational software there are right now! Not all parents are educated, and the computer can be a good assistant in math, foreign languages and the mother tongue, not to mention the development of logic, quick thinking ... But computer games? Thousands of girls and boys are immersed in a world of fairy tales and adventure. We can make a long list of computer "qualities". By following the safety rules, your computer can become a trusted and helpful friend. And, importantly, computer work is accessible to people with SEN - whether we're talking about those with sensory impairments (hearing or vision), motor impairments, learning disabilities, etc., and can be used in specific therapies for those with language, behavioral or learning difficulties (Petrescu, PR; Pacearcă, Ș., 2011, p. 13).

In the current stage of development of our society, information technologies are successfully applied in various fields of human activity, including in the activity of recovery / education of children with SEN. The computer is a unique tool for individualizing and improving the learning process, which is especially necessary when working with these children. It is known that these children are primarily affected by cognitive and motivational areas, and manual coordination is poor. They have a low interest in learning, extrinsic motivation is predominant, which will make it more difficult for them to adapt to school. They cannot concentrate for a longer period of time and fail to adapt their volitional abilities to the requirements of the adult. (Petrescu, P.R .; Pacearcă, Ș., 2011, p. 14).

The possibility of presenting objects / phenomena / processes designated by words through multiple sensory pathways is an effective way of penetrating words into the child's operational vocabulary, especially the mentally handicapped. The exercises - game created with the help of the computer ensure the possibility of understanding the meaning of an unknown word or a known one, of a “verbal label” type in a broader and concrete context, determining its consolidation in vocabulary. These game exercises arouse to a greater extent the curiosity, motivation and interest of the subjects, but also the cooperation for the accomplishment of the received tasks. Arousing strong impressions and emotional feelings, the mentally handicapped learn with pleasure, knowing their low resistance to intellectual exertion, which generates frequent reactions of abandonment and sometimes states of elective silence in these children. The computer with the help of the speech synthesizer can explain the words-notions clearly and understandably to the children, and if necessary in a context and /

or a cartoon sequence, which will help them to understand the meaning of the word. Exercises - play can be provided with positive feedback in the form of a laudatory reward: verbal, musical and / or visual (a pleasant song, the appearance of a beloved character / a fun game) or an encouragement in the situation of solving these exercises incorrectly. Thus, the student has the satisfaction of success, keeping his interest in learning awake (Gherguț, A., 2006, p.87).

Computer-assisted speech therapy

We have been concerned with studying the advantages and limitations of using a computer in speech therapy since 2008 when the "C-tin Păunescu" Special Gymnasium School, Tecuci when it purchased for the speech therapy offices the software programs "Logopedix" and "Tarabostes". From the first use of these programs, the work done in the office would be made easier, and the children's work during the speech therapy classes would be more enjoyable than usual. Until then, I was making great efforts to procure the teaching materials necessary to achieve the speech therapy objectives set for each student, managing to cover only partially the real material needs of the office. The school was not connected to the internet then and even if it was, the verbal materials and the games that were in the cyberspace were insignificant. Therefore, for the activities of developing phonemic hearing, for example, I went to the park and to the Zoo with the students and recorded on the tape recorder various noises and sounds from nature, which I then listened to at the office and associated with images, in some educational games. However, the materials were worn out quickly and were difficult to store.

In retrospect, we note with satisfaction that the programs recorded for a decade in the field of information technology are impressive.

The continuing concern of IT specialists to make quality educational software programs available to those interested is appreciable, as IT products are a necessary way for students and teachers to meet recent needs related to the development of human potential, the consolidation of new types of information processing and unique ways of performing speech therapy. I found the attraction to use the computer without exception, to all the students with mental disabilities with whom I worked, regardless of the degree of intellectual impairment. It does not take great qualities as an observer to notice, from their verbal and nonverbal attitudes, the joy they experience when they press the keys and get a result on the screen. Even in cases where the teaching task they receive is difficult (learning to write, for example), the strong motivation supported by positive emotional feelings contributes to the mobilization of the voluntary effort to fulfill it. We have noticed that information technology, in addition to facilitating a wide range of educational activities, helps children with severe disabilities to take an active role in the learning process and to meet some personal limitations. And this category of children is part of the first generation of the "digital age". They acquire the skills of users of software programs, provided that they are adapted and adequately supported from a psycho-pedagogical point of view. The definition given to them by the US federal law (Federal Law, 1997, p. 105) very clearly emphasizes the purpose and role of assistive technologies in special education: "Technologies for students with special needs represent any item, piece of equipment or system, regardless of trade, modified or customized and which is used to maintain or functionally improve the capabilities of persons with disabilities. "

Therefore, through this program, we want to show that, although the software program "Logopedix" is no longer top, it is still a valuable tool in speech therapy therapy of language disorders of children with mental disabilities of early school age, as in which it is intelligently integrated into the activities. The results obtained entitle us to advocate for the acquisition of software for language and communication development in special schools. Cost barriers

severely limit the acquisition of high-performance language and communication programs in special schools in Romania, but these should not be insurmountable, given the benefits. There is no doubt that technology has the potential to act as an equalizer, freeing many students from the limits of disability, in a way that helps them reach their true individual potential.

Studies over the past two decades have shown a significant impact on the use of technology on school performance. The findings are supported by measurements of the differences between the evolution of school performance before and after the introduction of new technologies.

The future probably reserves a privileged place for educational software in education systems and processes, integrating or replacing (digital) textbooks.

With the help of technology, you can adapt the learning act to the needs of each student, you can create a portfolio of materials that you can later reuse and you can increase the students' motivation.

For people who do not have a disability, technology makes it easier to perform tasks. For people with disabilities, technology makes things possible. We want to conclude that technologies are considered a determining factor for people with different disabilities to become independent.

Access technologies mark the present and will innovate the future. Without them, a large part of the world's population cannot remain connected to the present and has no chance of foreseeing the future. The need for continuous innovation in access technologies is a more than necessary step of current science and technology, an obligation for us and an invitation to respect and concern for those who, with their help, can study, research, learn. (Roșan, Adrian,, 2015, p. 198)

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