

INTERACTIVE METHODS OF TEACHING CHILDREN WITH DISABILITIES

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Annotation. The article considers issues related to the disclosure of the essence, features of the implementation of interactive technologies in the developmental education of children with disabilities. Methodological recommendations on the use of interactive technologies in the educational process are presented.

Keywords: interactive technologies, special needs and opportunities, actual tasks of correctional and developmental education, children with disabilities.

1. INTRODUCTION

The term "active methods and forms of teaching" has long been used in pedagogical practice. It unites a group of pedagogical technologies that achieve a high level of subjective activity of students' learning activities. Recently, another term has become widespread - "interactive learning".

What a teacher should do in order to help children with developmental disabilities adapt in a comprehensive school is to create a psychologically comfortable educational environment. We recommend using interactive teaching techniques and methods that allow overcoming the isolation of children with special psychophysical development, developing their communication skills.

Any interactive form of work is based on a script. The creation of a script and its implementation is a creative process that requires invention, imagination, and original methods of organizing action. It should have effectiveness and entertainment, and the spectacle should be fascinating, exciting. The script should anticipate all the episodes, all the key moments of the action, how they will happen.

2. METHODS

Interactive methods are methods of enhanced purposeful activity of the teacher and students to organize the interaction of all participants in the educational process to create optimal conditions for development. The leading signs of interactive interaction are:

1. Thought activity. It consists in organizing the active mental activity of the teacher and students. Not the teacher's translation of ready-made knowledge into the consciousness of students, but the organization of their independent cognitive activity.
2. Freedom of choice.
3. Creating a situation of success. The leading conditions for creating a situation of success are a positive and optimistic opportunity for each participant in the pedagogical process to have their own individual point of view on any problem under consideration.
4. Communication between a teacher and students presupposes their ability to

listen and hear each other, be attentive to each other, help in forming their vision of the problem, their way of solving the problem.

5. Assessment of students.

6. Reflection. This is self-analysis, self-assessment by the participants of the pedagogical process of their activities, interaction.

7. The use of interactive learning technology is a necessary condition for the optimal development of both those who teach and those who study.

8. The main pedagogical idea is the use in the educational process of such methods and techniques that will interest, involve all students in the lesson, will contribute to the activation of cognitive activity, effective assimilation of ways to obtain them.

3. RESULTS AND DISCUSSIONS

The use of interactive methods helps to make it more meaningful, logically complete, emotionally colored, and as a result - more effective. Interactive learning is a special form of organization of cognitive activity. It has in mind quite specific and predictable goals. One of these goals is to create comfortable learning conditions, that is, conditions under which the student feels his success, his intellectual viability, which makes the learning process itself productive. The essence of interactive learning consists in such an organization of the educational process in which almost all students are involved in the process of cognition, they have the opportunity to understand and reflect on what they know and think.

Interactivity performs an important function of socialization of students. The interactive process reproduces "life itself", the participants live a specific event that is compressed. As a result, students acquire socially significant skills (to negotiate, take the initiative, interact in a small group). The student gains social confidence.

Interactive teaching methods for children with disabilities play an important role in creating an inclusive educational environment and ensuring equal opportunities for all children. Here are some interactive methods that can be effective in teaching children with disabilities:

1. **Multimedia materials:** The use of audio and video materials can help children better perceive information and improve their visual or auditory perception. This may include the use of interactive whiteboards, projectors, computers, tablets and other technological means.

2. **Games and Play methods:** Games can be a great way to interest and motivate children with disabilities. Use game elements, motion-based tasks, interactive toys, or specially designed games to make learning more interesting and engaging.

3. **Sensory stimulating materials:** Children with disabilities often need additional stimulation of their sensory systems. Providing different materials with different texture, shape or smell can help children explore and improve their sensory skills.

4. **Group work:** Group work promotes social interaction and the development of communication skills. Creates opportunities for collaboration, collective discussion and exchange of ideas between children with disabilities and their peers.

5. **Individual support and adaptation:** It is important to adapt interactive teaching methods to the needs of each child with disabilities. Individual support will

be provided, tasks and materials will be modified so that children can successfully participate in the educational process.

4. CONCLUSION

The use of information technology helps teachers to make work attractive to children, fill it with new content, make the learning process more effective and practically directed. The realization of a child with disabilities that previously unknown knowledge, skills, forms of communication, games become available to him gives him faith in his own strength.

However, we note that with the introduction of ICT technologies into the educational process, teachers had to face such problems as:

- the teacher's lack of user skills, computer skills and multimedia applications;
- the need to change methodological approaches to teaching;
- accurate, metered introduction of interactive technologies into the lesson.

So, the use of ICT technologies in the educational process significantly saves time, allows you to increase the amount of information assimilated by children, stimulates the development of their mental and creative activity, includes all students in the classroom in the work.

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