WEB OF SCIENTIST: INTERNATIONAL SCIENTIFIC RESEARCH JOURNAL
ISSN: 2776-0979, Volume 3, Issue 1, Jan., 2022

THE ROLE OF COMPUTER TECHNOLOGY IN SPECIAL EDUCATION

Mirsaid Yunusov Khudayarovich
Teacher of the Jizzakh State Pedagogical Institute
(ORCID 0000-0001-8300-5402) yunusovm26@gmail.com

Annotation
As a special learning tool, a computer can serve as a support for both the teacher and the student. For the teacher, it is an automated class journal, a tool for conducting surveys and processing learning outcomes, a tool for preparing lessons and conducting laboratory sessions. A tool for the student to complete tasks, a tool for modeling the real world for both.

Keywords: special education, computer technology, mono-technology, penetration technology, multimedia and telecommunications, individual information space, interactive mode, modeling,

Introduction

One of the peculiarities of the modern organization of the special education process is its industrialization: the widespread use of information technology in order to increase the efficiency of the management of the educational process. At the same time, the computer is not only a tool for performing computational work and modeling physical and production technological processes, but also a teaching tool that has a significant impact on teaching methods and the organization of the learning process in general.

To study the technologies used by the computer, we use the term computer technology. Computer (new information) technologies of teaching are the processes of preparation and transmission of information for the learner, the means of which is the computer.

Computer technology can be implemented in the following options:

- as a "penetration" technology (the use of computer training on certain topics, sections for some didactic tasks);
- as the main, defining, most important part of the parts used in this technology;
- as a mono-technology (all training, all management of the educational process, including diagnostics, all types of monitoring, computer use)

Computer-based learning tools are called interactive because they “respond” to the actions of the student and the teacher, engaging in conversation with them, which is a hallmark of computer-based teaching methods.

As a special learning tool, the computer can serve as a support for both the teacher and the student. For the teacher, it is an automated class journal, a tool for conducting surveys and processing learning outcomes, a tool for preparing lessons and conducting laboratory sessions. A tool for the student to complete tasks, a tool for modeling the real world for both.

The computer performs various functions for the student:

• teacher,
• object of study,
• Collaborative team,

The use of computer technology in teaching includes the following functions:

1. The organization of the special educational process at the class level, the subject as a whole (schedule of the educational process, external diagnostics, final control)
2. Organization of activation and coordination within the classroom, organization of workplaces, instruction, management in the classroom network.
3. Individual observation of students, individual support, individual "human" relationship with the child. Individual options for computer-assisted learning are realized using visual and auditory images.
4. Preparation of components of the information environment (various types of training, demonstration equipment, computer-aided, software and systems, training manuals, etc.) 'Relationship of the course to the subject content.

As part of the preparation of information, we highlight the main functions of the computer:

- source of special education information (partial or complete replacement of the teacher and the book);
- Demonstration guide (qualitatively new level with multimedia and telecommunications capabilities);
- individual information space;
- educational equipment;
- diagnostic and control tool.

The judicious use of computers allows the use of new, more efficient ways of transmitting educational information, automating some procedures for managing the learning process.

Summarizing the experience of developing computer education technologies, it can be said that only those of them with a sufficiently high pedagogical efficiency:

1) providing an interactive mode in the process of solving various educational tasks;
2) have installed catalogs;
3) data modeling and ensuring individual assignments;
4) free from most regular calculations;
5) provide a comparison of different methods and approaches, as well as search for patterns using a computer experiment;
6) conducts rapid and current tests on the basis of a bank of changing questions and answers;
7) ensuring the possibility of suspension and resumption of work;
8) assessment of the student's work, taking into account the number of questions, errors and repeated errors;
9) maintain the results of the academic work and the educational work for the teacher.
Learning technologies based on the method of collapsed information structures allow to determine in the educational material its main, mandatory part and excess level, which is associated with the development of individual abilities and desires, interests and needs of students.
Changes in the informatization of special education require the use of tools that ensure the full realization of these opportunities, move the walls of classrooms apart, and pave the way for a wider world of knowledge, including intercultural dialogue. First of all, thanks to modern computer telecommunications, new opportunities are opening up for us.
Students will have access to the richest information resources of the network, and within the framework of teleconferences will have the opportunity to work with students from other schools, cities, regions, republics and even other countries on a project of their interest - almost discuss issues with the whole world. These perspectives of collaboration and collaboration provide the strongest impetus for their independent learning activities in groups and individually. Collaboration encourages students to explore different perspectives on the problem being studied, to seek additional information, and to evaluate their own results. The teacher becomes a leader, coordinator, consultant, he is not approached with a job, but is considered an authoritative source of information, an expert. Discussion of intermediate results in the classroom, discussions, brainstorming, lectures, theses acquire a different quality, as they contain not only materials from textbooks and official references, but also the opinions of project partners from other regions. Telecommunications allows students to independently form their own views on what is happening in the world, to be aware of many events, and to study them from different perspectives, and finally, some problems can only be solved together. understands that it can be solved with y-actions.

These are elements of global thinking. In the vast sea of information on the Internet, students will be able to choose the materials they need in addition to the information available in the textbooks and reference books.

One of the advantages of using new information technologies is that they seek out oral teaching methods and re-focus on creative activity methods. The use of learning information on compact discs is not a replacement for a textbook or a new version of it, but it provides a basis for organizing students 'independent activities in analyzing and summarizing material using a wide range of individual and group forms of organization.

List of Used Literature

1. Kompyuternoye obucheniye i samoobucheniye. // Informatika i obrazovaniye, № 6, 1991.
2. Zamonaviy ta'limda raqamli tizimlarini qo'llash: filologiya va pedagogika soxasida zamonaviy tendensiyalar va rivojlanish omillari" xalqaro ilmiy-amaliy masofaviy konferensiya Toshkent 2020 yil may odilov doston zamonaviy axborot texnologiyalari nutq nuqsonlarini bartaraf etishda muhim omil sifatida.
3. , Novыye informasionnыye texnologii v obrazovanii i upravlenii uchebnым zavedeniyem. // Kompyuterы v uchebnom prosesse, № 8, avgust 1996, strannыy spesialnыy jurnal dlya pыtlivых umov lyubogo vozrasta, OOO "INTERSOSIOINFORM".
4. Yunusov, M. (2020). КАР ВА ЗАИФ ЭШИТУВЧИ БОЛАЛАР ТАЪЛИМИ ЖАРАЁНИДА АХБОРОТ ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНИШНИНГ ИМКОНИЯТЛАРИ. Архив Научных Публикаций JSPI, 1(76). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6465
5. Yunusov, M. (2020). THE IMPORTANCE OF MODERN TECHNICAL DEVICES IN THE DEVELOPMENT OF HEARING. Архив Научных Публикаций JSPI, 1(71). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6366
6. Yunusov, M. (2020). Методика обучения детей с нарушением слуха на основе мультимедийных средств. Архив Научных Публикаций JSPI, 1(71). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6367
7. Yunusov, M. (2020). Мактабгача таълим жараёнига мультимедиа технологиясини татбиқ этиш. Архив Научных Публикаций JSPI, 1(75). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6480
8. Yunusov, M. (2021). MAXSUS TA'LIM JARAYONIDA KOMPYUTER TEXNOLOGIYALARINING O'RNI. Журнал Педагогики и психологии в

современном образовании, 1(1). извлечено от https://journal.jspi.uz/index.php/ppmedu/article/view/711

9. Yunusov, M. (2021). ESHITISH QOBILIYATINI RIVOJLANTIRISH DARSLARIDA MULTIMEDIA VOSITALARIDAN FOYDALANISH METODIKASI. Журнал Педагогики и психологии в современном образовании, (1). извлечено от https://journal.jspi.uz/index.php/ppmedu/article/view/1190
10. Yunusov, M. (2021). MAKTABGACHA YOSHDAGI ESHITISH QOBILIYATI CHEKLANGAN BOLALAR TALAFFUZINI KORREKSIYALASHDA YANGI AXBOROT TEXNOLOGIYALARIDAN FOYDALANISH. Журнал Педагогики и психологии в современном образовании, 1(4). извлечено от https://ppmedu.jspi.uz/index.php/ppmedu/article/view/4599
11. Yunusov, M. (2021). ESHITISHIDA NUQSONI BO'LGAN BOLALARNING KOGNITIV FAOLLIGINI RIVOJLANTIRISHDA AXBOROT VA KOMPYUTER TEXNOLOGIYALARIDAN FOYDALANISH. Журнал Педагогики и психологии в современном образовании, 1(3). извлечено от https://ppmedu.jspi.uz/index.php/ppmedu/article/view/4062
12. Axrorova, S. (2020). Медико-педагогические и психологические основы подготовки детей с синдромом аутизма к социальной жизни. Архив Научных Публикаций JSPI, 1(74). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6488
13. Axrorova, S. (2020). HOZIRGI ZAMONDA AUTIZMLI BOLALARNING TA'LIM-TARBIYA MUAMMOSI . Архив Научных Публикаций JSPI, 1(75). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6485
14. Axrorova, S. (2021). РАННИЙ ДЕТСКИЙ АУТИЗМ И РАБОТА ПО РАЗВИТИЮ РЕЧИ. Журнал Педагогики и психологии в современном образовании, (2). извлечено от https://matinfo.jspi.uz/index.php/ppmedu/article/view/1788
15. Axrorova, S. (2021). ИГРА КАК СРЕДСТВО КОРРЕКЦИИ АУТИСТИЧЕСКОГО ПОВЕДЕНИЯ У ДЕТЕЙ ТЕОРИЯ И ПРАКТИКА ТЕРАПИИ ИГРОЙ. Журнал Педагогики и психологии в современном образовании, 1(1). извлечено от https://matinfo.jspi.uz/index.php/ppmedu/article/view/710
16. Axrorova, S. (2021). AUTIZM SINDROMIGA CHALINGAN BOLALAR RIVOJLANISHIDAGI NUQSONLARNI OLDINI OLISH VA KORREKSIYALASH. Zamonaviy ta'limda Pedagogika Va Psixologiya Fanlari, 1(3). Retrieved from https://ppmedu.jspi.uz/index.php/ppmedu/article/view/4061

17. Axrorova, S. (2021). F 84 BU QANDAY TASHXIS? MUAMMOLAR VA YECHIMLAR. Zamonaviy ta'limda Pedagogika Va Psixologiya Fanlari, (2). Retrieved from https://ppmedu.jspi.uz/index.php/ppmedu/article/view/2907