THE STATE OF THE USE OF THE MODEL IN THE FORMATION OF WORK SKILLS OF MENTALLY RETARDED STUDENTS BASED ON THE USE OF COMPUTER SOFTWARE

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Annotation

This article should focus on the process of managing the educational process, the continuous study of how students use the information technology offered to them and integrated into the course, and the direction of their actions, as well as the specific aspects of using the model based on scientific approaches.

Keywords: mental retardation, Information Technology, Training Program, educational process, intensification, activation

Introduction

The actual course of the educational process in practice may differ from that proposed. The management of the educational process should consist of continuous learning of how learners use the information technologies offered to them and integrated into the training course, and directing their actions in the right direction. This needs to happen in real time so that the problems that arise can be identified and resolved in a timely manner, without losing the additional opportunities that information technology opens for learners. We are not talking about drastic changes in self-learning, but the identified serious shortcomings will undoubtedly require additional analysis and revision of the principles of integration of information technology into the educational process for future use.

It is necessary to study the real achievements of computer software technology in the final stage and answer the question of how effective the use of information technology is.

The stated educational process can be expressed in the form of a model given on a conceptual basis for the formation of labor skills in the application of computer software technologies.

The system of modeling the process of integration of information technology in the educational process of the use of the model of the formation of work skills of mentally

retarded students based on the use of computer software is expressed. We will discuss in detail the controls and control transmission features of this system.

It is natural that the integration of computer software technologies into the educational process should be fully manageable. This implies that there are control elements that affect all stages of the model, not administrative management. By quality assurance, we mean not only the achievement of a certain level of knowledge, but also the efforts at all stages of integration to achieve the set goal. The educator must determine the topics to be used in the use of the computer program, and in choosing a specific form of education or a specific software tool, each time focusing on a decision that is closer to the goal: this is what process management is all about.

Since learners are active actors in the learning process, it is natural to include learners' motivations for using information technology in the category of control elements of the model. The potential opportunities for learner motivation can influence the progress of all stages.

The integration process under consideration is never assumed to be one-way. The sequence of actions described will be the basis for a scheme to be carried out in practice, which may eventually turn out to be more complex. At many stages of the process, a situation may arise in which previous decisions need to be overturned or reconsidered. Such recursion (from Latin recursio - return) should not be taken as a definite problem, it is just a natural, even positive feature of the structure under consideration.

This feature of the use of the model reflects the component of the process of integration of information technology in the educational process and its nonlinear nature, ensuring that recursions are not violated in the management of the educational process within the general principles.

In short, the work program in the computer classroom should be built not in terms of the capabilities of computer technology, but in accordance with the stage of development and specialized special education of the child. A computer class is a natural element in the formation of work skills in the entire education system in this meaningful field.

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