THE USE OF MULTIMEDIA TECHNOLOGY IN SPECIAL AND INCLUSIVE EDUCATION

Dilobar Yakubjanova
Doctoral Student, Tashkent State Pedagogical University. Nizami
Tashkent, **UZBEKISTAN**

ABSTRACT

The article reveals the value, the prospect of using computer technology in special education in teaching deaf children. The advantages of information and communication technologies are shown in comparison with other means in the individual training of deaf primary school students.

Keywords: Informatization, computerization, inclusive education, deaf students, remedial work.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

One of the fundamental directions of informatization and computerization of education is the use of relatively new information technologies for the implementation in practice of developmental education and improvement of the level of education in school. For students of schools, computer and information technologies acquire value not only in the context of the subject of study, but also as a fairly effective and effective means of corrective action. For this reason, in modern realities, it is no longer possible to imagine classes without the active use of new computer technologies. The favorable combination of computer methods, coupled with traditional methods, determines the importance and effectiveness of their use in remedial work, as well as in the process of teaching school subjects. The development of teaching tools for children with impaired psychophysical development has always been viewed as an integral part of scientific work in domestic and foreign special pedagogy. Over the past decades, Russian special education has gained considerable theoretical and practical experience in the use of computer technology (E.JI. Goncharova, ZM Kordun, ON Lizunov, JI.P. Lizunova, ZA Repina, Yu .And. Sakulin and others.). The authors have developed, substantiated and experimentally proved an approach to the use of information technologies in solving the actual developmental and correctional tasks of various subject areas of special education. In a special Russian education, computer technology is used as one of the most appropriate means of learning for the individual characteristics of children (I. Kukushkina).

In the period of the late 70s of the 20th century, Western European and US countries are transitioning special education systems to a qualitatively new stage of their development, the fundamental trend of which is integration, now inclusion, and computer attribute. Their search is primarily due to the tasks of social and educational integration of children, and therefore the creation of new interactive, information technologies is becoming an intensively developing area. The essence of this kind of technology is to “compensate” for the expense of the computer the existing lack of child development and thus facilitate or open the possibility of integration into society and access to education (J. Bang, R. Gelman, R. Johanson, E. Meck). Analysis of existing software products and manuals in the field of computer technology application revealed the fact that special pedagogy has very little research in the field of computer technology application for the formation of mathematical concepts among deaf primary school

students in specialized boarding schools in the country. There is a lack of software in the country for computers of this category of children and the concept of its development. In this regard, it seems to us fundamentally important to develop the unique capabilities of a computer and use these technologies as a means of forming mathematical representations in deaf primary school students. There is a need for a solution in practice that increases the efficiency of the formation of mathematical concepts in deaf primary school students through the use of computer technology. The integration of information technology in special education allows for a student-centered approach to teaching a student with disabilities [1, p. 38].

The use of multimedia technology in teaching mathematics to deaf primary school students allows you to create conditions for the independent acquisition of knowledge through:

1) excellent visibility created by the computer; 100

2) the implementation of the methodology of problem-based learning using student programs;

3) automating the monitoring of learning outcomes, which allows each deaf student individually to have complete and objective information on the progress of the process of learning in real time (i.e., their achievements during the course);

4) the technical capabilities of the computer as a didactic learning tool that allows for the effective implementation of developmental learning; 5) the development of creativity and the formation of psychological readiness for self-realization.

REFERENCES

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